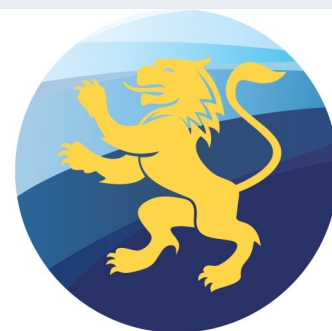


# Finham Park Multi Academy Trust

## World Class News

July 2020

Edition 13



FINHAM PARK  
MULTI ACADEMY TRUST

## New schools to join

### Finham Park Multi Academy Trust



In 2020/21



Literacy and Fun Filled Family Packs to keep you and your children entertained over the summer



# Welcome from Mark Bailie



Dear Parent / Member of our community

Welcome to the latest edition of World Class News.

As we come towards the end of this academic year, I do not think that any of us would have predicted in September how this year would turn out. During what has been a turbulent year, the staff and children at all our schools have demonstrated integrity, determination and resilience. I am truly impressed with the ways in which they have adapted, many times, to what has been an unprecedented period in the history of the education system.

The work that has gone in to changing our school sites to make them suitable for children to return has been phenomenal. We have worked in collaboration with all agencies to follow appropriate guidance. Our schools continued to provide support for children of critical workers during 'lockdown', and from June they started to welcome back children from key year groups. I know that staff have been delighted to see children in schools again. Schools have also been supporting children who have remained at home. Staff have used a mixture of teaching and learning strategies, including embracing new technology and new ways of providing feedback to children.

As we move forward, as we return to a more familiar way of life, I do believe that we will learn from our new practices and combine them with the more traditional approaches. A new 'normal' will likely be a blended approach to Teaching and Learning. Each of the schools will be communicating with parents the plans for re-opening to all students from September. Schools have also been working hard to support children who will be entering in new phase in their education. For example, 'virtual' tours of the school site and a variety of transition activities to help prepare children who will be starting a new school in September, or commencing Sixth Form.

During the new academic year 2020/21 we look forward to welcoming some exciting new additions as Whitley Academy and Lillington Nursery and Primary School look to join the Finham Park Multi Academy Trust.



These additions will provide even more opportunities for colleagues to work together across the Multi Academy Trust, sharing best practice and thereby providing 'World Class' opportunities for the children. From September, Finham Park MAT will consist of 4 secondary and 3 primary schools across Coventry and Warwickshire. Colleagues from all our schools will be able to draw on a vast bank of expertise, comprehensive Continuing Professional Development, together with co-construction. We look forward to welcoming our new colleagues, children and families to the Finham Park MAT.

As ever, I would like to thank your children and you for your continued support. I wish you and your families a safe and happy Summer Break, whatever you may be doing

**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. We have produced a series of resources for you and your family to use over the summer break. These include Primary and Secondary Literacy Packs which contain a variety of fun activities to develop Literacy skills. We have also produced a Fun Filled Family Pack with activities, challenges and articles to keep all the family entertained during the summer holiday. I hope you have a restful and safe Summer Holiday and I look forward to visiting all of the schools within the Finham Park MAT during the new academic year.

**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



## Pearl Hyde Primary School continues with rewarding year as part of the Finham Park Multi-Academy Trust



*The Under 11s Boys Inter School County Champions from Pearl Hyde Primary School*

Finham Park Multi-Academy Trust is entering an invigorating phase of growth this year, which promises to bring fresh opportunities to all of their schools.

As a trust, it welcomed [Pearl Hyde Primary School](#) into the 'MAT' during September 2019.

Pearl Hyde Primary School Headteacher Theresa O'Hara said: "It has been fabulous to have the support of these colleagues in such a cohesive and collaborative group alongside the work already established with the Coventry Schools Partnership.

"I cannot put into words just how fabulous the partnership is, and, during these very different times Pearl Hyde School has really felt the benefit of being part of the MAT".

Since joining the trust, Pearl Hyde has experienced a hugely exciting two terms and are now striving to support all of their children and extended community during the current challenge of Covid-19.

Talking of the first Female Lord Mayor of Coventry that the school was named after, Theresa O'Hara commented: "Pearl Hyde was a very strong and powerful woman and we are proud to carry her name.

"On a day when we celebrated heroes, I dressed up as Pearl Hyde and visited each classroom talking as if I was her - 'in role' - about the important topics she was involved with. Pearl Hyde was leader of Coventry's Women's Voluntary Services during World War II, and afterwards, until 1958 - she received an MBE for her services during the Coventry Blitz of 1940.

"As a school, we really are a shining pearl, a gem in the area and at the heart of everything we do, we always have the wellbeing of our children, staff and the community.

"I took up the headship at Pearl Hyde Primary School in September 2012, it felt like home when I visited the school prior to being appointed which continues to this day. I could not imagine being anywhere else. I am proud to lead this wonderful school, our Pearl Hyde family."

Since its inclusion within the '[MAT](#)', Pearl Hyde Primary School has achieved many accomplishments and continued to be thoroughly involved within exciting, enriching activities for the community it serves.

Earlier this year, a group of children from Pearl Hyde previously joined the local rugby team Wasps RFC on the pitch at the Ricoh Arena.

They were invited to play a part in the official match day proceedings when the Wasps RFC took on the Northampton Saints as no less than 20 of the school's pupils took on the role of flag bearers.

As a further achievement, in February, the Boy's Under 11s football team from the school played in the West Midlands county finals at Castle Vale Stadium, Birmingham.

They travelled on a 52 seater coach, with teachers, governors, the head teacher, parents and children all joining forces for the memorable day.

After a successful win, they were crowned the Under 11s Boys Inter School West Midlands County Champions and during the match, teamwork, resilience and friendship became evident as the team represented the school.



***The team's big win at the county finals at Castle Vale Stadium were celebrated by the Pearl Hyde community***



Theresa O'Hara said: "They played with such sportsmanship and were superb ambassadors for our school". The Team were due to play in the Midland Regional Finals of the Under 11s ESFA/Danone 7-a-side tournament, however due to the current situation, this was unfortunately cancelled. The boys, along with the whole school community, were of course disappointed by this, but it was noted that they took it in their stride and remained extremely proud of what they had so far achieved.

Although Covid-19 has of course shaken up the usual running of the headteacher and staff of the school have put in place a crucial support network that is proving to be as strong as ever. Theresa O'Hara commented: "Throughout lockdown, we have been making sure that all of the children are being spoken to, we are making sure that they still feel like a part of the Pearl Hyde family and that they can always contact the school if needed.

"Our main focus has always been to make sure that everyone is safe. It's about everyone's mental well being and we focus on making sure that all of the children are always comfortable. We are really pleased to be welcoming more children into school now, following the government's direction to bring YR, Y1 and Y6 into school from the week beginning June 8. It has been so wonderful to see more children in, bringing our school slowly back to life."

The trust as a whole has enjoyed hearing about the activities that have taken place at Pearl Hyde since September and since the lockdown began, feeling that the school reflects their overall ethos of providing a "World Class" experience for every child.

They noted that Pearl Hyde has also brought a wealth of primary knowledge and a creative approach to education into the collaborative learning ethos of their schools whilst contributing to their work. **The trust are looking forward to an exciting year ahead for Pearl Hyde and their growing network of schools in 2020**

By Olivia Rose Cox

Coventry Live



Finham Park 2 took part in a CPD audit during May which involved staff surveys, interviews with the assessor and a self-review audit. The aim of this was to celebrate where we have got to with Professional Development in our first five years and identify any areas that we can develop further during 2020-21. We are particularly proud of the acknowledgement of engagement of all staff with action research in our own classroom through TALK, the culture that has been developed with all staff reading educational research and all staff being open to coaching to improve their practice.

***"I'm delighted to say that the school has been awarded a strong Silver award for the quality and culture of CPD, with some elements of Gold, for which you should be incredibly proud - schools rarely fare so positively in the first year of doing the review." TDT Assessor June 2020***

#### Key Points from the audit report:

##### **Areas of Strength:**

1. There is clear leadership of professional learning and genuine distribution of 'ownership' of CPD. Staff at all levels know exactly who they can turn to for any development needs they might have.
2. The culture amongst staff at Finham Park 2 is exceptionally supportive. All staff welcome colleagues observing their practice without fear of judgement and understand that this is encouraged by leaders as an important aspect of continually developing as a practitioner.
3. The school has a proven track-record of "growing its own", with a strong culture in which individuals are able to seek out and access career development opportunities. Leaders plan carefully and flexibly to ensure that colleagues can always progress.



## **Areas for Development:**

1. While support staff feel satisfied that working at Finham Park 2 allows them to develop new skills and competencies, there could be a more coherent and structured offer available to these colleagues, particularly working with staff in similar roles across the MAT.
2. As identified by leaders, greater consideration of CPD evaluation would be a natural next step for the school having implemented collaborative enquiry and coaching.
3. The next step, regarding engagement with educational research, will be to grow teachers' confidence in criticality analysing research shared by other schools, consultants and academics.

***"It was a pleasure to carry out TDT's CPD Quality Review with Finham Park 2 in May 2020 and talk virtually to a range of colleagues about their professional learning experiences. Teachers and support staff are clearly used to engaging in thoughtful and high-quality discussion and offered some impressive perceptions about CPD. We look forward to continuing to work with the school and see it go from strength to strength under a leadership team highly dedicated to developing its people."***

***"There is a secure understanding amongst FP2 staff of what makes effective CPD and how valuable it is. The school's vision is said to "recognise that no teacher is the finished article" whilst all colleagues interviewed understand that a key purpose of CPD is to support pupils. Professional learning was described as something that is "widely encouraged" by senior leaders, with colleagues talking admirably about the Headteacher and SLT's approach to staff development - Russell "is absolutely inspiring, believes in us as individual practitioners and a professional body" while Liz is seen as "an expert in staff development" and clearly drives a school-wide vision of CPD as something that is done with, rather than done to colleagues."***

**Mrs Allton**



## A debt of gratitude

### Lyng Hall reach out to their community

#### #TheOnesWeAppreciate

**Suddenly the world has stopped. Not even a footstep in the most cramped cities has been placed. This invisible enemy is a quiet and deadly killer. But there is still something that we need to think about - gratitude. Many people are in lockdown bored, or feeling sick of being stuck at home, not even able to see a friend. This is nothing compared to the lives of NHS workers. We wouldn't even have made it through the beginning without their sacrifice. But this all comes with a risk. These people are lights in the dark room our world has become, slowly making it brighter bit by bit.**

**Thank you.**

#### #ITHANKYOUNHS

**As the world continues to go through this really tough time, the NHS staff are trying their best to help everyone. They are putting the time and effort into helping everyone with the virus. Let's say thank you to the wonderful NHS staff and key workers who are potentially risking their lives to help others. Whilst many people have lost their lives to COVID-19 the NHS are trying their best to help everyone they can.**

Coventry  
11th June 2020

To our NHS workers,

With the current situation, I would like to show my appreciation towards all NHS frontline staff. Why do I want to show my appreciation? Working in the NHS during this pandemic requires impeccable dedication and effort.

Your time. Your effort. Your courage. They have all been key for us. Not only that, but putting your life at risk for the benefit of others is just on another level. It's your consistency that has reduced the death rate. I appreciate the perseverance you have shown - you have been head down and focused from day 1. I wanted to recognise this sacrifice; I am so appreciative that you exist, we owe you our safety and life. Young people, like me, get scared of a minuscule spider, however your heart is like gold and it embodies the amount of care you show to every man, woman or child. You are the true warriors combating this battle.

Please continue on the path that is so clearly your destiny - you are the reason for our lives and are role models of what I would like to become. There aren't many people like you in the world that can help that many people and continue going on to help a ton of uncaring, ignorant people who are unconsciously entering the outside world like nothing terrible is happening. I believe in you and your bravery to destroy the terrible dark cloud and shape it into a rainbow.

Thank you.

Yours sincerely,  
Ayaan

As the world came to a halt by an unprecedented storm sweeping our nation, there is one idea our community held onto – gratitude. Our school sits within the same area as the hospital and we wanted to extend our thoughts to them. From a school perspective, it has been a challenging journey to navigate with students. We have talked openly about the roles key workers in our community play.

We know how tirelessly the NHS are working to keep our community safe and none of us can even begin to convey the impact of their sacrifice. Our team are advocates of the power our voices can play. The power words of affirmation can be.

Many in our communities have been cared for by the hospital and our students wished to share their thoughts with the staff involved. The image featured shares a small sample of the responses written.

Upon receipt of our letters, I received a message from my contact at Coventry University Hospital:

*“My Maternity Ward, as well as five other wards across the hospital, were so delighted to see the students’ work. All the workers commented on how lovely, bright and talented the students are. They are grateful for their thoughtfulness in sending these letters of gratitude and encouragement; wishing also to thank the staff involved.”*

We continue to move forwards in unusual times, there is a sense of re-opening, but there are still so many incredible individuals who are tirelessly working to ensure this return is safe. We stand alongside them in our actions and are proud to belong to the same community.

Our students also recognised the work of others – messages of gratitude were also shared with local delivery drivers and shop workers in our community. The final thought is a thank you also to the teaching community. This badge design encapsulates the gratitude felt for how we have united.



*“The central sword represents Mr Green, all teaching and supporting staff. The lower swords are us students who have needed to lean on the staff for their support during these difficult times. The middle two swords show that, with help, we have become more resilient and stronger and do not need much support. The staff are still there if we should falter and need support. The top two show how far we have come and the challenges we have faced. We are stronger together especially if we have someone strong to support us.”*

## L. Hagan shares the next phase of our RADA project

### Sonnet 13

O that you were yourself, but love you are  
No longer yours, than you yourself here live,  
Against this coming end you must prepare,  
And your sweet semblance to some other give.  
So should that beauty for which you hold in lease  
Find no determination, then you were  
Yourself again after your self's decease,  
When your sweet issue your sweet form should bear.  
Who lets a house so fair fall to decay,  
Which husbandry in honour might uphold,  
Against the stormy gusts of winters day  
And barren rage of deaths eternal cold?  
O none but unthrifths, my dear my love you know,  
You had a father, let your son say so.

Our RADA enrichment programme has continued – including more opportunities with the University of Warwick. Each student performed their chosen sonnet; additionally presenting a critical evaluation and interpretation.

of their choice. They were guided towards reflecting on the personal response we can have to poetry – how we can see the

shaping of ourselves within the words. On 26<sup>th</sup> June, we were joined by Dr. Shahnaz Akhter who leads the Widening Participations programme at the University and John Morris – who he is an IPE teaching fellow, experienced in delivering constructive criticism to undergraduates.

The students' performances were incredible and a true testament to their hard work on this award; particularly impressive considering the season we are in.

"I was blown away by the quality of your presentations. The realness you brought it; the fact that you're reflecting autobiographically on it" – John Morris

“That was a privilege. I am stunned. Firstly, the growth since we last met has been amazing in your performances. I’m going to start with a thank you. There’s an authenticity that is so encouraging in how you convey your ideas. Your emotional connections to those sonnets was so impressive. What struck me, was a sophistication in your responses that was a privilege to hear. I can’t wait to see what we achieve together. Thank you – this has been a moment of joy for senior academics at the University of Warwick. You should be really proud of yourselves” – Dr. Shahnaz Akhter

“Before this project, I was never certain about the classics. But researching Shakespeare’s works has helped me to understand more about his significance. The fact that he invented language because there were no words sufficient to comprehend what he was feeling. It’s still alive today because the ideas are still so relevant; we are still experiencing and feeling the same ideas” – Y9 student

The University have recognised this dedication and have offered further opportunities for our students to understand the role of literary criticism with a seminar on Critical Analysis. Their interpretations of the sonnets have additionally been shared with Professor Stuart Elden – who is a leading academic in the politics, philosophy and geography of Shakespeare’s works. He has held visiting posts at 12 universities across the globe, and is currently based at the University of Warwick. He will be providing written feedback on their analysis to guide their interpretation, and performance, forwards. It is an incredible opportunity for our students – I myself remember using the works of Elden when researching for my university essays.

group of dedicated students and look forward to their growth through the RADA awards in the years to come.

**L Hagan**





FINHAM PARK  
SCHOOL

## Home Learning

Students from Finham Park School have been working hard at home and have shared with their teachers examples of how creative they have been.

**Here are just some examples:**



A delicious paella by Summayyah in Year 7—apparently it tasted amazing!

---

### Work from the Design and Technology Department: From Mr Elliott

The students have been working on several different areas in Design and Technology, including a Sustainability Project whereby students create new product from old materials.

Some great sustainability outcomes from Year 8 students:

Elahee Bains, Elizabeth Price, Isaac Leng and Grace Bullman.









The students also completed an extended learning project linked to different countries and cultures see the work from Year 7 Josh Gardner with his excellent presentation board all about India.



by Josh Gardner YR 7

# FOOD

There are 3 seasons

Summer	from March to June
Rainy	from June to October
Winter	from November to March

India's climate is largely due to the Himalayas and the Thar Desert. The Himalayas, provide a barrier to the cold winds from Central Asia. This keeps most of the Indian subcontinent warmer than most areas. India's climate varies massively. Its huge size sees the climate in Kashmir being different to the south. In addition to this, the varied landscapes see many regions having their own microclimates.

The Tropic of Cancer passes almost through the middle of India. India lies in both the tropical and the sub-tropical regions. The Himalayas ensure that the temperatures in the northern part of India are 5°C warmer than similar regions during winter, as they stop the cold polar winds. This means that north India is warm or mildly cool during winter and hot during summer. Because of this, India is considered a tropical country.

**Monsoons**  
India welcomes the monsoons. The rains bring down the temperatures, and make everywhere lush and green. The monsoons are linked to the economy as a good monsoon means that crops will be good. The rains fall from June and July. The monsoons in the south west are over 80% of India's annual rainfall.

The monsoon starts around the 29 May slowly spreading over the country and by the first week of July, the entire country experiences rain. Southern India receives more rainfall than northern India.

During this season, cyclones can happen, causing devastation to coastal regions. The monsoon starts to go by the last week of August and by October, the southwest monsoons have completely gone from India.

The major crops in India can be divided into four categories.

- **Food grains**  
Rice, Wheat, Maize, Millets and Pulses,
- **Cash Crops**  
Cotton, Jute, Sugar cane, Tobacco, and Oilseeds
- **Plantation Crops**  
Tea, Coffee, Coconut and Rubber
- **Horticulture crops**  
Fruits and Vegetables.

Many food and non food crops are grown in different parts of the country depending upon different soil, climate and how the land is utilized. Major crops grown in India are rice, wheat, pulses, sugarcane, oilseeds, cotton and jute, etc.

**Rice** is the main food crop of a majority of the people in India and is grown in the plains of north and north-eastern India. India is the second largest producer of rice in the world after China. It is a kharif crop which needs high temperatures above 25°C and high humidity with yearly rainfall above 1000mm. In the areas of less rainfall, irrigation is used.

**Wheat** is the second most important cereal crop. It is the main food crop in north and north-western part of India. This crop requires a cool growing season and bright sunshine at the time of ripening.

**Millets** - Jowar, Bajra and ragi are the important millets grown in India. They are very light in nutrition. For example, ragi is very rich in iron, calcium, other micronutrients and roughage. It is grown in dry regions and grows well on red, black, sandy, loamy and shallow black soils. Jowar is the third most important food crop with respect to area and production. It is a kharif crop mostly grown in the western areas which hardly needs irrigation. Bajra grows well on sandy soils and shallow black soil.

**Horticulture Crops** - India is the largest producer of fruits and vegetables in the world. A produce tropical as well as temperate fruits. Mangoes, oranges, bananas, litch and guava, pineapples, grapes, apples, pears, apricots and walnuts to name a few and these are supplied all over the world.

Indian cooking consists of a wide variety of regional and traditional cuisines native to the Indian subcontinent. Because of differences in type of soil, climate, culture, ethnic groups, and occupations, these cuisines vary massively from each other and use locally available spices, herbs, vegetables, and fruits. Indian food is also heavily influenced by religion, in particular Hinduism, cultural choices and traditions.

As India is a large and very varied country, the agricultural products are also very different. Thus the food and cooking styles are different from region to region.

General foods that are eaten are rice, lentils, breads and spices. Rice, fish and lamb are the most common. Meat, fish and eggs are eaten depending on the region. Many dishes contain vegetables such as spinach, peas or cauliflower as well as fruits such as mango, pineapple or banana.

Indian food is generally spiced a lot and some regions are known for extremely hot and spicy food. Commonly used spices are chilli and ginger, cardamom, cinnamon, coriander, cumin, cloves, fennel and cloves. Many dishes also use yoghurt, curries, chutney or paneer which is white unsalted cheese.

**Variety of Indian dishes**

**Typical Indian food**

Curry - Curries come in all appearances and are made with lots of spices. The preparation of the curries are chosen according to season and regional availability of products, so there will be fish curries in the southern state of Kerala, while the lamb curries, called Rogan Josh, is popular in the northern Kashmir region.

Biryani - Biryani is a rich and creamy chicken, some with tomatoes, onions and spices.

Vegetables - Spicy meat, pork, lamb or chicken marinated in vinegar mixed with potatoes.

Samosas - Crispy fried pastries filled with spicy meat or vegetables. They are often served with a mint sauce.

Biryani - Biryani is a rich and creamy chicken, some with tomatoes, onions and spices.

Roti - A flat bread that is made with wheat or rice. It is also used with many dishes to scoop the sauce.

Idli - Deep fried batter that is dipped in a spicy chutney.

Dosa - Thin, crisp, fried rice and vegetable.

Indian food is not just different but also has its own history. It is a mix of many different cultures and has been influenced by many different people. It is a food that is loved by many people and is a part of Indian culture.

# CLOTHING

Clothing in India changes depending on the different ethnicity, geography, climate, and cultural traditions of the people of each region of India. Over the years, male and female clothing has grown from simple garments like dhoti, lungi, sari, kurta, and shawl to cover the body into elaborate costumes not only used in daily wear, but also on festive occasions, as well as rituals and dance performances. In urban areas, western clothing is commonly worn by all sorts of people. India also has a great diversity in terms of weaves, fibres, colours, and material of clothing. Sometimes, colour codes are followed in clothing based on religious and rituals. The clothing in India also encompasses the wide variety of Indian embroidery, prints, handwork, embellishment, styles of wearing cloth. A wide mix of Indian traditional clothing and western styles can be seen in India.

Men and women in India are draped and wrapped according to tradition, history and location. A dhoti or lungi, which is a loose shirt or shorts-type wrap for men, is common in rural areas and in high heat, and most often it is worn alone, without a shirt. Women also wear these garments and wear sarees and Muslim women wear long and loose dresses. In urban areas men often wear long, buttoned shirts and loose pants called Sherwanis or Kurta pyjamas.

Women throughout India wear traditional saris made of cotton, silk and the 5 to 7 yards (4.57 to 6.4 m) of fabric that make up a sari are wrapped on the body in countless ways depending on where the wearer lives. In India women wear short tops and dhoti or pottu-type garments underneath and tuck the ends of fabric into waistbands. Other forms of wrapping leave cloth falling loosely over shoulders or covering the head. Silver karnaf, a pearl and long tassel or 40-60 knots that outline much of lightweight fabrics is more common for women in more urban areas.

Western clothing continues to increase in popularity in city centres, though the traditional Indian culture and embroidery of classic Indian clothes influence newer designs. With dhotis and saris dating back to the second century or earlier they serve as a comfortable, cool and colourful feature of Indian clothing. One Indian style that crossed cultures and is a classic in Asian and Western countries is the Nehru jacket, a well tailored, high-collared, button-down style named after Jawaharlal Nehru, a former prime minister of India. Both men and women wear Nehru jackets.

Hair, jewelry and skin adornments complement the flowing and often beaded and embellished clothing. Indian women groom their hair with coconut oil, often growing their hair below the waist. Both men and women wear jewelry, including everything from toe rings to necklaces, and they adorn their foreheads with decorative bindi or dots. In hot or black. These markings have significance in Indian culture and vary in shape and size depending on the occasion or social position of the wearer, and some non-Hindus wear them for decoration only.

Temporary henna stains, or mehndi body art, add body decoration to hands, feet and other body parts for ceremonies and festivals.

In India, the climate is so varied that its garments are also different. The eastern, southern and western zone climates are similar and can be recognised as hot and humid. Garments with a loose covering of the body are the special features of these zones, and the type of garment is considered to reflect the climate.

Northern zone people usually wear a long type of dress, such as the 'kurta' or 'shalwar' and long 'kurta'. Some form of head cover, which is especially common in the north zone, is possibly meant for protecting the head from sun, while working outdoors. Obviously, the people of the dry region wear long dresses which covers the entire, waist and neck, more only for protection against cold. Besides for these areas, determine clothing features, and the basic designs and patterns of clothing in different parts of the country could possibly be due to adaptation for the environmental changes.

# HOUSING

Houses in India are all of many different shapes and sizes, from large palaces, modern apartments for wealthy families, to traditional mud-brick huts and the poorest shanty towns.

In urban areas, houses are in apartment blocks or houses. Richer Indians will have staff to help do cooking and cleaning and this is considered quite normal.

In many cities such as Mumbai and Delhi every people can't afford to live in houses or apartments. There are many people who are crowded housing conditions known as 'slums' or on the street. Chennai, one of Mumbai's biggest cities has a population of over 1 million people.

Houses in rural areas of India are usually made of clay, mud, mud or a mixture of these things. Designs have changed over the years and style of a house is related to the climate and the community lives in, whether it's a traditional, city or rural.

Growing urbanisation has led to migration towards cities and resulted in an increased demand for affordable low-cost housing. With rapidly growing economies, there is a need to balance both the economic and the environmental impact of materials used for building houses. Low-cost building materials not only reduce the cost of construction but also contribute towards sustainability, particularly when locally available building material is used.

The materials commonly used for modern low-cost construction are hollow concrete blocks, concrete pipes, bricks, compressed earth bricks, concrete panels, along with non-conventional building materials like papyrus and recycled composite bricks, as they can reduce construction time by half.

All materials used are chosen for the climate.

**A bit more info I found on housing**

Rural to urban migration in India has led to a massive increase in the number of people living in cities. This has led to a massive increase in the number of people living in cities. This has led to a massive increase in the number of people living in cities.

People think that the city will provide lots of opportunities, such as:

- better housing and services, eg healthcare and education
- economic - more jobs and higher wages
- environmental - better living conditions with a better environment (less chance of natural disasters)

People who move think that they will have a better quality of life, but in reality, they often find that they have a worse quality of life. They often find that they have a worse quality of life. They often find that they have a worse quality of life.

Some of the challenges people may face include:

- poor housing conditions and much higher crime rates
- economic - low wages or unemployment
- environmental - polluted drinking water and a lack of sanitation

Because of rural to urban migration, there is a massive increase in the number of people living in cities. This has led to a massive increase in the number of people living in cities.

**URBAN AREA**

- better people to live
- more land per person
- more economic per person
- money may be used for by migrants

**RURAL AREA**

- people are often poor by lack of young people
- less economically active men left in the rural community
- houses are built up
- the elderly are often the only ones in the community who are active

**URBAN AREA**

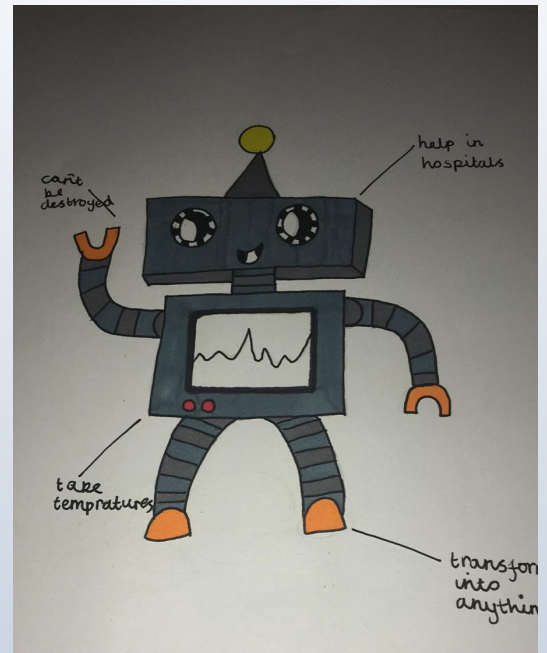
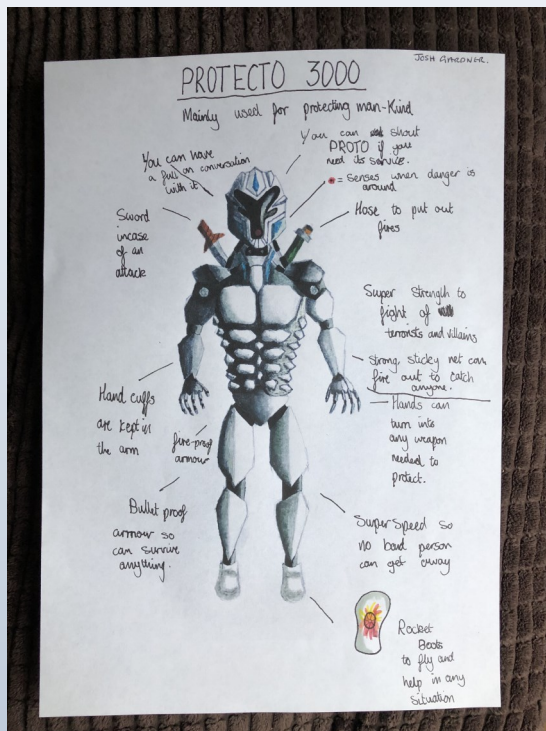
- increased economically active elements in the community
- increase in the cultural wealth
- more knowledge and skills in the city community

**RURAL AREA**

- pressure on places to live
- tensions between older and newer residents
- pressure on services such as education and healthcare provision



Another of the tasks was to design a robot for the future.

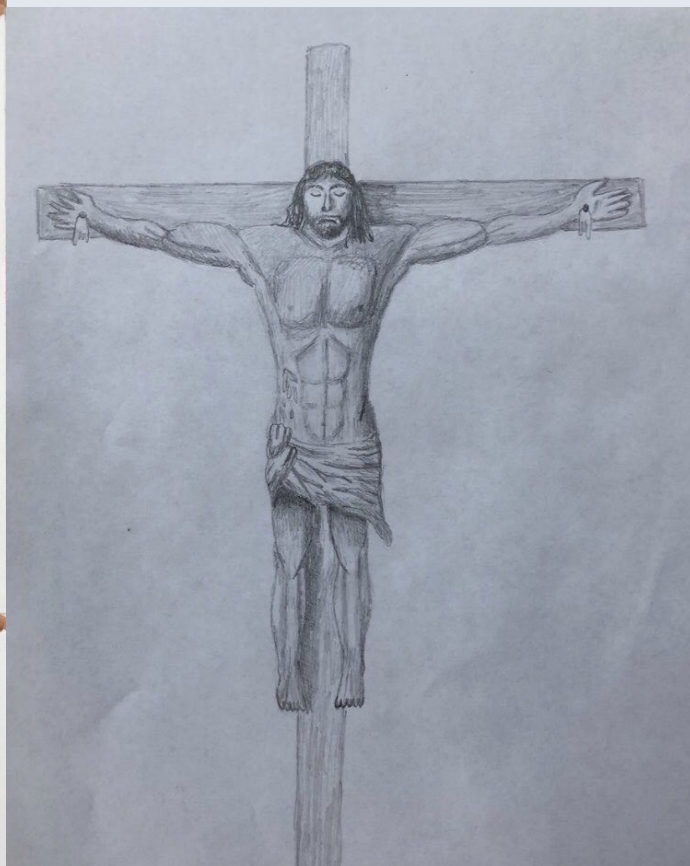
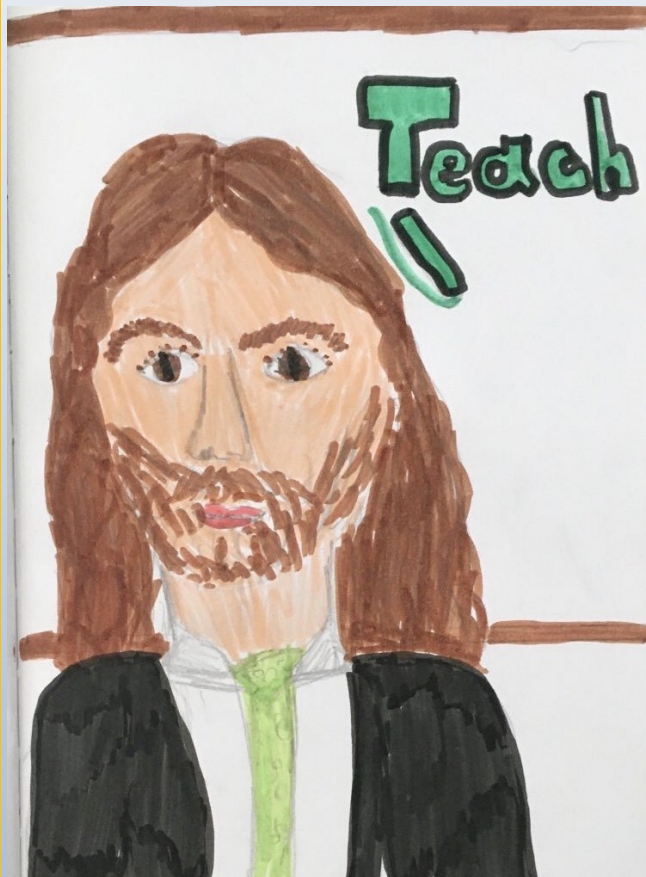


Food technology also hosted a Rainbow competition with the students to see what innovative ways they could create a rainbow through different food dishes.

This is just a small snapshot of the excellent work being produced by the students during this term.



## Work from the RE Department: - from Ms Madden



A Hindu Mandir is a symbolic house or place where Hindu people go to worship. In the Mandir Hindus need to show respect for example they will give gifts and food to the murtis and thank God for making them the good things that they have.

The temple can have big domes on the top of the roof which is where they ring the bells because it creates a sound along with the special type of magnetic field





Pardeep Dhadwall

'Karma and reincarnation gives people a chance to get things right.' Do you agree? Give reasons for your answer and discuss both sides of the argument.

The belief that the soul will return many times to the physical realm in a new body is a belief that is held by many religions. However the belief that the actions of your past life affect your new one, the belief in karma is different yet linked to reincarnation. For example, in Hinduism, each cycle is impacted by the one before it - 'man is born to the world he has made.' ~ The Brahmanas. This demonstrates how each person can only be given the life they have made in their previous one; depending on your actions in this life, your next cycle will be altered accordingly. This clearly contradicts any belief that each cycle is a fresh start to get things right, devoid of any past mistakes as it is your past mistakes that determine the nature of your next life. It is understood that each samsara gives you the chance to learn new things but this is only believed because of Moksha. Moksha is the freedom from the cycle of samsara, it is the ultimate goal for Hindu's as it is the transcendent state once they are free from desire and ignorance. It is only when they are completely free from desire, including the desire for Moksha, that they can leave the cycle of Samsara and emerge as a Brahman. The Brihadaranyaka Upanishad is used to illustrate this: 'Thus does the man who desires [stays in the cycle of samsara]. But as to the man who does not desire - who is without desire, who is freed from desire, whose desire is satisfied, whose only object of desire is the Self - his organs do not depart. Being Brahman, he merges in Brahman.' ~ Brihadaranyaka Upanishad 4.4.3-6. This portrays the notion that each cycle leads up to the goal of Moksha, so each cycle means something more than the events of the next one - it is another cause and effect relationship but this time it is what each person has learned along the journeys to reach the end, proving that the reincarnations and karmas do not give each person a chance to get it right, as that implies that previous mistakes will be washed away, but in truth it is every action across every life that leads up to the last step in reincarnation.

On the other hand, some people may agree with this statement because of the ideology that each samsara leads up to the same goal. No matter how much time has passed or what kind of mistakes you've made in your past, you will always have the same chance of ridding yourself of desire and reaching the end. Therefore each samsara could be regarded as a fresh chance of attempting to reach Moksha as technically however materialistic you've been before does not impede your likelihood of changing this time. The belief that the soul is eternal in Hinduism, can be used to explain how each person has unlimited chances to get it right - if it is eternal then you have infinite chances to get it right. Sri Krishna said: 'As a human being puts on new garments, giving up old ones, the soul similarly accepts new material bodies, giving up the old and useless ones.' This embodies the idea that each rebirth is just an outward change of body, whilst the same soul continues to embark on the same journey to Moksha. So each cycle is just a new opportunity to achieve the same goals, a chance to get things right this time. 'Those who have mastered their minds become engrossed in infinite wisdom; they have no further interest in any fruits of actions. Free thus from the chain of rebirth, they attain the state beyond sorrow.' ~Bhagavad Gita 2:51. By illuminating the ultimate aim of the samsaras, Hindus become aware that each cycle gives them the same chance to start again towards that goal. Furthermore, unlike other religions, Hinduism gives endless chances to move towards Moksha in multiple

lives. The soul is time and time again given opportunities to get things right throughout the course of it's cycles. Karma also gives us an opportunity to get things right as Hindus believe that there is a cause and effect relationship with karma and our life, so every person is forced to work through their karma, eventually clearing it.

Personally, I am an atheist so do not subscribe to any theories about an afterlife or God. I do not believe in any religion or follow a set of beliefs about how to live my life.

To conclude, I must strongly disagree with this statement as the whole concept of reincarnation and karma in hinduism relates to Isaac Newton's third law that each action has an equal and opposite reaction - every action in this life impacts the next. So it would be impossible to say each life is a fresh start when it has already been affected by each life before it.

### Work from the Science Department: From Miss Page

Year 7s have been working on Science practical at home. Here are some examples of how they used red cabbage juice as a PH indicator and then tested the PH levels of household substances.



---

### Work from the Mandarin Excellence Programme From Mrs Lewis

Due to the Coronavirus pandemic, the Mandarin Excellence Programme (MEP) classes have not been able to take part in their usual round of Hurdle Tests this year.

As a practical (and enjoyable) alternative, the Programme came up with a series of Showcase tasks for the students to have a go at, practising both their Speaking and Writing skills. These are the most challenging skills for linguists, but still our amazing students threw themselves into writing and recording and have come up with some work to be proud of. I'm sure you'll agree, their creativity and technological skills have been put to good use!

We have been invited to send in 5 pieces of work as part of a national competition, and very much hope that some of this will shortly be displayed on the MEP website!



## Elahee Bains' great property brochure

我和朋友经常去中国超市买水果果汁棒，调味冰棒很好吃。

我和弟弟最喜欢小吃是大白兔奶糖因为它很便宜。



大白兔奶糖

# 考文垂市中心

## 商店和咖啡店。



**房子 (house):**

- 一个家也很适合居住。客厅、两个卧室、一个卫生间、厨房、一个浴室。
- 客厅不但是很宽敞而且很美丽。一个书房。

**花园 (Garden):**

- 大花园很漂亮。很大花园。
- 房子在美国。
- 房子在海边对面。
- 房子在商店旁边。

**1st level:**

- 一个客厅在厨房和浴室对面。
- 书房在客厅旁边。

**2nd level:**

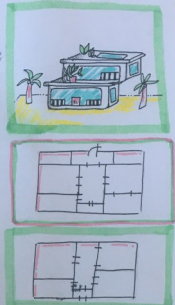


- 卧室一比卧室一大多了。
- 白色浴室在卧室二对面。

**Storage:**

带家具的书房很大也很漂亮。书房不但有桌子而且有书柜。书柜有很多书。桌子是蓝色的。桌子上有电视。


**Bedroom:**

除了卧室一以外，卧室二也很大也很美丽。床是白色的。床也很大。床上有很多枕头。电视下有小桌子。


## Katie Northmore's lovely brochure

考文垂的市中心有很多商店。我最喜欢商店是普里马克。因为它有很多衣服也很便宜，方便极了！



格雷格斯 (Greggs)


这个商店卖食物，我很喜欢吃香肠卷 (sausage rolls)。这么多好吃的。



除了格雷格斯以外市中心有很多中国咖啡馆，Mooboo。


的珠奶茶有又颜色又味道，奶茶很可口。

**mooboo**  
BUBBLE TEA 珍珠奶茶



好吃

如果想买中国的加餐，你就一定去CVMart 懒懒之家因为它有很多美味的小吃。



普里马克 (Primark)

市中心的普里马克离格雷格斯很近。

I illustrated and written by Katie Northmore 2020

# 考文垂市中心

## 商店和咖啡店。

Finham Primary would like to thank all the parents and the local community for its support of both the staff and its families. For your kind words of encouragement, your donations of goods for staff wellbeing or for food for families.



We would also like to make a special mention to THANK MR Savage and St Finbarrs Sports and social club, for helping us ensure we have been able to offer weekly food parcels to families. These food parcels have helped elevate some of the stresses of lockdown. Parents have reported to have enjoyed the welcoming face of Mr Savage dropping these off and the vast variety of food and goods provided.

“Thank you so much for the food parcels we are so grateful for the kindness”

“The variety of food has encouraged us to try new foods, thank you and Mr Savage is a cheery soul”

As Mr Savage returns to teaching his bubble, ST Finbarrs have offered to continue providing these food parcels directly to school where our families will now be able to collect them at an organised time.

If where the next meal will come from, has been a challenge for your family please contact your school directly for some advice and guidance, on how to access the schemes available at your school. We are currently in unprecedented times and so many families are finding themselves facing new challenges, please reach out to your school for help. We are all here to support our families through this difficult time.



## LET YOURSELF REST

If you're exhausted, rest.

If you don't feel like starting a new project, don't.

If you don't feel the urge to make something new,  
just rest in the beauty of the old, the familiar, the known.

If you don't feel like talking, stay silent.

If you're fed up with the news, turn it off.

If you want to postpone something until tomorrow, do it.

If you want to do nothing, let yourself do nothing today.

Feel the fullness of the emptiness, the vastness of the  
silence, the sheer life in your unproductive moments.

Time does not always need to be filled.

You are enough, simply in your being.

Jeff Foster



We simply have to put  
one foot in front of the other  
and keep moving forward...



In these times when we can't all be and see each other in school where in abundance smiles, laughter and 'the competition!' that runs through some...I thought I would try and make this happen. Inside each small individually wrapped tissue parcel there is a sunflower 🌻 seed. PLEASE help yourself to which ever colour takes your fancy, plant 🌱 it, watch it grow and hopefully this will help us all get through these unprecedented times. 😊🌻



## Encouragement

Staff at Finham Primary have been sharing messages containing positive thoughts of encouragement. By spreading positivity, they have motivated each other and reminded themselves that they are not alone.

"As you grow older, you will discover that you have two hands, one for helping yourself, the other for helping others."

-Maya Angelou



The secret of change is  
not in fighting the old  
but in building the new

## TEAMWORK

Coming together is the *Beginning*

Keeping together is *Progress*

Working together is *Success*



## One Million Steps Challenge

As the world  
stays apart, we walk together.



People that work in schools are usually social beings that care for others. This is clearly evident of the 22 members of staff from Finham Park 2 that have created a group and decided to challenge themselves to walk, run or dance One Million steps for Diabetes. They all have a personal challenge of either One Million steps, 0.5 million (if shielding) or 1.7 million (distance from Lands End to John O Groats). The staff will be encouraging each other to complete these targets before the end of September.

During Lock down many of us have been able to focus on the things in our lives that are most important and health would appear towards the top of these. There are 4.8 million people living with diabetes in the UK, the complications of which lead to over 500 premature deaths every week. The Finham Park staff group 'No Ball Games' feel it would be fantastic if we could raise as much money as possible for such a worthy cause.

If you would like to join our group feel free to enter our team name when you join or contact [L.tyrrell@finhampark2.co.uk](mailto:L.tyrrell@finhampark2.co.uk)

If you agree that this is a worthy cause for our staff, students and families and can spare a donation then please follow the link

<https://donate.everydayhero.com/d/Y8Ya4VA9XFy4c4776B3fbQ/amount/7e99dad0-4ad3-4e98-bd17-5dadf00fa135>

**No Ball games** made a fantastic start on the 1<sup>st</sup> July.

By the end of day 1 they had already raised £846.25

Recorded 288,452 steps -placing them as the 3<sup>rd</sup> highest team in the country.

I am hugely proud to be part of such a supportive working group.







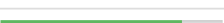










**Mrs Louise Tyrrell**

## Fortnite League

In order to try to engage students with their home learning as well as to enable students to compete with each other, the members of the Finham Park 2 eSports OOSHL trialled a Fortnite League.

Points were scored for performance within the game as well as penalties for not completing their maths home learning and bonus points for scoring 100%. Feedback from this was extremely positive – with students saying that they not only enjoyed the competition but that it helped encourage them to do their work. They overwhelmingly agreed that including penalties for lack of work in a future league would be a good idea and something they wanted. There was also a noticeable improvement in scores during the period that the league was running as you can see from the following picture:

Sign ups began on the 21<sup>st</sup> May and the League ran from 4<sup>th</sup> June to the 19<sup>th</sup> June and the improvement in scores and work rate was clear. Overall a really successful trial which has demonstrated how gaming can be used as a powerful motivational tool for our students.

Y8 Set 1 Geometry Revision 3 due 19/6/2020		100%
Y8 Set 1 Geometry Revision 2 due 18/6/2020		100%
Y8 Set 1 Geometry Revision 1 due 17/6/2020		95%
Y8 Set 1 Algebra Revision 9 due 12/6/2020		75%
Y8 Set 1 Algebra Revision 8 due 11/6/2020		96%
Y8 Set 1 Algebra Revision 7 due 9/6/2020		82%
Y8 Set 1 Algebra Revision 6 due 5/6/2020		82%
Y8 Set 1 Algebra Revision 5 due 3/6/2020		85%
Y8 Set 1 Algebra Revision 4 due 1/6/2020		82%
Y8 Set 1 Algebra Revision 3 due 22/5/2020		100%
Y8 Set 1 Algebra Revision 2 due 21/5/2020		93%
Y8 Set 1 Algebra Revision 1 due 19/5/2020		38%
Y8 Set 1 Number Revision 9 due 15/5/2020		57%
Y8 Set 1 Number Revision 8 due 13/5/2020		69%
Y8 Set 1 Number Revision 7 due 11/5/2020		82%
Y8 Set 1 Number Revision 6 due 8/5/2020		
Y8 Set 1 Number Revision 5 due 7/5/2020		54%

Mr Jay





# Stepping up to the challenge at Pearl Hyde!



Throughout lockdown, we at Pearl Hyde, have been honing our computing skills and becoming online learning experts. We have set up Google Classrooms for each phase, and every week have been uploading our learning based upon different themes. It has been amazing to see all of the wonderful things our school community has achieved during these strange times. From making kites and artistic fish, to baking cookies and writing a set of instructions to help our teachers make them too!



Planning for our Key Worker Bubbles has given us the opportunity to return to a thematic/topic-based curriculum using texts, film clips and experiences as a stimulus, across all year groups. Last week we focused on oceans following on from 'World Ocean Day' on June 8th. The children used the film clip 'Something Fishy' from Literacy Shed for their English learning and wrote setting descriptions for the underwater world. The book 'Rainbow Fish' also led to some lovely glittery artwork. We have then shared this planning via Google Classrooms which has not only meant that collaborative planning in school is much easier but it has also helped parents with children across the school access home learning more easily.





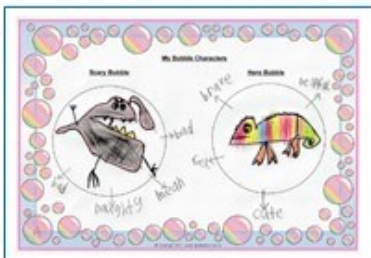
# Stepping up to the challenge at Pearl Hyde!



We have completed nuggets on Century Tech and had a go at interactive videos on ClickView. We have had virtual assemblies, which have been full of smiles, waves and happiness allowing the children to see Mrs O'Hara's sparkly shoes! It's been a learning curve for all us but now we know that we are Online Learning Professors, and what an amazing skill that is! Each and every one of us have embodied all of our school values and the best part of all, is that we have supported each other along the way. COVID-19 might have been scary, but it has helped us to discover what an amazing and caring community we are part of!



Examples of work from in-school and at home...



# COVENTRY NEWS

Date: 19th May 2020

## Dragon spotted in Coventry.



I was posted online. Yesterday the Police and Pet Control were called to Tesco because there was a golden dragon, the size of a kitten, causing mischief in the shop. It breathe was hot honey poured all over the floor when people were galling on each other. Also it has been opening lots of honey cans and drinking it and putting it on the floor. It make super fast like a jet and no one could catch it.

Some customers in the shop took pictures and posted them online. Tesco staff were not happy about the mess the dragon made. We managed to speak with two staff, Mr Ray said the dragon damaged food items worth more than £500 and Miss Potter said there is so much extra cleaning to be done.

With this interesting insight, we hope the dragon is safe and well.



Friday 5th June

How do birds fly?



### The magical door

I opened the magical door and saw,  
Rainbows dancing in the wind,  
Mythical creatures coming alive,  
Trees swaying in the distance.

I opened the magical door and saw,  
The world ending,  
Darkness controlling the Earth,  
Shadows all over the place.

I opened the magical door and saw,  
The mirror view of the world,  
Signs the opposite way,  
Car crashes on the roads.

I opened the magical door and saw,  
Towers as tall as skyscrapers,  
Flying cars and motor bikes,  
Floating roads up above.

I opened the magical door and saw,  
Ancient ruins come to life,  
Tribes hunting for food in the forests,  
Symbols carved deep into walls.

I opened the magical door and saw,  
Portals opening to different dimensions,  
Aliens and strange creatures walking,  
Galaxies colliding into each other.

I opened the magical door and saw,  
The world sunk into water,  
Mermaids and talking fish,  
Villages and castles in the sea.

I opened the magical door and saw,  
The world as it was before,  
It all disappear,  
Soon it was empty.

I opened the magical door and saw  
everything.

Mariya Year 6

Pearl Hyde Primary School  
Coventry

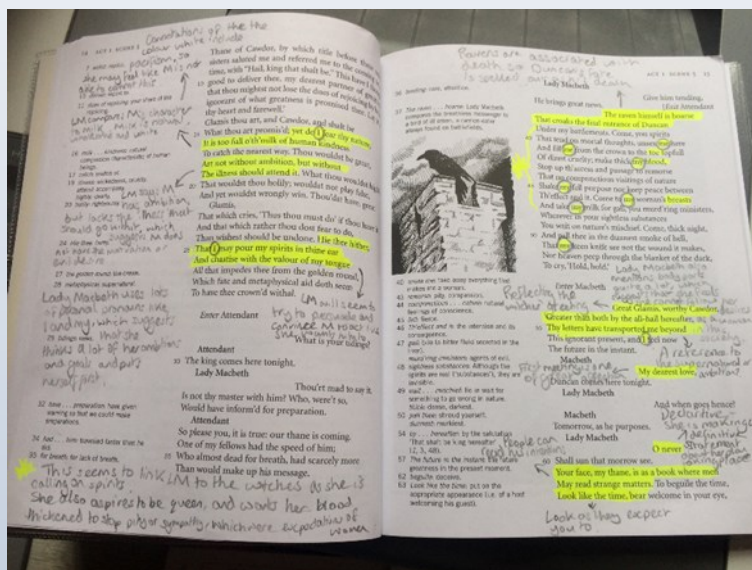
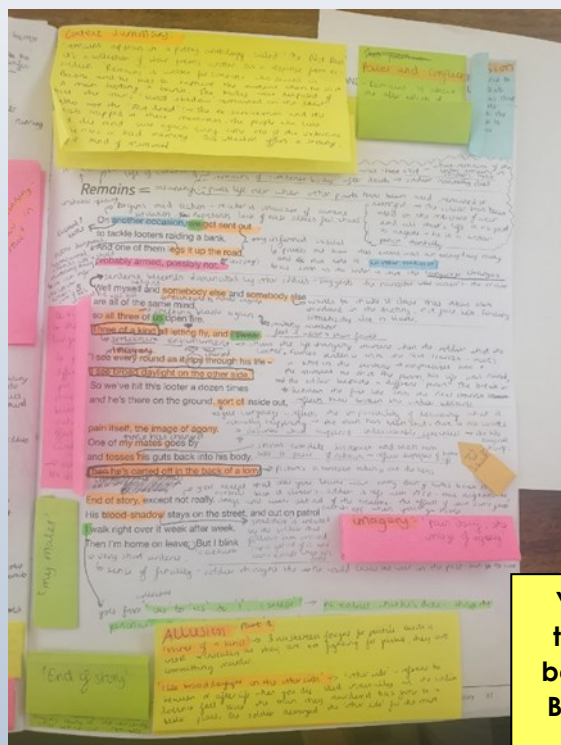


Writing across the school...









Year 10 have been working on the poetry anthology that they need to study for their Literature course. Year 9 have been working on Macbeth, also for English Literature GCSE. Both year groups have amazed and impressed us with the fantastic detail in their work!

How does the writer use language to describe the weather?

The writer uses pathetic fallacy to set the scene. They use the word 'dreary' to describe the weather. The writer uses this word to show how dull and unproductive the scientist's work has been. This makes the reader feel sorry for him because he isn't accomplishing his goal. You also see the use of onomatopoeia when the writer describes the rain as having 'pattered dismally against the window panes'. This helps us imagine the scene more accurately as if we can hear the rain drops ourselves. The writer also expresses the effect of the weather as she uses complex and compound sentences such as when she writes: 'It was already one in the morning; the rain pattered dismally against the panes, and my candle was nearly burnt out, when, by the glimmer of the half-extinguished light, I saw the dull yellow eye of the creature open; it breathed hard, and a convulsive motion agitated its limbs'. This structural choice could be used to portray how long the scientist has been working for and how it keeps dragging on and never stopping, just like the rain.

Year 9 have also been exploring the impact of writers' choices and have produced some excellent analysis

Year 8 have been studying Aristotle's theory of tragedy in relation to Romeo and Juliet

The play is named after the **protagonists**, Romeo and Juliet. The events of the play are **mimetic** because.....of the rivalry between the Montagues and Capulets. Sadly for Romeo and Juliet the tragedy was beyond their control and the audience feel pity on the protagonist couple. But the anagnorisis happens when Romeo and Juliet discover that they are from each other's hated families and their love is doomed but this is also the peripeteia point of the play when Romeo decides that if he gets married to Juliet it could change the way the Capulets and Montagues feel about each other. All thorough the play we see examples of the dramatic irony with the way the Capulets and Montagues wind each other up and by the way Romeo and Mercutio make fun of Juliet's nurse which is funny to the audience but the nurse doesn't see it. It is hamartia when Romeo thinks that Juliet is dead because he didn't get the message that she wasn't really dead so he kills him-

Mrs Kidman



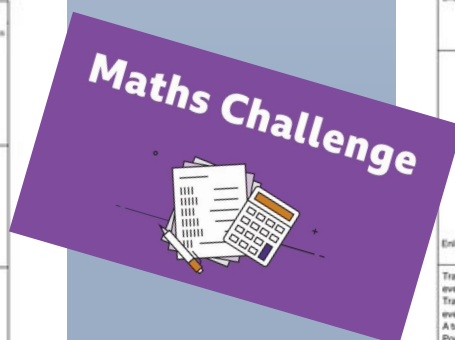
## Supporting Each Other in Maths

On the 20th March when schools closed for most, our lives were forced to change and the world of home schooling was introduced. Whilst so many of us have been missing friends and family, some Finham Park 2 students have been using their time to demonstrate the sense of camaraderie that makes Finham Park 2 so special.

Every week day there is a Mathematics drop in session that is available for all students. Future Finham Park 2 Sixth Form students have been volunteering their time and popping in to support students in younger years. Sharing their understanding of key processes and breaking down methods to make work accessible for all.

It is not just older students which have been supporting. When in a drop in session or a google classroom thread, students have been helping each other with 'Why' questions. Taking their time to help another student with no reward to themselves. I am proud to work with such supportive young people.

Name: _____	5-a-day	Higher Plus
26th June		
Rationalise the denominator of $\frac{3}{2\sqrt{5}}$		
A circle has an area of $200\text{cm}^2$ to 2 significant figures. Work out the lower bound of the radius.		
Factorise $12x^2 + 5x - 3$		
Show that the equation $3x - x^3 = -11$ can be rearranged to give $x = \sqrt[3]{3x + 11}$		
Starting with $x_0 = 3$ , use the iteration formula $x_{n+1} = \sqrt[3]{3x_n + 11}$ three times to find an estimate for the solution of $3x - x^3 = -11$		



Name: _____	5-a-day	Foundation Plus
26th June		
$E = \{1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12\}$ $A = \{\text{numbers less than } 8\}$ $B = \{\text{prime numbers}\}$ Draw a Venn diagram for this information.		
Enlarge triangle A by scale factor 1/2, using centre of enlargement $(-3, 0)$ .		
Trains to Portdown leave a train station every 32 minutes. Trains to Portrush leave a train station every 28 minutes. A train to Portdown and a train to Portrush both leave the train station at 8am.	When will a train to Portdown and a train to Portrush both leave the train station at the same time?	
David buys 2 DVDs and 2 CDs in a shop and in total they cost £32. Ellie buys 3 DVDs and 2 CDs in the same shop and they cost £43. Form two equations and solve to find the cost of each DVD and each CD.		

**Mrs Louise Tyrrell**





FINHAM PARK  
SCHOOL

## Finham Park School say goodbye

College Leaders and staff wanted to give the class of 2020 the very best send-off as possible despite Lockdown and the abrupt ending to their 5 years at school caused by the pandemic.



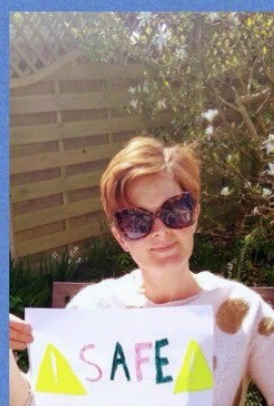
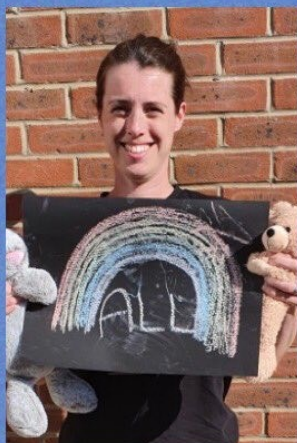
On Wednesday June 10<sup>th</sup> all Year 11s and staff were invited to watch Year 11 Virtual Leavers' Assembly altogether at 3pm. The assembly included photos and highlights of 5 years together, "Finhamgram", memories and video contributions from staff. College Leaders and Mr Downie recorded it from the Theatre and made it as fun as possible without our usual lively audience! Year 11s were, however, able to watch it together via Zoom and were invited to share their thoughts with each other as they watched.

Last week, Year 11s picked up their Year Books in school from their college leaders. The Year Book was a big undertaking to collect photos and precious memories from the past 5 years. Year 11s loved it. Thank you to Mr Downie for his efforts with this.

As I write this, we are hoping that it will be safe to celebrate all together with our Year 11s around Graduation time and will be organising as soon as it is possible for us to do so.

**Nicky Buckley College Leader for Southgate July 2020**





PIC COLLAGE



**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)**



## 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

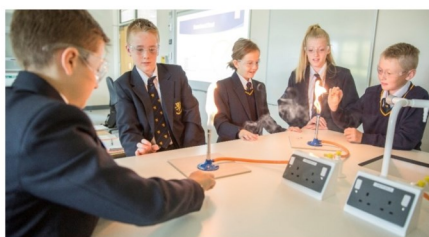
## *World Class News*



FINHAM PARK  
MULTI ACADEMY TRUST

Follow us on Twitter:

**@FinhamMAT**



Finham Park Multi Academy Trust  
Torrington Avenue  
Coventry  
West Midlands  
CV4 9WT

Tel: 024 7641 8135  
Fax: 024 7684 0803  
Email: [executiveheadteacher@finhampark.co.uk](mailto:executiveheadteacher@finhampark.co.uk)  
[www.finhampark.co.uk](http://www.finhampark.co.uk)

Executive Headteacher: Mark Bailie  
Chair of Trustees: Peter Burns MBE JP

