

# Finham Park Multi Academy Trust

## World Class News

May 2020

Edition 12



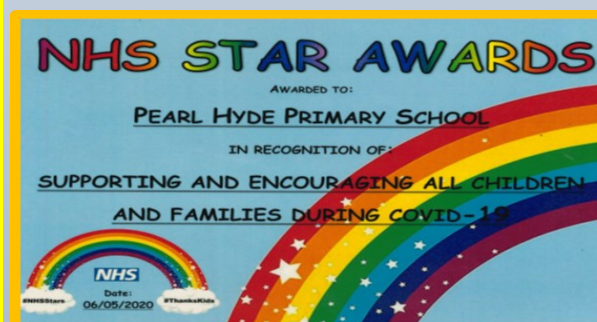
FINHAM PARK  
MULTI ACADEMY TRUST

## Celebrating Success

### V E Day Celebrations



### NHS Star Awards



### Creative Writing



### Delicious Delights



# Welcome from Mark Bailie



Dear Parent / Member of our community

Welcome to the latest edition of World Class News.

You will see from this edition that staff and children from across all our schools have been working hard and adapting to a different type of normal. It is very pleasing to see the students' pride in sharing photos of the work they have completed at home. I have also been impressed by the diligence that students have shown in completing work which has been set for them by their teachers.

Over the last 9 weeks both staff and students have grappled with new ways of communicating using technology, received learning packs and been encouraged to keep active with the likes of Joe Wickes and other sporting challenges set by their teachers. The way in which the children have coped so well is impressive and in part due to the support they receive from you.

Schools within the FPMAT have remained opened for children of key workers and staff have been working hard to support those children coming in to school as well as the children who have remained at home. This included being open during the Easter break and Bank Holiday. We have been putting in place important safety measures in our schools to support children and staff when they have been in. This has included additional cleaning, the introduction of zones and one way systems, as well as providing soap and encouraging everyone to wash their hands frequently. Careful thought and planning has gone into adapting our schools for the safety of children and staff.

I am sure you will understand that we have been adjusting, sometimes daily, to guidance and news as it is released. One of the benefits of being in a Multi Academy Trust is the ability for colleagues to collaborate and share best practice. This is particularly important in these more challenging times. FPMAT has also been working with the Coventry Partnership to ensure a consistent approach to supporting children and staff in schools citywide. Schools will continue to keep you informed of any changes or key messages.

As your children, and no doubt you too, have been working hard over the last 9 weeks, we have decided as a MAT that our schools will shut for the May Half Term. This will ensure that everyone—children, families and staff have a well earned break. In line with this, staff will not be setting work for children over the half term holiday.

I would like to thank your children and you for your continued support.

I wish you and your families a safe and happy Half Term break.

**Mark Bailie**  
**Executive Headteacher**

It has been a pleasure editing this edition of World Class News and seeing the wonderful examples of work that the children have completed from home, as well as seeing what the children have been doing when in school. The VE Day celebrations and the glitter rainbow looked fantastic.

We were delighted with the entries we received in response to the Easter Family Fun Pack competitions. You will be able to read the entries from the winners in this edition. Well done to both Eve and Gagan; we hope that they are pleased with the prizes they have received.

I hope you have a restful and safe Half Term break.

**Bernadette Pettman**  
**Senior School Improvement Leader**

## Co– Construction: How this benefits students

Co-construction allows colleagues to go beyond collaboration to establish a true working partnership which enables staff to work together with a common aim of providing a World Class education for all students. It is much more than sharing ideas; we are able to benefit from:

- ◇ FPMAT CPD Programme—sharing teaching expertise and best practise for all staff to deliver a “World Class” education
- ◇ Using primary and secondary expertise to develop world class learning experiences in subject areas
- ◇ Seamless progression across phases
- ◇ Assessment progression from age 3—19 —ensuring students are making at least expected progress at each phase of their education
- ◇ Moderation across the Finham Park Multi Academy Trust (FPMAT) to standardise assessments
- ◇ FPMAT GCSE groups and masterclasses
- ◇ FPMAT Student Leadership
- ◇ FPMAT World Class Guarantee
- ◇ Finham Park MAT FROG Connect—a VLE (Virtual Learning Environment) which allows students and staff to access shared resources
- ◇ Economies of scale—enabling efficient budgeting allowing us to utilise the budget with the best impact

There are a range of opportunities that students benefit from throughout their time in FPMAT which we believe are only possible through our strong partnership.



# **Co– Construction: How this benefits students**

## **Assessment Progression**

Subjects have completed an assessment overview from Nursery – GCSE.

It was essential we ensure our expectations as a MAT (FPMAT) are consistent. Co-constructing the assessments will ensure the learning experiences for students across FPMAT are consistent, continually progressive and cohesive.

## **Moderation as a MAT**

After creating their assessments, subjects then used their co-construction meeting and teacher training day to moderate work as a MAT against the new assessment criteria.

The continuation of this work will ensure that progress is accurately and consistently tracked across FPMAT.

## **Finham Park MAT Student Leadership**

The Finham Park MAT Student Leadership body consists of students from each of the schools across the MAT. They work together to:

- ◇ Contribute to the development of Teaching and Learning
- ◇ Develop opportunities for students across the Finham Park MAT
- ◇ Experience learning in each of the FPMAT schools
- ◇ Develop leadership qualities
- ◇ Work together on school and community projects
- ◇ Raise money for charities



FINHAM PARK  
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## Competition winners

We hope you enjoyed the Finham Park Family Fun Pack full of Easter activities. Thank you to everyone who entered our Family Fun competitions. The judges deliberated and the winners were selected. Well done to Gagan Parmar, Yr 7 Finham Park School, winner of KS3 category; and to Eve Bannon, Yr9 Whitley Academy, winner of the KS4 category.

The judges were all very impressed with their entries. Well done! We have printed them here for you to enjoy.

**Key Stage 3 Winner: Gagan Parmar Year 7 Finham Park**



FINHAM PARK  
SCHOOL

### MILAN 20TH MARCH

Silence. Nothing but that piercing silence. All you could hear was the chilling wind as it swept through the courtyard. The place was haunted by the ghosts of the people who should have been there, but weren't. The sun shone through the massive skylight in the middle of the ceiling, giving a warm aura to the room, but that was the only welcoming attribute to the building. The red chairs littered in the middle of the courtyard were unnaturally empty, the plants in the centre of the chairs lay desolate and cold. They were placed a distance away from each other. There was a growing fear of getting too close to someone. It was as if the life had been sucked out of this place. And in a way, it had been.

The great and towering stone pillars looked ominous, as they reached up to a section of curved wall that was illustrated with stone portraits of roman gods and goddesses. A thin layer of dust coated everything in sight, like this building hadn't been occupied in a while.

There it was again, that bitter silence, which suddenly I felt I could bear no more. The emptiness seemed everlasting and great.

There was no one. There was nothing...

## Key Stage 4 Winner: Eve Bannon Year 9 Whitley Academy



Now, I know we're stuck in a scary time,  
So I thought I'd write a little rhyme,  
To hopefully put a smile on some faces,  
And find a silver lining in the dark, sad places,



We must stay inside, although it sounds dull,  
Longing to hear the "squak" of a seagull,  
Waiting till we can venture outside,  
But, by the rules we must abide,



Always keep 2 metres apart,  
You will follow this if you are smart,  
Stand far away from your non's door,  
And leave her shopping on the floor,



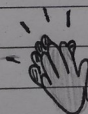
Now, I did say I'd make you smile,  
But I've been rambling on sadly for a while,  
So let's give you a little laugh,  
By just randomly saying giraffe!



But, to shine a light on the troubles of today,  
There's a few things I'd like to say,  
Although every day may feel unbearably long,  
Together, as a country, we stand strong.



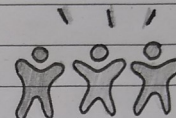
For, observe the nights we clapped proudly,  
For all the key workers, helping hardy,  
In a way, this has brought us together,  
And soon, this will all be better.



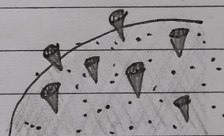
Yes, one day this will come to an end,  
By then we will all be driven round the bend,  
And we will have forgotten what a handshake is,  
And having a conversation will be nothing short of a quiz!



No, but really, we can win this battle,  
And eventually be able to travel,  
But only if we work as one.  
If we do that, then the pandemic will be done,



So stay home,  
Don't roam,  
Wash your hands,  
Follow the commands!



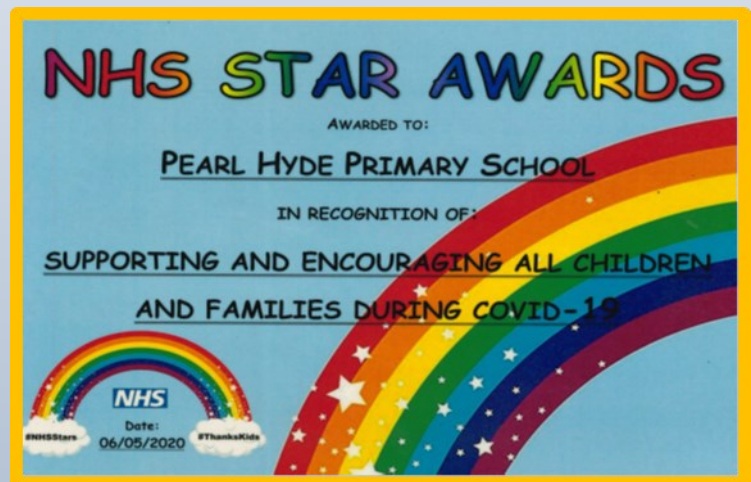
• By Eve Bannon •





The last 9 weeks have been the most surreal of times. Empty classrooms, empty seats, empty playing fields and at times deafening silence all around us. We, like everyone else in schools across the country, have been challenged to provide both in school and online learning for our children. It has proved to be an exciting and energising time for the staff and children at Pearl Hyde.

We have paid tribute to the NHS, as so many people have been doing and were awarded with the NHS Star Awards certificate (right)



Our hope was that the emergency helicopter which flies over our grounds would see the sparkling rainbow painted by the children (with a little bit of help from the staff, particularly me when it came to the glitter!!) From above.



During the Easter break all the children received an Easter egg from the school with staff heading out for House Hunts as opposed to what should have been an egg hunt for the children in the school grounds. They were all gratefully received!



Our curriculum has been mirrored as far as possible in school and at home. There has been a range of learning opportunities on offer for the children taught in their small groups of 10 ranging for YR to Y6. The collaborative learning and support from the children for each other has been amazing.

The following pictures give a flavour of what we have been learning and creating in school during LOCKDOWN. Nature week, shadows at work, kite building, den building, pond dipping, nets of shapes, poetry, art in nature, a collaborative butterfly....







## Enriching Lives in spite of Social Distancing Initiatives our English Directorate are leading

Lisa Hagan

### #SendSomeLove

Our English team supported students' participation in the *Lessons from Auschwitz* course at the beginning of this year. Since that experience, our ambassadors have continued to work with the *Holocaust Education Trust*.



Survivors' testimonies have been transformative in my own professional, and personal, journey. During a season, when our vulnerable are faced with challenging mental barriers, we've partnered with HET's desire to reach out to these incredible individuals. Their initiative #SendSomeLove is set up to reach out to our survivors and let them know how loved they are. Students from across many different year groups, and staff, regularly share messages. Several times a week our twitter feed

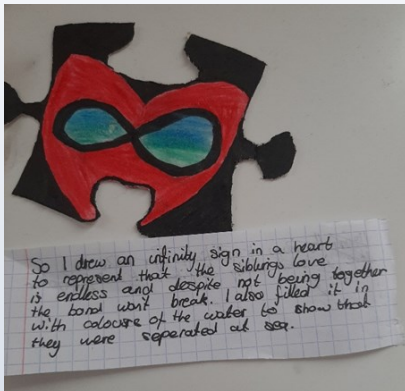
shares these messages of love with our heroic survivors. HET are appreciative of this commitment, and regularly engage with the posts. All are personally shared with the survivors and it has been an incredible way to contribute to lifting their spirits in this time.



We will never forget,  
what happened back then.  
We can only move on,  
and wish it doesn't happen again.  
Is it a sin to follow your heart,  
just because someone tried to wreck you.  
It strengthens your will to survive,  
becoming the reason for your happiness.  
Yet your hope was drained,  
so each day was worse.  
You felt yourself drift away,  
have just a distant memory.  
Unable to escape,  
your life now.  
Able to tell your story,  
warn about what happened.  
Trying to make a change,  
praying it doesn't happen again.  
Hope is a word that keeps us going,  
strengthening us until the end.

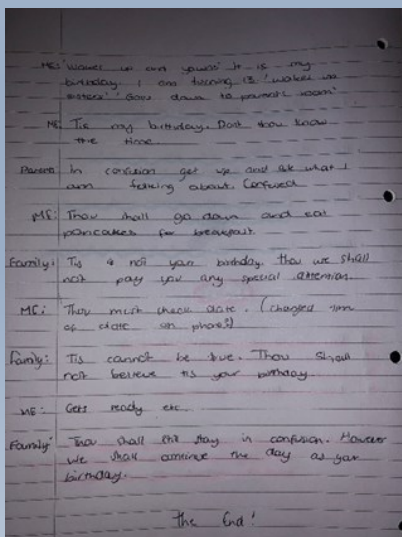
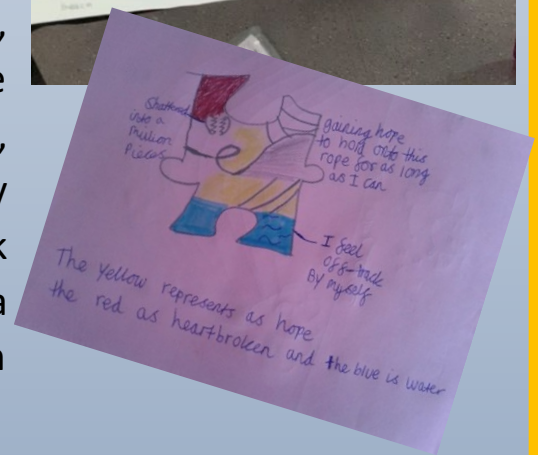
## The Greatest Storyteller of all time

There is a reason that Shakespeare is so well-known, indeed there are innumerable films you've watched potentially without even being aware they were inspired by his narratives. 10 things I hate about you? She's the man? Lion King?



On 23<sup>rd</sup> April, his birthday, we recognised the contribution he has had on enriching our language. Building on this momentum, our KS3 students this half term are completing creative Shakespeare projects.

We are looking at his comedic canon – immersing them in the joy of “Taming of the Shrew” and “Twelfth Night.” It’s been wonderful to see their enthusiasm in engaging with his stories, and by choosing a creative approach they’re able to recognise the beauty of his characters, and stories, without being distanced first by the complexity of his language. Their work shared here is testament to the fact that he is a storyteller for all ages – with our students both online and those still in school.



It has been wonderful to hear students talk about the events of ‘Twelfth Night,’ being stranded on an island, and make links to our current situation. Finding ways the characters find joy and hope – reflecting them back into their own lives. The enduring power of Shakespeare’s inspiration...

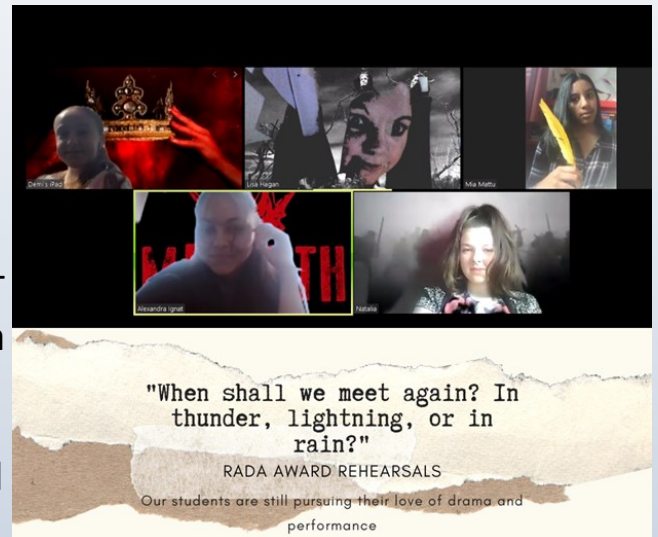




## The show must go on

Our doors may be closed, but our dedicated RADA students still meet once a week for rehearsals.

They've been working incredibly hard on memorising their Macbeth speeches, and the beauty of technology allows for us to become fully immersed in Shakespeare's world.



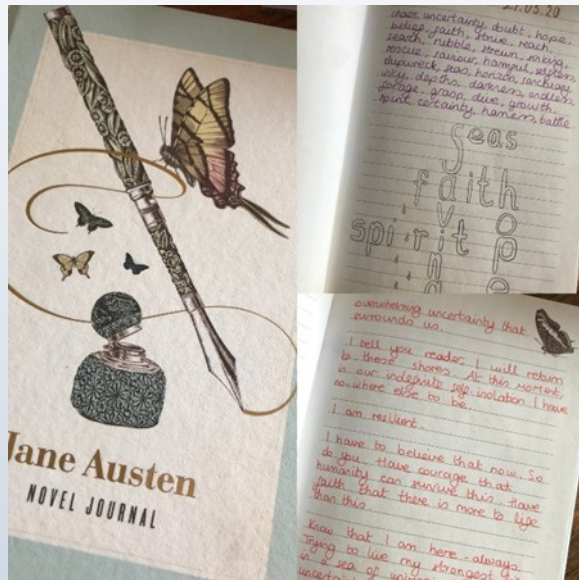
Students are excited to still have the opportunity to be involved in their enrichment programmes. Closure temporarily postponed our students beginning their RADA awards. But they are not idly waiting in the wings, they've taken to the digital stage to prepare themselves. The University of Warwick, our partners in the project, are impressed with their dedication. We have no doubt they will impress the examiners once our doors reopen. The students themselves share some thoughts about having the chance to do projects like this in spite of lock down:

"This award challenges our conception of poetry. It is an opportunity to explore the challenging world of Shakespeare in an intimate way. The calls are a wonderful way for us to maintain focus during this time, an accountability group, and a fun way to use our time" – Alex

"Our RADA group provides a sense of routine. We are still learning whilst having fun, the way it should always be. We are grateful we can still have this" – Mia



## Nurturing our mental health



There is no second guessing that this current climate can be challenging for our minds. Reflecting with my students at the beginning of the journey, we made a collective choice to create an enrichment group that was focused on creating a space where they could meditate on the different

emotions that came along.

This enrichment group teaches the process of Creative Journals. It is used as a process for any individual to channel their current mental state. It does not concern itself with criteria or editing. It is more about giving the individual the freedom and space to write in a stream of consciousness. In our enrichment classroom, a post appears each day to guide students through this process. It teaches them the methodology and provides tasks to do. In this way they have a safe and positive forum to nurture the thoughts as they arrive, reflect on them and create with them. In this way, they are embraced and moved through, rather than built up as barriers.

Once a week, the group meet virtually to share a journal piece that has become significant to them. This forum provides an extra layer of accountability for the students and a safe space for them to creatively respond to the world that is currently surrounding them.

Students share their thoughts about being involved in the process:

“This process has taught me many things, like that I need somewhere to store the thoughts that seemingly only appear at 3am but also a lot more important things about myself like things in my life I thought to be quite meaningless but have impacted my worldview in so many different ways. It taught me the difference between nature vs nurture and how often the two overlap and how blurred and fine the line between the two can seem. It taught me



Cont'd

that we are a product of our environment, but there's also something deep inside us no one can shape that you can see in everything we do. It's really helped me reflect on my views of life and death and art and everything in between. I'd recommend it to anyone."

The students share here some of their work:

**Friday 3rd April 2020**

### **Alessia Cara – Scars to your beautiful**

*She just wants to be beautiful*

*She goes unnoticed, she knows no limits*

*She craves attention, she praises an image*

*She prays to be sculpted by the sculptor*

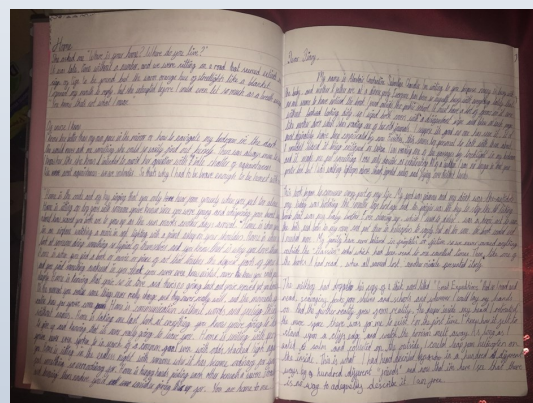
*Oh, she don't see the light that's shining*

*Deeper than the eyes can find it*

*Maybe we have made her blind*

*So she tries to cover up her pain and cut her woes away*

*'Cause cover girls don't cry after their face is made*



### **Why do they inspire you? What do they make you think or feel?**

*Our imaginations are a beautiful gift.*

*This song inspires me in my dark times, when I may feel either insecure or worthless because it helps me to remember that there is always hope even if I don't see it. It also reminds me that everyone is different and that everyone has flaws, whether those flaws are big or small. Whenever I listen to this song, I tend to feel calm and worthiness flood through me. For me, it was impossible to choose just a section of the song because my feelings link to the whole song.*



## Encapsulating the Season –

In different ways, in our classroom space, students have also been provided with opportunities to creatively respond to what they are learning through this experience. It is a seminal moment in our collective history. We – as a team – acknowledge this and provide the students the space to lend their voices to this truth too.

*I will allow them to talk to you now through their work:*

Trapped in a cycle of confusion

No place to go, no amusement

Stuck inside

Nowhere to hide

Trapped in a cycle of confusion

You can't even have any fun

Your thoughts relapse over and over again

Stuck in your room counting to ten

Trapped in a cycle of confusion

How many times have you gone out? None

You look out your window to find some air

Then realise nobody is there

Trapped in a cycle of confusion

Is this just an illusion?

Look at your family in that photo frame

Our life will never ever be the same.

Kristal –Y9



## How the social relevance of poetry has prompted reflections on our current situation:

Stanzas:	What lesson is being taught about society? About pain? About conflict? About our minds?	Application to our current climate: <i>What would belong inside my time capsule to encapsulate today's message?</i>
In his dark room he is finally alone with spools of suffering set out in ordered rows. The only light is red and softly glows, as though this were a church and he a priest preparing to intone a Mass. Belfast. Beirut. Phnom Penh. All flesh is grass.	The author presents a paradox of order and conflict, of peace and war, a sense of twisted normality that we have become desensitized to over the months. The suffering is all put in order for helplessness and nothing left to do.	I would put a paintbrush in regards to all the new hobbies we've all picked up under quarantine. We've done what we can in this time, and instead of wallowing in it, instead of organising all our sadness, we took this time to rediscover ourselves and heal and live.
He has a job to do. Solutions slop in trays beneath his hands, which did not tremble then though seem to now. Rural England. Home again to ordinary pain which simple weather can dispel, to fields which don't explode beneath the feet of running children in a nightmare heat.	It shows that the persona crafted for this poem is acting with great importance to do a job that he wouldn't have to under different circumstances. His home, his job, his everything has now become enveloped in war and it's almost normal.	I would put a plastic clapper to symbolise how we all clap for the front-line key workers at 8pm every Thursday. How they shouldn't have to do this, things should've been different but they've braved up to the challenge although its life threatening.
Something is happening. A stranger's features faintly start to twist before his eyes, a half-formed ghost. He remembers the cries of this man's wife, how he sought approval without words to do what someone must and how the blood stained into foreign dust.	This presents a soldier "returned" from war as a ghost, only half a man upon his death even though he signed up to war to potentially prove he was more of a man. It shows what war turns people into and how this hurts everyone around them.	I would put a surgical mask in the time capsule to remind everyone of those fallen victim to the virus and how we all had to do our bit to protect those we love. He died fighting for his country and the victims died for us to understand the virus and save others.
A hundred agonies in black and white from which his editor will pick out five or six for Sunday's supplement. The reader's eyeballs prick with tears between the bath and pre-lunch beers. From the aeroplane he stares impassively at where he earns his living and they do not care.	In this stanza, it is revealed how the media handles the coverage of the war. It shows that they only pick a select few stories and even those are enough to bring their readers to tears. It presents the true scale of destruction war holds.	To represent this, I would put in a graph showing about "flattening the curve". It presents how these deaths all just turn into numbers until it happens to somebody you know and love. It shows how much the media covers and how much it still cannot show.

**Write a speech persuading young people to stay inside during the pandemic in order to keep others safe**



A new enemy has entered our lives. A monster that taints the innocence of a blessing when someone sneezes. A parasite that revitalises at the boasting trepidation that seized our community. A demon that cults our minds with paranoia, sending us into delusion. Coronavirus. For decades it has been preached to us to wash our hands, cover our mouths when coughing, sneeze in an opposite direction to someone as forms of common courtesy and basic hygiene. However, when our lives terminally revolve around this, it seems to be a beacon of vexation and objection.

It appals me that as humans we are capable of expressing such a lack of humanity; revolting at the idea of showing a drop of compassion and consideration to others and protesting to continue their vacations as if there wasn't a global pandemic severing the population. I was reluctant to accept this, I thought to myself: 'Surely, people would understand the anxiety of the vulnerable and elderly. Surely, they would listen to all the news, to all the warnings of quarantine. Headlines, radio, newspapers. But surely, this was not the case. This unspoken enemy was cloaked in a mist of arrogance.                      Cont'd

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An apocalypse is no longer a parable told by the oracles. Fable, myth, legend. It is a reality. A curse that has corrupted the lives of over 1 million people globally, a hex that has taken over 2000 lives in the UK alone. In 6 months' time it is predicted that the might of the virus will be suppressed, however not before infecting more than 80% of the UK's population. Crematoriums and cemeteries will be swarmed with carcasses awaiting uncultured burials, stacks of coffins barricading the exits to churches - altering funerals. Soon the only polluting vehicles that creep around every street, every house, and every doorstep will be a hearse painting a red cross on our doors.

Your friend might tell you this virus will not affect you, your infection will be asymptomatic. Your friend might complain about the cancellation of their vacation to exotic lands. Flights, voyages, cruises. A materialistic price to pay for salvation. Your friends might spew their hatred about the hours that strike their motivation as boredom sends invitations to their brain, soaking in their creativity. Fundamentally, your friends are corrupt. This enemy no longer lingers in a foreign land. This enemy is on our doorstep, this venomous enemy is the hand we shake during a greeting, the hugs we exchange during outings and the kisses we give as goodbyes. These are no longer acts of compassion, his love is forged by manacles of apathy.

Too many lives of innocent people have been lost as a result of our dark desire. The enemy is a tempting serpent that lies. Deceitful, delusive, deceptive. The words "teenagers are immune" become insignificant once grief overpowers their minds when dealing with the mourning of their grandparents. So don't listen to its malevolent enticement, it is not feeble. It is lethal. It will kill. You may not be a victim, but others will. Do you want to support a murderer?

***Jagoda – Y11***









FINHAM PARK  
SCHOOL

## Food Technology

Students from Finham Park have been working hard at home on their Food Technology skills. Whilst they might not be in the classroom, they have proved to Mrs Devgun that they have been using their culinary skills to practise and perfect some mouth-watering dishes and some carefully thought out packaging. Some examples from Year 7—10 are below.:

### Year 7 Packaging work – Alex White



Great work by Alex who also made the flapjacks.

A product we made when we were still at school.



### Joseph Reilly – Year 9 Bread work Making focaccia



**Ellie Poole**

## **Food Tech bread making practical**

For my practical work K was told to make 3 different types of bread buns Chelsea buns, hot cross buns and focaccia bread this was all part of the bread practical challenge. Some of these breads I have never made before, but the outcome was very good.

### **Chelsea Buns**

These Chelsea buns were one of my favourite buns to make out of all three. It required a lot of skill to roll up the dough evenly, and was fascinating to create the end result. These Chelsea buns consisted of a light fluffy and sweet consistency.



### **Focaccia Bread**

This was my first attempt at focaccia bread. It consists of letting the bread rise a lot more than a normal loaf but in the end it's all worth it. I added some of my own ingredients to my bread. The topping of my bread consisted of cheese, rosemary and red onion. This bread was amazing. It consisted of a nice crumbly consistency which was perfect both light fluffy but also a little bit heavy. Instead of creating mini focaccia bread I decided to create one big one to share amongst my family.





## Hot Cross Buns

In my opinion the hot cross bun was the most difficult to make because it was hard to make a perfect cross on the top on the bun. This bread was very soft and all the flavours of the raisins and cinnamon really contributed to this wonderful bread bun. I enjoyed making these buns and will make them again.



## **Fish Fingers with Chips and Garlic Sauce – Year 10 Daisy Houghton**

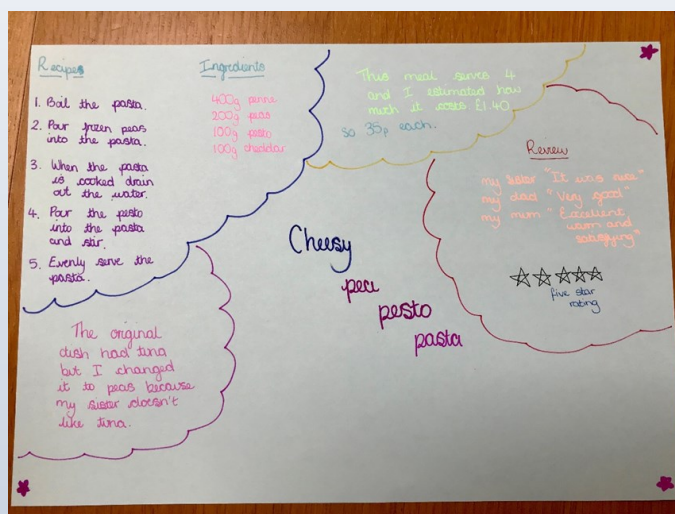
Daisy keeping up with her skills of making fish fingers, chips and a garlic mayo dip for dinner. Great work!!





## Year 8 Food Technology Tasks – Creating a main meal from 5 ingredients

Amalia Escobar Leigh



## Food practical's conducted by Dillan Maher – Year 10



Mrs Devgun



**Finham Primary**

**vs**

**Eastern Green**

Finham Primary vs Eastern Green was a closely contested football match held at the former of the schools.



After a short warm-up, Finham Primary kicked off the first half. Despite an eventful first half, including many attempts at goal and a clearance off the goal line, the half ended 0-0.

Eastern Green kicked off the second half. There were yet more notable events, but after a while, Eastern Green broke the deadlock: they'd scored their first goal.

Another goal in quick succession demoralised Finham Primary. A third goal was almost scored, but a save and a clearance ended the drama.

Minutes later, Finham Primary found themselves in a dangerous position. After many passes, the ball was played to Finham Primary's central-midfielder who finished it off, cool as a cucumber. Was the comeback on? Sadly, no. A second goal for Finham was almost scored, but it was cleared and shortly after, the final whistle blew.

Finham Primary 1-2 Eastern Green

**Joseph Whetton, Finham Primary, Year 6 student**



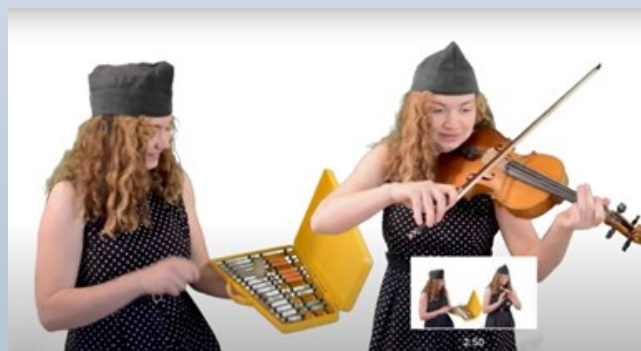
## VE Day Celebrations at Finham Primary School



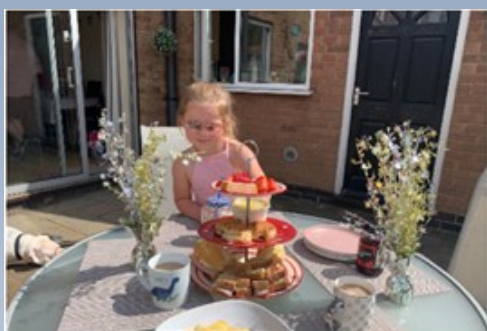
Covid-19 Lockdown won't hold Finham Primary down! During the day, those children who were in school were remembering and celebrating the 75<sup>th</sup> anniversary of VE Day. They went red, white and blue with party hats and bunting. The children enjoyed a selection of classic British food and researched VE Day.



Miss Pritchard had been teaching the children in her music lessons to play 'In the Mood'. She created a video of herself playing a variety of instruments, then carefully edited them together. The children could then play along at home to make a performance for their families. We all enjoyed watching it too!



Children also uploaded onto Frog how they celebrated at home with their families.



**Mrs Brooks-Keith**

Year 8 at Finham Park 2 have been studying *The Sign of Four* by Arthur Conan Doyle. They have found this challenging, but immensely enjoyable. We were almost finished when schools were given the order to close. I'd like to share with you the work of one of our Year 8 students, Ben Cleaver,. I asked students to imagine they were a Victorian journalist and to produce a piece of viewpoint writing arguing that Holmes was a brilliant genius, or a dangerous maverick. Please see Ben's fantastic writing below.

## The London Express

**The infamous Sherlock Holmes, genius or maverick mastermind?**



You would have to have had your head deep in a bucket of water over these past weeks to not know who he is, but love or hate him, one has to wonder if Sherlock Holmes *really* is such a genius.

The marvellous Mr Holmes, he is spoken about in whispers between Ma and Pa when the children are fast asleep in their beds, hushed conversations in the queues at the local bakery, and more loudly after a few pints at the local ale house, but he is widely spoken about, but what do we really know of the man?

A man who repeatedly withholds information from the police - Athelney Jones himself has been quoted saying that he "could not possibly comment on the practises of Mr Holmes" as he himself is "often un aware of the man's thinking"!

What we do know is that Mr Holmes is perfectly happy to use children to do his spying, putting young-uns lives at risk to boost his ego!

He is happy to disappear off the face of the earth, without even a warning to his supposed close ally Dr Watson, then reappear in disguise - but is he just permanently in disguise, or are we really seeing the true Sherlock Holmes?

Let me present you with this, the wonder of Holmes: he does what our trained officers seem unable to do, in fact we the everyday people write to him with our problems and queue outside his Baker Street residence, begging for his help and his words of wisdom, but are they really that wondrous? Is he the marvel that we are led to believe or can I suggest to you, beloved reader, that Mr Sherlock Holmes is in fact a criminal mastermind and a ring leader. That he knows and mixes with the lowlifes that he apprehends.

Are we to believe that one person is smarter than the entire London police force? Are we to believe that one man is somehow always able to solve even the most puzzling of crimes with only the help of a bumbling doctor (Watson)? I think not. The more I have followed Mr Holmes, the more I have questioned his antics and believe our readers deserve the truth to be uncovered and I will do my best to do this - my warning to you Mr Holmes, I am watching and waiting.

**Ben Cleaver**

**Mrs Kidman**



## Supporting Local Charity



Students and staff at Lyng Hall School

have chosen Heart of England Mencap as their charity for fundraising and support. Students had started working with them prior to the country entering 'lockdown'. That hasn't stopped them from adapting to the current situation to continue to provide support.

Whilst the students were unable to visit the local day centres, they have devised a range of activities for Mencap customers to try at home. Some examples of these are below and on the next page:

### Elephants from milk bottles!

1. Cut the top from a 2 pint plastic milk bottle, using the handle as the trunk.
2. Cut arches on all four sides to make the legs.
3. Rip the coloured tissue paper into strips.
4. Use watered down PVA glue to cover the milk bottle with tissue paper. Leave to dry. Now the fun part!
5. Decorate your elephants with stickers, gems and other goodies.



### Make your own bunch of flowers!

There are lot of different ways of doing this- this is what we did...

1. Draw petals on yellow card
2. Put glitter on the petals if you want to
3. Roll up orange card to make the centre of the flower
4. Use green straws or pipe clearers to make the stem





## Making homemade bird feeders



### The items you will need:

- ◇ The centre of a toilet roll.
- ◇ A length of string or an old shoe lace.
- ◇ Honey.
- ◇ Bird food, if you don't have any bird food at home then not to worry, birds love cereals such as bran flakes, cornflakes, cheerio's and similar.
- ◇ A lunch box/container or a baking tray.



### Method:

- ◇ Pour the bird seed onto your tray/lunchbox or container, if using breakfast cereals then you will need to crush these with a rolling pin but not too much.
- ◇ Place the Centre of the toilet roll on top of the bird seed/crushed cereal.
- ◇ Carefully pour a little honey onto the centre of the toilet roll and using your finger, spread the honey thinly, turning the loo roll as you spread. Once the part of the loo roll with honey on touches the seeds then it will begin to stick.
- ◇ Continue until the entire loo roll centre is covered in seed, you may need to carefully pick up and press the seed onto the loo roll to ensure it is completely covered.
- ◇ Pick up the loo roll and gently shake off any excess/loose seeds.
- ◇ Place the loo roll on one end onto the piece of paper to dry.
- ◇ Once dry, place the loo roll onto its side and carefully pass the old string/shoe lace through the centre and tie each end together.
- ◇ Hang on a fence, in a bush, on a tree or bird table and watch.



To show they were still thinking of them, staff and students came together 'virtually', to send the customers at Mencap a message.





The customers at Mencap were so delighted with the message they received, that they sent one back to Lyng Hall School.







## The Lion Alliance

### How well do you know The Lion Alliance Teaching School?

- ◆ We now have **20** schools in our partnership – 10 secondary and 10 primary
- ◆ We train **primary** and **secondary** school teachers
- ◆ This year we are launching **Lion Leadership** courses for school leaders at different stages of their teaching career.
- ◆ This year, we were the **biggest provider of trainees to Warwick University**
- ◆ We are the local and regional provider of **The Chartered Teacher Programme**, in partnership with The Chartered College of Teachers. There are 11 providers in the world and we are one of them!



Welcome to our two new partners. Whitley Academy, Coventry, and Lillington Primary, Leamington Spa, joined our Teaching School Alliance this year. Unsure who our other 18 partners are? Please see the next page:

# The Lion Alliance

A pioneering world class teaching school alliance that trains teachers to innovate and inspire the current and future generations

## Our strategic partners



Contact us:

[www.thelionalliance.co.uk](http://www.thelionalliance.co.uk)

[admin@thelionalliance.co.uk](mailto:admin@thelionalliance.co.uk)



BIRMINGHAM CITY  
University

THE LION  
ALLIANCE



### **Initial Teacher Training**

Did you know that The Lion Alliance was the biggest provider of secondary School Direct trainees to Warwick University this academic year, 2019-2020?

We are incredibly proud of our cohort of trainees who left us in March at the end of their placement and very sad that we had to bid them an early farewell. Virtually all of them have secured NQT positions for September and officially join the profession in the first year of their teaching journey. Congratulations to them all in completing their placements; several of them will be familiar faces as they stay in the Finham Park MAT.

### **What makes The Lion Alliance unique?**

One of the questions I'm frequently asked when interviewing trainee applicants is why they should train with us opposed to other local providers. One of the many things that makes us unique and different is that we are committed to teachers, to their development and training, throughout the whole of their career. One advantage of training with us is that we are a large partnership of schools and we use the different schools and their different contexts to inform and train and develop our team of trainees.

### **Teachers Learn from Teachers!**

I don't think anyone would disagree with the above statement and this is a key focus in our alliance for all of the programmes, courses and training we offer! This year, we used the expertise and specialist knowledge within our large partnership of schools to offer training and development opportunities to our cohort of 20 Schools Direct trainees. Our alliance training days hosted by our partners schools allowed our trainees to observe a range of teachers in different schools and to benefit from the specialist knowledge



of experienced teachers and leaders. To support our trainees in their quest for employment, we invited our partner schools who had vacancies to come and meet our trainees and to talk about their schools in a recruitment event. We also have invited nationally recognised experts in education to come and speak to our trainees and share their research. Tom Bennett, founder of ResearchEd and advisor on behaviour to the DfE visited our alliance in January this year to share his understanding of how to teach behaviour to students and Kathy Bigio, a specialist in Early Years, delivered training to our primary partners and trainees.

### **Meet the Expert**

**Engineer the norm! Teach the behaviour!**

**School Leaders need to be the conscious architects of the behaviour!**

Tom Bennett visited our alliance in January this year to deliver training to our trainees and teachers and school leaders. We were delighted to host this event and to learn from his varied experiences in a wide range of schools. This opportunity was incredibly popular with trainees, teachers and school leaders in our partnership and several schools from the local area who are not in our partnership also visited. We have invited him back to us next academic year so please do look out for further dates and opportunities.

Kathy Bigio, a specialist in Early Years Education, delivered training to our teachers from our primary partner schools and our primary trainee in March. Colleagues were really impressed with this opportunity and felt it had really informed and shaped their own practice.



THE LION  
ALLIANCE

Teacher training  
that



CARES

**Visit us:**

[www.thelionalliance.co.uk](http://www.thelionalliance.co.uk)  
[admin@thelionalliance.co.uk](mailto:admin@thelionalliance.co.uk)  
c/o Finham Park School

## Recruiting Trainee Teachers for September 2021

Do you know someone who is considering a career in teaching?

Perhaps they'd like a taster day in one of our alliance schools or want a chat to understand more about the profession?

Please do ask them to get in touch with us.

We are officially open for applications from prospective trainees and in addition to our partnership with Warwick University, we are also working in partnership with Birmingham City University this year and have places in a wide range of specialisms; we have both primary and secondary places available.

**[admin@thelionalliance.co.uk](mailto:admin@thelionalliance.co.uk)**

## Know Someone Who is Considering Teaching?

This year we have recruited more primary trainee teachers than ever before! We are really excited to be working more closely with our primary partners to support our trainees during their training year. In addition, we continue to recruit trainees from a range of specialisms in secondary and we are looking forward to meeting them all in July at our Lion Alliance Induction event. But we always have room for more and if you know someone who is interested in teaching, please ask them to get in touch for more information.

[admin@thelionalliance.co.uk](mailto:admin@thelionalliance.co.uk)

[www.thelionalliance.co.uk](http://www.thelionalliance.co.uk)

[@lion\\_alliance](https://twitter.com/lion_alliance)

We now offer places in partnership with Warwick University, Birmingham City University and soon Coventry University too!

### The Lion Alliance

A pioneering world class teaching school alliance that trains teachers to innovate and inspire the current and future generations

#### Our strategic partners



Teaching School Alliance  
Finham Park School  
Green Lane  
Coventry  
CV3 6EA  
(024) 7641 8135





## The Chartered Teacher Programme

CHARTERED  
COLLEGE OF  
TEACHING

Great news! It's not too late to join The Chartered Teacher Programme. We are now receiving applications until 25<sup>th</sup> September.

As the only local and regional provider of this prestigious programme, we are really pleased to be able to offer this opportunity to teachers across Coventry, Warwickshire and beyond! If you are interested in finding out more then please read the eligibility criteria below and follow the link to our website where you will find a brochure with more detailed information and our application form.

- ◆ Have you been teaching for at least 3 years?
- ◆ Are you committed to developing your classroom practice?
- ◆ Would you like to find out more about research and current trends in education?
- ◆ Would you like to be registered with The Chartered College of Teaching as one of the country's leading practitioners?

If so, please find out more at :

[www.thelionalliance.co.uk](http://www.thelionalliance.co.uk) or email [admin@thelionalliance.co.uk](mailto:admin@thelionalliance.co.uk)

**RAISE**

**the status  
of teaching**

**BE RECOGNISED**

**for teaching  
expertise**

**BECOME**

**a Chartered  
Teacher**



**THE LION  
ALLIANCE**

**JOIN THE CHARTERED TEACHER  
PROGRAMME AND BE CELEBRATED  
FOR YOUR EXPERTISE**

**Applications are now open, until 25th September  
[www.thelionalliance.co.uk](http://www.thelionalliance.co.uk)**



## VALUES



At Finham Primary School, we use the Engage Values to reward pupils for positive behaviour. These values are wrapped in the acronym TRIED.

This year we have given pupils the opportunity to be rewarded when they show their values during lunchtime by introducing lunchtime values tokens. Each classroom from Reception through to Year 6 has been given their own Lunchtime Token jar where their tokens are collected.

Our lunchtime staff which includes Mr Atkins, Miss Shaheen, six lunchtime supervisors and sports coaches from CV Life all give out tokens to pupils that display the school's values during lunchtime. At the end of each lunchtime, Mr Atkins goes around each classroom collecting the token that children have been rewarded in order to update the Lunchtime Values display which can be seen in the school's dining room. Each year group has its own values jar with a whiteboard attached containing the number of tokens that year group has been rewarded.

At the end of his term, the year group with the most tokens will be rewarded with a fire and marshmallows with Mrs Schofield. Keep an eye on the Squirrels Club Twitter (@Club\_Squirrels) page for updates on the total tokens each year group has.



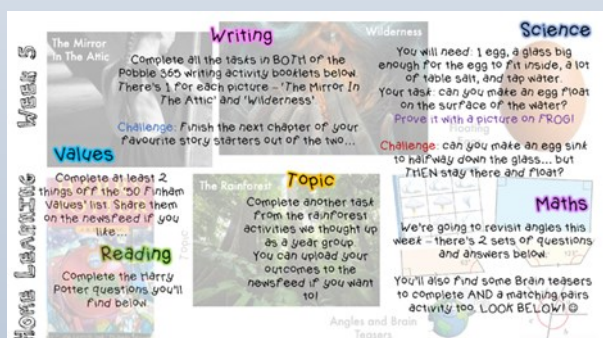
**Mr Atkins - Extra Provision Manager**  
**Finham Primary School - Squirrels Club**



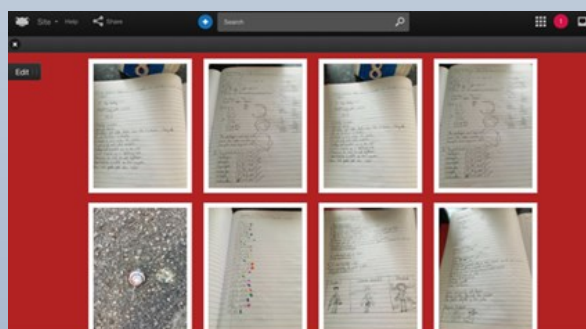


# Home Learning At Finham Primary School

During Covid-19 Lock-down, all year groups from Nursery to Year 6 have found Frog to be an effective way to set Home Learning for all the children. Teachers can easily see who has engaged with the learning by looking at log in details and work uploaded by children using FrogSnap.



Teachers at Finham Primary have used Frog not just to set Home Learning, but as a safe way for children to keep in contact with staff and other pupils. Children can 'chat' to one another, but this is viewed and regularly monitored by staff to ensure the safety of all the children. Children have to complete a weekly check ins – monitoring how they are finding the work but also how they have been feeling.



## Finham Primary Upper Phase Check-In Form WK3

Hey everyone! Team Finham wants to know how you are getting on at home this week. As well as getting your home learning done, are you looking after your physical and mental health too? Are you taking good care of your family? Are you making sure you find a good balance between home learning and family time?

We want everyone to remember to make some time for:

- Exercising
- Getting some fresh air
- Contacting friends and family
- Enjoying activities and hobbies you enjoy
- Doing nothing - chilli out!!!!
- Helping out with the chores around the home

As well as completing your Home Learning tasks!

Each Friday from now on, we will ask you to fill in this form. You might scribble down a few notes in your reading diary each day to help you out, but you don't NEED to. This form lets us know about your week so we can keep an eye on how you are doing. It also helps us to set you great work for next week.

We really care about how you're getting on at home!

\*Required

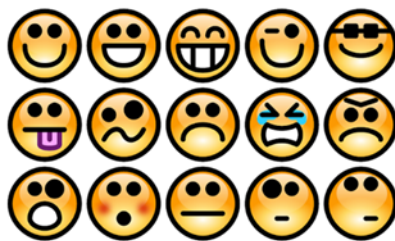
Have you used any of the activities, resources or tasks on your Year Group's Home Learning Page? \*

- ☐ Yes
- ☐ No

How easy was it to get to the tasks and then complete the work, overall? \*

- 1 2 3 4 5
- ☐ ☐ ☐ ☐ ☐ Impossible

How have you felt, overall, during each day this week? \*



	Really Happy	OK	Kind of Sad
Monday	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tuesday	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wednesday	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Thursday	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Friday	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



## Special Visitors

Each year Lyng Hall School receives some very special visitors, and this year was no exception.



A family of ducks and ducklings took up residence in the school courtyard and needed a little help making a safe passage to the school pond.

Staff carefully guided the family from the courtyard, through the school corridors and out to the pond, maintain social distancing of course!

The ducklings are now having a 'splashing' time in their new home.

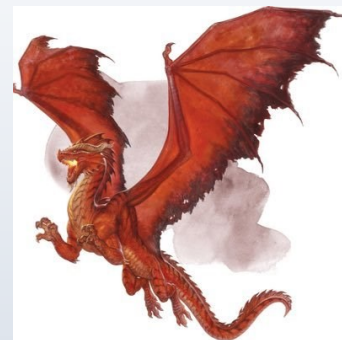




Staff at Lyng Hall School created this message for students:







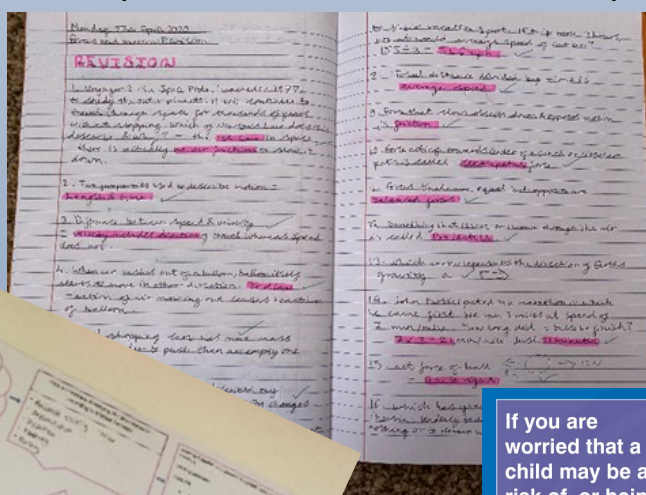
## Finham Park 2 Eastgate

During this difficult time I would love to mention all the AMAZING work we have been receiving from our students working and learning from home.

Personally I have received so many examples that it is overwhelming and I am trying to keep up. As always in Eastgate we have had students going that extra mile to help others and doing that little extra: from helping parents at home to being on TV, to celebrate the 100th birthday of Captain Tom Moore (Emily Pepper EG03).

It has been difficult but as always our students at Finham Park 2 are going above and beyond making us proud day in and day out.

I really hope to see you all very soon and will be ready to listen to all those wonderful stories that you will have from this time. If there is anything you need please get in touch with your mentor or me, I am only an email away.



Mr Bolatti

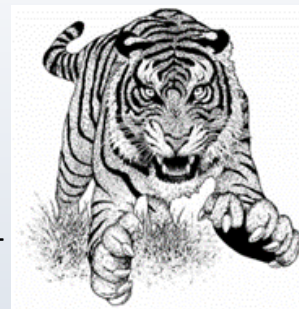
If you are worried that a child may be at risk of, or being neglected or abused, let the Multi Agency Safeguarding Hub (MASH) know

Report your concerns by calling 024 7678 8555 or out of hours on 024 7683 2222



#StayHomeSaveLives

## Westgate FP2



### The white tigers ...we **R.O.A.R.** together!

During this period of unprecedented change, I have been really impressed with all members of our Westgate team: mentors, mentees, parents, grandparents and guardians. Weekly contact from mentors to mentees and vice versa has thrown up many heart-warming stories, showing that despite our students being away from us, they are continuing to follow our Westgate values – R.O.A.R.

#### **R**espect

**“Spending quality time with my family”**

**“Facetime my grandparents on a daily basis – play games like UNO with them”**

**“Helping to home school my younger siblings”**

**“Bake for family members – leave them on doorsteps, including my Uncle who is a key worker”**

#### **O**pportunities

**“Painted and decorated the whole house”**

**“Making a chair!”**

**“Learning a new language”**

**“Growing our own vegetables”**

#### **A**spirations

**“Researching apprenticeships so that I know what to aim for and can set myself a goal”**

**“Home-schooling younger sister – great experience as I want to be a teacher!”**

**“Applying for apprenticeships”**

**“Starting A level transition work”**

#### **R**esilience

**“Getting easier to do the work each week”**

**“Only working until 3pm – improvement on previous weeks”**

**“I am slowly getting into a routine – hard at first”**

**“Really stressful to start with, but am getting the hang of it”**

Finally: “Thank you to all the teachers for organising lessons for their students – can’t wait to come back” I think this says it all! **Keep roaring and take care – Mrs S**

On the 20<sup>th</sup> February 10 Yr11 students visited Warwick University along with a number of other school from across the region. They were separated and had to attend different workshops independently.

All FP2 students behaved impeccably all day with their positive attitude, resilience and team work. When staff asked for volunteers to explain mathematical processes Chris Valentine stood up showing clear knowledge and use of mathematical language to his peers.

Other teachers commented how well presented all of our students were.

As Part of the day students were allowed to examine and sit in a limited edition Aston Martin car and speak to the designers about upcoming developments in the motor industry, such as the use of hybrid and Electric cars.



The Guest speaker had everyone buzzing with Game Theory ideas and how this element of mathematics can be very useful when governments are making wider world decisions.

It was a day enjoyed by all from start to finish and I for one will be proud to take our new Year 11 students next year.

**Louise Tyrrell**





## Pearl Hyde Primary

**Headteacher:** Theresa O'Hara

**Address:** Dorchester way, Coventry, CV2 2NB

**Tel:** 024 7661 0165

**Website:** <http://pearlhyde.co.uk>



## Finham Primary

**Headteacher:** Sarah Bracken

**Address:** Green Lane, Coventry, CV3 6EJ

**Tel:** 024 7641 5425

**Website:** <http://finhamprimary.co.uk>



## Finham Park School

**Headteacher:** Chris Bishop

**Address:** Green Lane, Coventry, CV3 6EA

**Tel:** 024 7641 8135

**Website:** <http://finhampark.co.uk>



## Lyng Hall School

**Headteacher:** Paul Green

**Address:** Blackberry Lane, Coventry, CV2 3JS

**Tel:** 024 7672 4960

**Website:** <http://www.lynghallschool.co.uk>



## Finham Park 2

**Headteacher:** Russell Plester

**Address:** Torrington Avenue, Coventry, CV4 9WT

**Tel:** 024 7771 0720

**Website:** <http://finhampark2.co.uk>



## Finham Park MAT

**Executive Headteacher:** Mark Bailie

**Address:** Torrington Avenue, Coventry, CV4 9WT

**Tel:** 024 7641 8135

**Website:** <http://finhamparkmultiacademytrust.co.uk>

# Finham Park Multi Academy Trust

## *World Class News*



FINHAM PARK  
MULTI ACADEMY TRUST

Follow us on Twitter:

**@FinhamMAT**



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