

Finham Park Multi Academy Trust

World Class News

March 2022

Edition 25



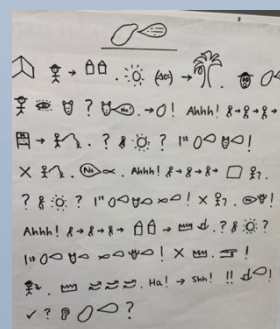
An unforgettable time with Chris Eubank



One Day!



Talk for Writing



Silverstone



Coventry Young Ambassador's Return



Welcome from Mark Bailie

Dear Parents/ Carers and members of the community,

Welcome to the latest edition of world class news.



It has been another very busy half term at all the schools within the Finham Park Multi Academy Trust. We started the term with a training day, with the primary schools covering Talk for Writing and the secondaries working on co-construction projects within their departments.

It has been an absolute pleasure to read about all of the different experiences and opportunities that the children in our schools have been able to participate in this term. It is brilliant to see children being able to go out on visits and trips, and visitors being welcomed back into the schools to enrich and enhance the curriculum.

Schools have been engaging in special days and weeks, for example, celebrating International Women's Day and participating in British Science Week. As we prepare to host the Commonwealth Games later in 2022 children have been able to get involved in various sporting events and planting 'Tiny Forests'.

Students at Whitley Academy had an inspirational talk from Chris Eubank, and science students got to discover tardigrades with Professor Kevin Moffat from the University of Warwick. Students from Finham Park 2 D&T department visited Silverstone. Our children are benefiting from the strong links we have with other organisations both locally, nationally, and internationally. After many weeks of rehearsals, students from Whitley Academy put on a fabulous production of Oliver, in a spectacular live performance enjoyed by their families.

Bernadette Pettman has been Head of School at Whitley Academy, and she has now been appointed as the new Headteacher, which is fantastic news for Whitley Academy. An advert has gone out to recruit a new Senior School Improvement Leader to replace Bernadette. Congratulations to Matt Gaynon who has been appointed as the Secondary Support and Innovation Leader who will join Emma O'Toole as part of the central team.

I would like to thank staff and children for their hard work and commitment, as ever, and I encourage you to 'switch off' and enjoy the Easter break. Fingers crossed we have some warmer, sunnier days.

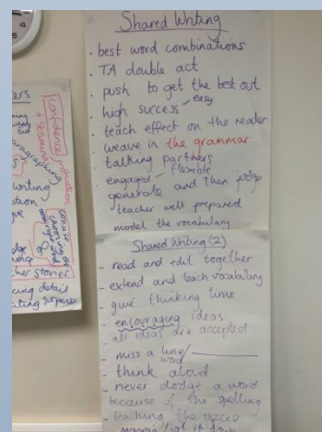
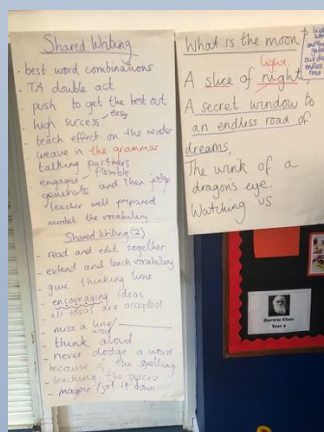
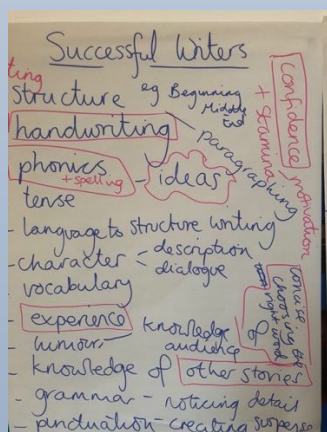
I wish all of you and your families a restful break over the Easter holiday.

Mark Bailie
Executive Headteacher
Finham Park Multi Academy Trust

Primary Support and Innovation Leader



All staff in the Primary schools had a fabulous start to the second half of the Spring term with training on Talk for Writing (T4W). Jo Pearce the trainer gave us an excellent and engaging introduction to T4W, focusing on fiction. Throughout the day we created a washing line with toolkits, collections of vocabulary and shared writing just as teachers will do with their classes so that children have a resource to support their learning. It was really interesting to hear how the T4W approach has developed over time and now ends with an opportunity for independent application. T4W has now begun to be implemented across the schools, beginning with story starters and short burst writing, and introducing elements such as story maps and boxing up. I hear the phrase “dot it, don’t dodge it” being used across the schools when children need help with a spelling. It will be fascinating to see how T4W continues to be developed across the schools.



The Leadership teams have continued to engage with the Exemplary Leadership course, the second part of this has focused on observation and feedback. We have been focusing on the “see it, name it, do it” approach, which fits well with instructional coaching. As part of this course, we were able to visit schools virtually to see how they work on improving staff through instructional coaching. I visited Dixons Leeds Chapeltown to see observation and feedback in action across the school at all levels. We are now working on our gap tasks to implement aspects of the course into our practice.

Lillington and Finham Primary Schools have both had quality assurance 'Health Checks' this term and it has been a privilege to see so much good practice in the primary schools. These have involved discussions with subject leaders, lesson observations, book looks, and pupil voice. These help to review where a school is at, identifying what is going well and next steps. At Finham Primary it has been fascinating to have the opportunity to begin to look at the foundation subjects such as History and at Lillington to see the progress made on improving the teaching of writing across the school.

Last week the Lion Alliance hosted a TeachMeet on SEND, exploring autism. Thank you to the three fabulous presenters who shared their expertise with us.

I was delighted to hear that a Secondary Support and Innovation Leader has been appointed to the team and I am looking forward to working alongside Matt Gaynon.

Congratulations to Bernadette Pettman who has been appointed as the Headteacher of Whitley Academy. I will miss working with Bernadette as part of the School Improvement team but wish her well in her new role at Whitley Academy. I caught up with Bernadette at Whitley recently, enjoying a tour of the school on a sunny Spring afternoon.

Thank you to everyone who has contributed articles to this edition of Finham Park MAT World Class News and Education. What an amazing range of wonderful learning and experiences our children are enjoying.

Emma O'Toole
Primary Support and Innovation Leader





THE LION ALLIANCE

A Primary/Secondary Partnership



Initial Teacher Training

I can't believe our trainees are nearing the end of their Spring term already. They have now all completed or are currently on their Complementary second placements and I know this has been an invaluable opportunity for them to see new ways of approaching pedagogy and different types of learners. In January trainees attended their third Alliance Day of the year – hosted by Finham Park 2 and Pearl Hyde – focusing on statutory reporting. Again trainees spoke very highly of the day so a huge thank you to those staff involved in making the day such a success for both our Primary and Secondary trainees.



Of course one of the most exciting developments this year is the trial of our SWIVL robots with all trainees. This state of the art technology has been loaned to all our host schools and trainees are encouraged to film themselves at least twice across the academic year. What better way to truly reflect on your developing skills in the classroom! We're excited to hear how they get on.

Upcoming Opportunities

➤ Lion Leadership Pathways:

We offer routes in Aspiring Middle Leadership, Middle Leadership and Senior Leadership. Do please get in touch if you're interested in becoming part of our January 2023 cohort or have any questions.

➤ New NPQs:

Remember the new suite of NPQs are now all fully funded so do speak to your CPD lead or Headteacher if you're interested in signing up. These include the new specialist NPQs in Leading Teacher Development; Leading Teaching; and Leading Behaviour and Culture.

➤ **The Chartered College:**

We are hugely proud of our first ever Chartered Teacher - Jon Bridgeman – who has been awarded this prestigious title after months of hard work and perseverance. We offer him our very heart felt congratulations. Our two other C Teach participants are eagerly awaiting their results and I'm sure we'll be offering them congratulations before too long.

Our cohort of participants for the new programme have now begun their first two modules: The Registration and Certificate in Evidence Informed Practice. We met in person this month and enjoyed a lively meeting of educational debate and discussion.

CHARTERED
COLLEGE OF
TEACHING



Registered
Learning
Partner 2022

School to school support

We are continuing to identify expertise and need across our Alliance partner schools. Do please get in touch if you'd like to make contact with other Secondary or Primary colleagues.

➤ **Subject Specialist Workshops:**

PROFESSIONAL DEVELOPMENT

CHEMISTRY SPECIALIST WORKSHOP

8:30am – 11am on Thursday 9th June 2022
In person at 'The Venue' - Finham Park school.

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Scroll down
for more information

www.thelionalliance.co.uk
admin@thelionalliance.co.uk
twitter: lion_alliance
facebook: thelionalliancepartnership

We're very excited to be hosting our second Subject Specialist Workshop, this time in Chemistry (Properties of Matter). After the great success of our Biology day, we've put together another fantastic programme of expert advice, collegiate sharing of approaches and hopefully the opportunity to bring together our Primary and Secondary experiences. Again, please get in touch if you're interested in attending or in hosting future sessions.

➤ 'Meet the Expert' Events including...

28th April 2022 – Isabella Wallace



The Lion Alliance presents
Isabella Wallace
Author of 'Talk Less Teaching', 'Pimp Your Lesson' and more

3:30pm – 5pm on Thursday 28th April 2022
via Microsoft Teams

'Creative SEND strategies'

Isabella Wallace is co-author of the best-selling teaching guides, 'Pimp Your Lesson!', 'Talk-Less Teaching', and the new 'Best of the Best' Classroom Guides for Teachers. An experienced and award-winning educator, she is consultant and contributor for the Oxford Dictionary of Education and presents nationally and internationally on outstanding teaching and learning. Described as one of the most charismatic trainers working in the UK today, Isabella's training sessions are both practical in nature and cutting edge in content. As a widely-experienced teacher and leader, she can relate to teachers in a variety of contexts, and she produces and shares materials that enhance practice in subjects across the curriculum.

A few things you probably didn't know about Isabella.
She plays flute, piano and guitar and used to sing in a band.
She lived and worked in France and is fully bi-lingual.
Her first job was washing car windscreens at traffic lights on the Cote D'Azur – where she earned more money per hour than she did in her first teaching job!

Website: <https://www.isabellawallace.com/about-isabella/>

MEET
THE EXPERT:
ISABELLA WALLACE



PRICES

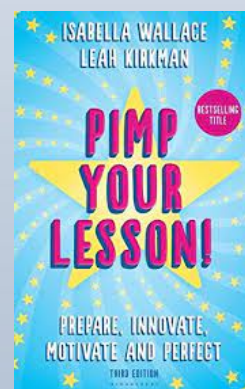
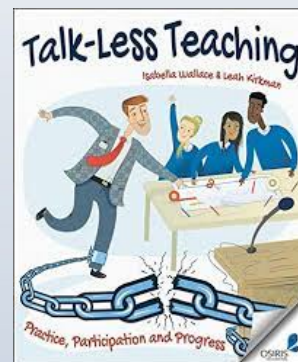
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| Lion Alliance Trainees - | £25 /person |
| Lion Alliance Members - | £45 /person |
| Non-Alliance Members - | £50 /person |

SIGN UP TO THE EVENT
<https://forms.gle/FuYMGrmBLVWYzvjw8>




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13th June 2022 – Matt Pinkett



The Lion Alliance presents
Matt Pinkett
Author of 'Boys Don't Try?'


3:15pm – 4:15pm on Monday 13th June 2022
via Microsoft teams

'Boys Don't Try? Rethinking masculinity in schools'

Matt Pinkett is a Head of English in Surrey with a personal and professional interest in gender in schools. Matt has written for a number of publications on this topic – and others – and also writes a blog in which he discusses teaching and masculinity.

In this provocative and entertaining session, Matt Pinkett, author of 'Boys Don't Try? Rethinking Masculinity in Schools', looks at the impact of teacher bias on the boys' academic success. The session also looks at what works-and what definitely doesn't work- when trying to raise academic outcomes for boys.


MEET
THE EXPERT:
MATT PINKETT



PRICES

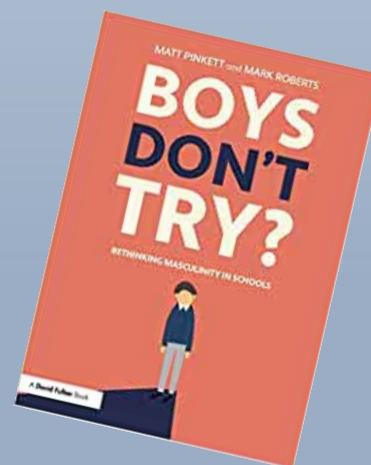
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| Lion Alliance Members - | £25 /person |
| Non-Alliance Members - | £30 /person |

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10th June 2022 – Tom Sherrington



The Lion Alliance presents
Tom Sherrington
Author of 'The Learning Rainforest', 'Rosenshine's Principles in Action', 'Teach Now!' and the 'Lesson WalkThrus' series

9am – 3pm on Friday 10th June 2022
In-person @ 'The Venue', Finham Park

A day with Tom Sherrington

Tom Sherrington is an education consultant and author. He writes the popular blog teacherhead.com and his books include 'The Learning Rainforest' and best-seller 'Rosenshine's Principles in Action'. Most recently he co-authored the Teaching WalkThrus series with Oliver Caviglioli. With 30 years' experience as a physics and maths teacher and school leader, Tom is in demand from schools around the world to deliver CPD for teachers and leadership teams. He works with hundreds of schools and colleges providing training and consultancy support on improving the quality of teaching through the WalkThrus materials. He is a regular keynote speaker and contributor to conferences and education festivals.

Publications include:

- 'Teaching WalkThrus' (2020) - John Catt Ltd
- 'Rosenshine's Principles in Action' (2019) - John Catt Ltd
- 'The Learning Rainforest: Great Teaching in Real Classrooms' (2017) - John Catt Ltd

Blog: www.teacherhead.com
Twitter: @teacherhead

Sessions TBC

MEET THE EXPERT: TOM SHERRINGTON



PRICES (includes lunch)

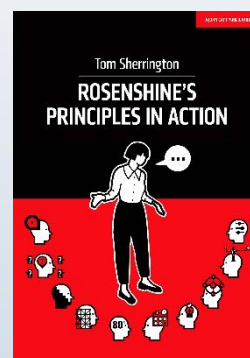
| | FULL DAY | HALF DAY (either Morning or Afternoon session) |
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| Lion Alliance Trainees | £85 | £55 |
| Lion Alliance Members | £150 | £85 |
| Non-Alliance Members | £200 | £110 |

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Recruitment

If you, or someone you know, would like to train to teach then do please get in touch. We'd love to hear from you! We can support interested colleagues with several different routes into teaching and host regular information events.

EMBRACE YOUR POTENTIAL
THIS COULD BE YOU

MR NELSON
TEACHER OF MATHEMATICS
SCHOOL DIRECT PGCE 2021-22



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Get in touch

Website: www.thelionalliance.co.uk Email: admin@thelionalliance.co.uk

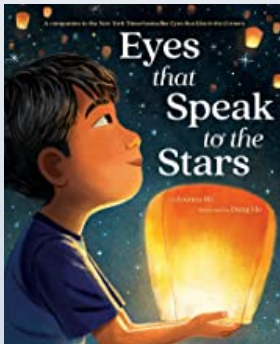
Contact us:

www.thelionalliance.co.uk
admin@thelionalliance.co.uk
Twitter: @lion_alliance



The Lion Alliance - Finham Park School, Green Lane, Coventry, CV3 6EA
02476 418135

Recommended Reads for Spring



Eyes that Speak to the Stars by Joanna Ho & Dung Ho

Harper Collins 4+

After seeing a hurtful drawing by a child in his class, a boy speaks to his father. His father tells him that he shares the same eyes as the rest of his family and how they speak to the stars. He explains that he should be proud of his differences. Vitally important to share with children as we celebrate what makes us.

The River by Tom Percival

Simon and Schuster 4+

Rowan shares many similarities with the river. They both can change. They can be calm or wild. When winter comes, they both freeze over. A gorgeous look at how our emotions change that will definitely leave you with a lump in your throat!



The Last Firefox by Lee Newbury & Laura Catalan

Puffin 7+

Whilst on a mission to find the ultimate hiding place for a game, Charlie meets Cadno the Firefox and he is entrusted with keeping him safe from harm. Unfortunately, a fox that can set fire to itself brings its own dangers... Can Charlie keep it safe and a secret? The two form an unbreakable bond and change each other more than they could have expected! Charlie realises that he is braver than he thought!

How to Steal the Mona Lisa by Bethany Walker and Jack Noel

Scholastic 7+

A brilliantly bonkers adventure told through emails, texts and notes. Mia loves art but her school is closing down the art department. At the same time Mona Lisa fever sweeps the country as it is reported that a version was stolen 200 years ago. Mia's best friend Jake has some pretty crazy conspiracy theories about it all...





The Lost Whale by Hannah Gold
Harper Collins 8+

When his mother is in hospital, Rio is sent to live with his grandmother who he barely knows. He is not pleased about this! He finds his mum's old drawings of White Beak the whale and takes up whale watching with a new friend. One day White Beak goes missing, Rio sets off to find White Beak and save his mum!

The Aquanaut by Dan Santat
Scholastic 8+

When tragedy strikes, Michel Revoy doesn't return home from a research trip. Years later, his daughter meets a strange creature wearing her father's diving suit... Who and what are controlling the outfit? Will they help his brother Paul remember exactly what they were fighting for in the first place rather than just pleasing their investors.



Max Counts to a Million by Jeremy Williams

Nosy Crow 8+

Set in the first Covid national lockdown, Max decides to count to a million. Usually school and other important things would get in the way... But no school means nothing in the way! One boy's tale of the ups and downs of Lockdown and how he ends up bringing the community together! A story we'll all be able to relate to.

The Secret Sunshine Project by Benjamin Dean & Sandhya Prabhat
Simon & Schuster 9+

A gorgeous story about finding happiness in your darkest moments. Bea's family are sickeningly happy until her father passes. Bea and her sister Riley have to move to the countryside with Gran. In a bid to cheer up her sister, Bea tries to recreate London Pride in their village. But not everyone is happy about the idea.



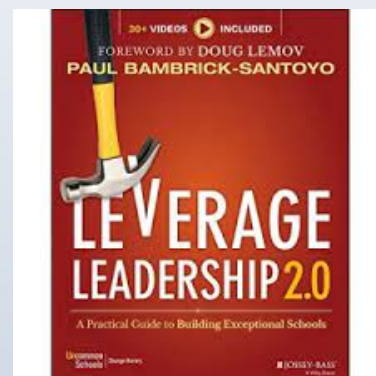
Emma O'Toole – Primary Support and Innovation Leader



Exemplary Leadership – Developing our School Culture

‘School culture is not formed by motivational speeches or statements of values. It is formed by repeated practice – using every minute of every day to build good habits.’

Over this academic year both myself and Emma O’Toole have been attending the Exemplary leadership programme as part of our own CPD. During the Autumn term we developed our understanding of building a Student Culture that aligns with our mission and values.



Leverage leadership is all about ‘PRACTISE’ whether that be through observation and feedback, Student culture or data driven Instruction. A phrase we have learnt well and developed is to **SEE IT, NAME IT, DO IT**.

When starting to develop our Student Culture we looked at the routines that were key to us improving not just the behaviour around school but also the experiences for the children. Emma and I started with ‘**see it**’ – here we decided the first routine to work on was the ‘Threshold routine’ (**name it**) then we looked at transitions around school and finally the morning access routine.

Threshold routine (**do it**) – The expectation here is that when the children cross the ‘threshold’ of their classroom they are greeted by an adult by using their name and developing a positive start to the day. On our training day in January the staff learnt all about the reasons behind the threshold routine and then how to implement it. I demonstrated to the team how to go about completing this routine, we scripted what we could say to the children and then the staff ‘PRACTISED’.

Pupil voice completed in regards to this new routine told us: ‘it makes us feel special’, ‘it sets me up for the day’, ‘I feel more confident’.

Just before the half term I noticed that transitions around the school were not as calm as I would have liked. Here again we used the same framework in ‘**SEE IT**’ (need calmer corridors), **NAME IT** (Lillingston 5s) and **DO IT**.

FIVE Ss



This time however in order to implement the new routine I shared the expectations with the staff and children at the same time within an assembly. Staff were given prompts to help them implement the new routine and in the recent Health Check our transitions around school and in particular the transitions into and out of assembly were noted as exemplary.

-  **Silent and still**
-  **Shirts tucked in**
-  **Straight and single file**
-  **Hands by sides**
-  **Sensible walking**

After a visit to one of the schools from the Exemplary leadership programme and with us being on such a great journey with the routines and with every member of the school committee buzzing from the changes, both Emma and I decided to implement another routine straight after half term and this has been successful not just for the children and staff but the parents are liking it too.

Our gates are opened at 8.40am every morning by a member of the SLT, they are there to meet and greet the children and parents. The children make their way around to their classroom door (we are lucky to have several entry points to school) where the teacher is waiting for them and they can settle into early morning work. The gates are closed at 8.50am by SLT. This has led to calmer starts for the morning, children are able to settle into their learning better and teachers are still able to complete the 'Threshold routine'.

Moving forward we are planning on introducing our final routine which is the transition from social times into class. This is going to be as exciting as the rest because the children and staff at Lillington have embraced the new routines wholeheartedly.

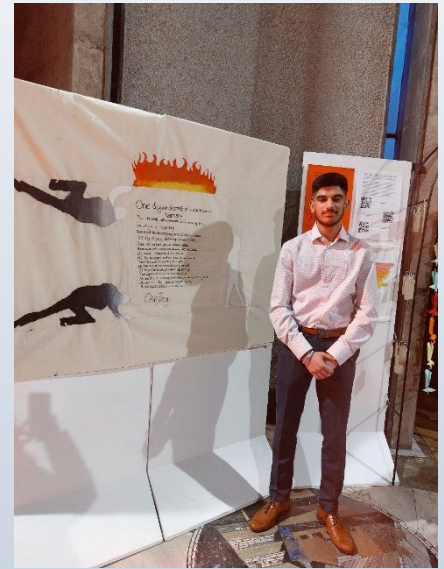
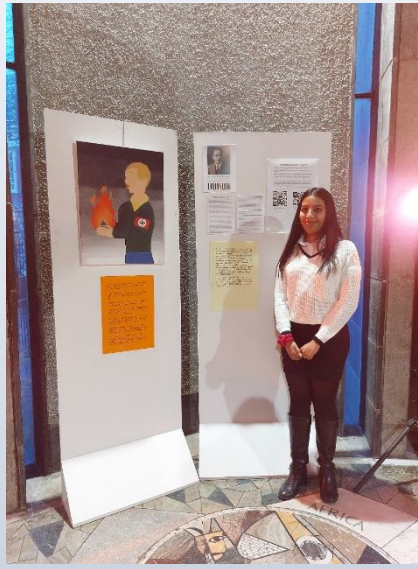
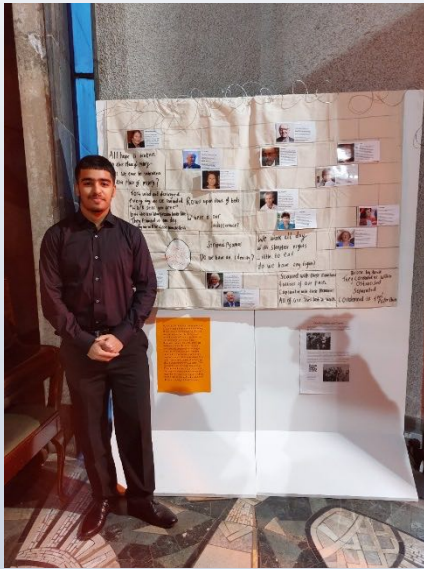
Victoria Wallace
Head Teacher



“One Day” – A contemplation of the Universal Declaration of Human Rights



What came first, the flame or the phoenix? The answer, a never ending cycle, a series of death after death, patterns throughout history. The flame that burns bright even in death and what is to come of it. The flame stolen from the Gods themselves in Greek mythology with a tale that ended in another circle. Prometheus who stole the fire and his infamous punishment of being chained to a cliff, a giant eagle eating his liver by day and him growing it back by night just for the same thing to happen each morning. The phoenix who dies again and again only to face it all again each morning. The phoenix, like our history, is a repeating cycle, and will travel with us through one part of the worst pattern of ordeals mankind has ever faced- the Holocaust.



The flame that ignites passion, and the phoenix who grows from it in confidence. Who uses its knowledge to adapt to our ever-changing world, and learns and grows with every life. For, you see, to die again and again means to be born again each time: anew. It means to take what we have learnt and change with the world- to learn from our mistakes and say “never again” and to mean it. To practice compassion in our day-to-day lives, recognise our privileges and biases, and to make a difference. To ignite our inner phoenix and constantly learn more, to come back from hardships and allow it to make us stronger as people and communities. One day, we will be. One day, our human rights will protect everyone on our planet because of our impact. One day; rebirth.

On Monday 31st January, it was my privilege to host our students' exhibition in the Chapel of Unity, in Coventry Cathedral. I am incredibly proud of the work, empathy and collaboration the students have invested into a project that began in October 2021. Coventry City of Culture and The British Council teamed up and have been working with some of our

students to produce work bringing the issue of Human Rights to life. Through the Autumn term, they were dedicated in their research and successfully delivered a powerful education seminar to a number of schools in Zambia. Building on from this research, they have then been in the process of designing and creating an art installation which articulates their interpretation of the United Nations Universal Declaration of Human Rights. The artworks will ultimately come together and form a new digital resource for schools and young people that will be made available internationally, inspiring future creative learning around the world. It will both animate the Declaration, promote the importance of creative responses to the fundamental question of human rights, and above all provide a practical resource and guide to future groups engaging with the issue.

This project has encouraged them to explore challenging ideas that have forever shaped human history. Their creative articulation of these concepts has inspired me – the exhibition is being displayed until 26th February. I would encourage you to visit and be inspired also. A significant number of schools across the city have already visited on a school trip to reflect on the thoughts, and work, of our students. Working alongside them, hearing their thoughts and interpretation of history, gives me a significant amount of safety when I consider my future, that these young people will be the shapers and creators of that world. Have you ever pondered the thought: One Day?

A snapshot of the students' reflections on the evening of the launch:

"I firmly believe that it is imperative to carry out events like this for humanity to recognise the suffering in this world and in the past. We truly poured our hearts and souls into this project, we invite you to visit and commemorate the monumental tragedy that was The Holocaust, and what it teaches us about the fragmentation of our human rights."

"We are here as a collective, as one, it is important to see different cultures coming together to celebrate our unity. This is what we, as a group, want to see. There are too many examples of how our human rights are broken around the world and we believe that it is our moral duty to speak up for all of those silenced voices, who may never receive the opportunity to share their story. We have a vision of continuously spreading this message of unification and how our rights must be protected."

"Our aim was to shine a light on the range of narratives within the Holocaust, to break the myth that all journeys were the same, that there were only two sides. Our research helped us to understand stories we had personally never heard before."

We chose to articulate our creative response through a phoenix's journey – highlighting how these rights were snatched away, but more significantly how they were reborn in the ashes. The phoenix is a symbol of our own school Lyng Hall, of our city of Coventry and ultimately one which illustrates what we believe our journey through human history is. Whilst we have yet to fully learn from our history, a truth seen in the repetition of genocide, we still hold onto the fire of hope, that we will be reborn each time stronger than before. With each rebirth comes hope. A light for the future."

“These phoenixes were made by our class as a symbol of remembrance, and that day I went home and taught my Dad how to make one.

For, you see, we were not alone in crafting this exhibit. Our incredible support system was there to help us every step of the way and because of them we were able to rise to every challenge we faced. Because we had a cause and because we had a passion we never once gave up. We knew we had something important to say with this exhibit, we had something that needed to be said and listened to and shared.”

“We hoped that today would inspire meaningful ideas and discussions, it is really important that as a collective we commemorate these sombre events, to ensure that such atrocities never happen.”

“Throughout our installations, we explore the journey of ordinary people in the Holocaust who live rather extraordinary lives: extraordinary for all the wrong reasons. A Nazi soldier brainwashed by the racist ideologies consuming his country; a boy who questions the beliefs he’s been fed since the day he was born; a Jewish man who can only stand and watch as his rights are stripped away. These are just some of the stories illustrated here in our artwork.

I personally was involved with the opening and closing pieces, which show the journey of the rights being retained and freedom being returned. A journey similar to that of the Jews in the Holocaust who were lucky enough to witness the end of their persecution. It is important to remember despite the horrors of the Jewish genocide, there was an end and the Jewish people’s liberty was once again restored.”

Comments from our guests at the launch:

“It really was our pleasure. What wonderful students!”

“It was a fantastic evening and good to see the work from our pupils.”

“Attending the event was very special; it was clear how much time, thought and care was taken to create an exhibition that was thought-provoking. It was especially rewarding to see how eloquently the students spoke about their piece alongside the research and reasoning behind their thoughts.”

“Thank you for a wonderful afternoon.”

“The evening was very good.

It shows how seriously pupils look on events such as the Holocaust.”

Hopefully these words, and photographs, will encourage you to take the time to visit and reflect.

By Miss. Hagan and students of 11M

Commonwealth Connections Programme

This programme is moving apace as we are now in 2022, the year of the Commonwealth Games.

Our Sports Ambassadors were very fortunate to have a one-to-one session with Commonwealth and Olympic athlete Liz Johnson. The students were treated to sessions in 'Inspiration', 'Team Building', and worked on their project to launch a Commonwealth Sports Club within school, designed to encourage those who would not ordinarily participate in extra-curricular PE activities. It was so brilliant to have this fabulous opportunity to work alongside an elite athlete and be motivated by their brilliance.



On Monday 14th and Tuesday 15th February both our Sports Ambassadors and Arts Directors were invited to take place in a legacy Commonwealth event at local primary schools. 'Tiny Forests' were planted with funding from Severn Trent Water, one at Corpus Christi Primary School which was a New Zealand themed forest with Silver Fern trees, and one at Mosely Primary School which was Zambian themed. We were fortunate enough to be joined on the days by the Lord Mayor and Lady Mayoress, Cllr Caan, Joan Musaka (Local Zambian Committee), Abigail Chaponda (Zambia High Commission), Hayley Coyne (British Council), Liv Garfield (CEO Severn Trent Water), and ITV News. The students got their hands dirty planting trees, and took part in traditional dances from the two countries. A plaque commemorating the Finham Park 2 contribution to the project was added to both forests.

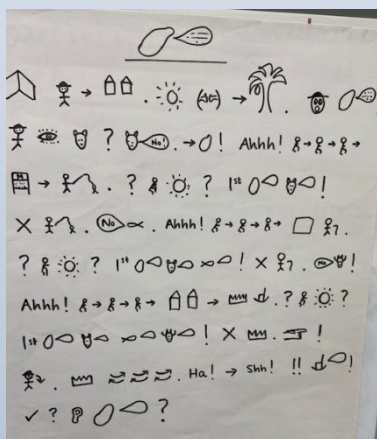


Coming up we have our Commonwealth Athletes Day here in March and the start of our rehearsals for the Commonwealth Opening Ceremony dance with Highly Sprung. We are so privileged to be a part of the Commonwealth Games 2022.



Talk 4 Writing in KS1 at Lillington

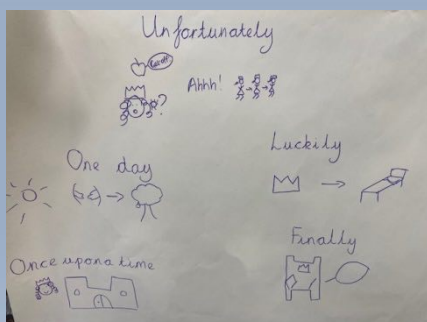
Following our T4W training on training day and a further session with our English Lead, we have started our journey into teaching writing using T4W strategies in KS1. Having done T4W training approximately six years ago, I found the updated training much more realistic and relevant. We really enjoyed the day with a great trainer who was extremely engaging and very experienced.



We created text maps for our chosen texts and threw ourselves into what we had learnt while it was still fresh in our minds. Using warm up games from the Jumpstart Storymaking examples, we worked on nouns, characters, adjectives and synonyms for said, recording them on our washing lines to ensure that children could use them later on in their writing. The children really surprised us with their suggestions of vocabulary and they picked up learning to tell the story from the text map really quickly. After just three days they told the story confidently to an audience of Year 5 children with only a little support.

The children then started to create their own imitation of the story– some by simply changing the characters and animals, others by changing more such as the setting. They used the five part story method (Once upon a time, One day, Unfortunately, Luckily and Finally) to plan their imitations on a story mountain after telling them to a partner. This was much more successful than their previous attempt of planning using opening, build up, problem, solution and ending as they can actually use the headings as sentence starters. They also enjoyed using pictures to plan their stories and they could all tell the stories in detail from just two or three basic drawings.

The angry king bellowed.
The fierce cheetah growled.
The angry soldier shouted.
The anxious soldier screamed.
The green papaya squeaked.
The angry shark chomped.
The pink penguin screamed.
The huge teacher bellowed.
The fierce soldier shouted.
The freaky king shouted.



After looking at their work, we planned the next sessions to work on skills that still were not secure and then the children planned their innovation – their own story – the only think they had to keep was the journey of the main character. Some of the children stuck to the pattern of the model text, some were much more creative. However, this story was much better in terms of structure and organization than the ones they have written before.

We are now starting our non-chronological report writing in

the same way and are hoping it will be as enjoyable and successful for the children.

Jo Radcliffe



The Coventry Young Ambassador Scheme returns to Pearl Hyde Primary School!

We are very proud at Pearl Hyde Primary School to be a part of this amazing scheme again this year.

The Young Ambassador programme was developed after the 2012 London Olympics as a way to involve young people up and down the country in their communities, sporting events and providing them the opportunity to understand the value in giving up their own time to support others. They learn so much through the training and volunteering process – teamwork, a sense of community, confidence and a love of helping people.



It is a wonderful scheme which:

- Give Coventry primary school children leadership opportunities
- Build on the legacy of London 2012 and create the next generation of volunteers
- Enable children to develop a sense of pride and belonging to Coventry.

We have just chosen nine of our year 3 and 4 children to become the next team of Young Ambassadors and we are very excited to see the fantastic opportunities being part of this programme brings for them.

The children were all chosen for their excellent attitudes to their learning, for being good friends and for their enjoyment of helping others. We also chose children who we believed could grow up to be fantastic leaders.

All of the children who are nominated for the scheme take part in training and have the opportunity to make new friends across the city.

Our Pearl Hyde Team have just completed their first round of training. They learnt how to smile and greet people, what it means to lead and how to stand so that they look approachable. They also took part in team building games and even had the chance to complete some role play in order to support them in volunteering in the future.

We believe that the best people to ask about the impact and experience of being chosen are the children, so we asked them!

Here is what they think of becoming a Young Ambassador in their own words.

‘When I was chosen to be a Young Ambassador, I felt lucky and anxious because we have to represent the whole school and that is a big responsibility. I had butterflies in my tummy when it came to having to attend the training, but I was excited about meeting new friends. Our training was awesome! It was so much fun. My favourite part was when we got to do some acting and then eat cookies. Our training was about how to be a good Young Ambassador and I learnt a lot from it – how to welcome people and be respectful, to be kind to people and what pose to use and how to smile.’

Gabriella – Aged 9

‘When I was picked to be Young Ambassador, I felt amazing and very lucky. I was excited about pretty much everything and I am honoured to be chosen. My favourite part of the training was eating biscuits and chatting to new people.

We also learnt a new acronym:

Attitude

Communication

Teamwork

Commitment

Observation

Overcoming obstacles

Leadership

I am very excited for the things we get to do now training has started.’

Jayden Aged 9 ¾

‘I am very happy and feel special that I was picked – only 9 people did out of the whole of year 3 and 4. I am very excited about discovering new places and new people, I might even make new friends. The training was amazing and funny and brilliant to be there. I liked it when we got to role-play and eat cookies, but also going over speed bumps in the mini bus.’

Jude Aged 8

It is exciting, fun and scary because you get an amazing fun, happy and happy job. It is amazing to welcome and greet people. I am excited for the job of being a Young Ambassador. The training was amazing because there were so many new people. My favourite part was making new friends.’

Sophie Aged 8

All of the new Ambassadors were given their purple hoodies as a sign of having completed their training, and they are allowed to wear them with pride around our school as part of their Pearl Hyde uniform.

We are very, very proud of our new team of Young Ambassadors and cannot wait to see how they develop as young people and all of the exciting opportunities that they will get over the next few months.



FINHAM PARK
SCHOOL

Reading across the curriculum



What are we doing?

Finham Park's English department are trialling cross-curricular reading and comprehension support in library lessons!

We have been working with some departments to create resources that support reading skills in lessons across the school. We are working closely with: Science, R.E and Geography. These departments have kindly provided non-fiction articles (linked to specific topic areas within their KS3 curriculum) for us to use in a pre-teaching capacity or retention and recap format.

The English department have built these articles into tailored skills based lessons where students work through each article and build on the transferable skills they will need in other subject areas. Lots of students are really enjoying the cross-curricular element of their library lessons. A student (in year 7) described learning about Science whilst practicing his comprehension skills as 'two in one'!



How did this project start?

Post-pandemic, teachers were noticing that more and more students needed support with reading skills, especially towards non-fiction texts. These skills include: skimming, scanning, inference, comprehension and SPAG. We were also noticing that students were actively choosing fiction books over non-fiction, as the fact-heavy and information-heavy format was a daunting prospect. We wanted to challenge this negative attitude towards non-fiction and support students with building resilience and confidence towards reading. We hope that this will make students feel prepared when they encounter new texts, so that they see it is an exciting opportunity to learn something new!



Using Technology Daily in The Classroom

Technology is one of those resources at the end of everyone's fingertips when you're outside of the classroom but how many of you can say that's the same for you in the classroom? By creating a daily habit to engage with technology in the classroom, you will become more confident to use a wider range of resources. I'm going to suggest a few different apps and resources you can use which support your children's learning.



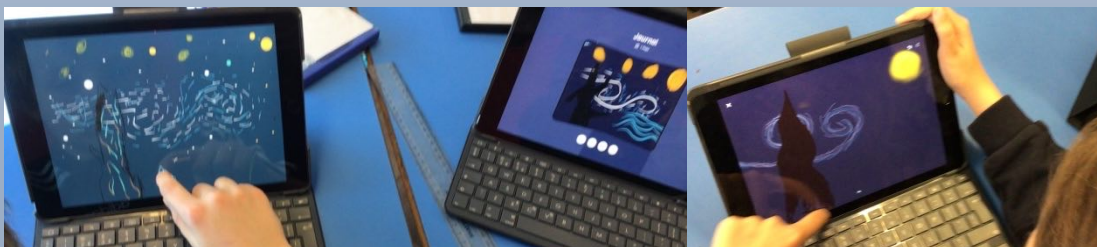
Paper by We Transfer

This is a simple, free app which is a great alternative to flip charts. You can create numerous e-books so it is easy to flick between each subject. The pages can be quickly changed to have different backgrounds too.

When teaching numeracy, you can display squared background which makes getting your presentation of methods correct. Then when teaching handwriting, a separate line guide version is available to make it very clear as to how to form your letters to the right height and visibly show the joins without having your hand covering the most vital part to your struggling child.



One art lesson, we were investigating the famous artist, Van Gogh and his painting of Stary Night. My Year 5 class, were able to use the app to replicate the infamous artist's recognisable work.





Tiny Decisions

This app does exactly what it says, it makes tiny decisions. Every day, you are confronted by a sea of hands wanting to be chosen or the complete opposite and have no willing victims...I mean volunteers. This app does the same job as lollipop sticks. Except you save the planet by not needing to buy lollipop sticks whenever your class changes. You could even use it as part of literacy warm ups. Place random adverbs, nouns or adjectives in and spin the wheel a few times, can the children come up with interesting descriptions using those words?



Phil Reed

The Sakura Cherry Tree Project

Written by Cam-Ron Year 9 and Ammaar Year 7 student reporters

Edited by Mrs Nguyen

Friday 4th February 2022 – The Japanese Cherry Blossom Tree was delivered to the School Reception, much to the relief of Mrs Nguyen who was waiting for the Tree to be delivered for more than three years.

The Tree was a part of the Sakura Cherry Tree Project, which has seen the delivery of more than 7,000 trees to over 200 sites across the United Kingdom. The project marks 150 years of friendship between the U.K and Japan. It was launched by the Japanese Prime Minister Shinzo Abe and the then British Prime Minister Theresa May when they met in Japan in Autumn 2017.



The Day of the Planting...

It was Friday 11th February 2022 and the weather was perfect for the planting. It was cold and frosty, but the wind was calm, and the sky was completely blue and covered in the winter sunlight.

At exactly 11:30am –the VIP guests arrived. We quickly approached the visitors and introduced ourselves to them – Mr John Hartley and Mrs Margret Hartley from the Rotary Club of Coventry, and Mr and Mrs Sawata from the Coventry-Hiroshima Friendship Society.

At 11:35am the Lord Mayor – Councillor John McNicholas –arrived in the iconic dark blue Jaguar, the official car for the Lord Mayors.

All the guests were welcomed in the presence of Mrs Pettman - Head of our School, Mr Kershaw - Chair of Governors, Mr Bailie - Executive Headteacher of the Finham Park Multi Academy Trust, Mr Green - the Headteacher of Lyng Hall School and Mr Plester, Headteacher of Finham Park 2 School.

After a short pose for the group photos just outside the school Reception, we all headed towards the hilly side of the School, where the Site Service staff had already dug up the soil and partially prepared the plant for us. The Lord Mayor and Mrs Pettman took control and planted this unmatched beauty of a tree that will bloom so beautifully.



This day leaves behind a unique legacy for the School and the staff who worked so hard to make this happen.

The following part of the blog includes a Q&A with the Lord Mayor himself and the other VIP participants who attended this monumental event, as well as how the students and staff felt it went.

Earlier in the morning we met up and prepared ourselves for the event. Now it's the



time for the questions.

Question for the Lord Mayor

Lily-Ann – Year 9

Do you have any memories in your life that are linked to Japan?

-My son lives in Kobe Japan and teaches English. He hasn't come back yet. He loves Japan a lot!

Yuqi – Year 7

Has Covid-19 affected your job as the Lord Mayor?

-Yes, significantly. Because during Covid-19 I didn't have any invitations and that it didn't feel like I was doing my job as Lord Mayor; and without the covid jab, I would have been in serious trouble.

Ammaar – Year 7

What inspired you to go into politics?

- Well, I came from Plymouth in the south of England. I started working on the line at the Browns Lane Jaguar car plant, including being a shop steward. I was elected to be a part of the Council, a politician and eventually the Lord Mayor of Coventry

Question for Mr and Mrs Hartley

Matvej –Year 7

What do you think about the Sakura cherry tree project?

-I feel like it's an interesting opportunity and it's great to have such an iconic tree on the grounds at Whitley.

How do you feel being a part of the Coventry Rotary Club?

I am very proud to be a part of all we have achieved at the Coventry Rotary Club.

Earlier we were briefed that Mr John Hartley was the person who has enabled the two schools Whitley Academy and Kamokita in Hiroshima Japan to partner up with each other since 2012.



Questions for Mr and Mrs Sawata

Ammaar – Year 7

What is your opinion on the cherry tree project?

The Japanese Cherry Blossom Tree project is very good to promote the strong relationship between Japan and the U.K, but Covid-19 slowed down the delivery of the trees. Now that Covid-19 has been better controlled, it is a good time to plant it.

What do you think of the Coventry-Hiroshima Friendship Club?

- Both cities, Coventry and Hiroshima were bombed during World War 2. It is very important for us to maintain the Special friendship between the two cities, so that we commemorate the loss of lives and pray for peace in this world.

Let's see how the teachers felt.

Mrs Pettman (Head of the School at Whitley Academy) stated:

"Students and staff at Whitley Academy are honoured to be recipients of the Sakura Cherry Tree. The school has long standing connections with Japan, Hiroshima in particular. The planting of the tree will be a permanent reminder of that bond and we look forward to visitors, staff and students seeing it in full bloom."

Mrs Nguyen (the organiser of the event):

"It exceeded my expectations. The Tree represents the strong link we have built up with Kamokita Senior School in Hiroshima, Japan. Hopefully we will receive students and staff from Kamokita School one day!"

Before we went back to our normal lessons in the afternoon, we got rewarded with some nice chocolate that we have associated with the happenings of the event.

Our own reflection...

We now know that the cherry blossom (sakura) is the national flower of Japan. They symbolise the fact that Spring has finally come and it's the start of a new year cycle.

"Since ancient times, the Japanese have heralded the arrival of the cherry blossoms because they symbolise the ephemeral beauty of life. But it isn't just the three or four days of open flowers that stirs the senses. It is their arrival and departure."

– Victoria Abbott Riccardi (Journalist and book author)

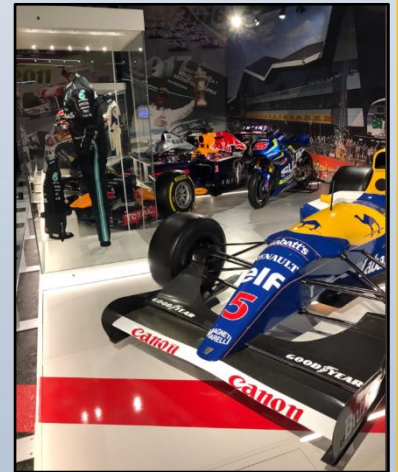
Silverstone Interactive Museum Trip – Year 8 & 9 DT and Engineering Students



On Monday 14th March, the Design Technology department took a group of 40 students to visit the Silverstone Interactive Museum. It was a fantastic day where the students had the entire facility all to themselves.



The Museum staff took the students on a tour of the museum, learning about the history of the Silverstone circuit, design and engineering evolution in technologies and the application of DT to the Formula 1 industry. At the end of the tour, students were then taken to the cinema which gave them the experience of the track at high speeds.



After lunch, students were given a tour of the circuit, there was lots of thought-provoking questions being asked by our students, these ranged from; the role of the Marshalls and the maintenance of the track. Students were also informed about the evolution of the corners and even some well-known crashes that have taken place.



During the last activity of the day, students took part in a STEM workshop – analysing key parts and features of an F1 car. Students were shown the evolution of materials and manufacturing techniques as well as the costings involved in creating an F1 car from start to finish. The students represented the school impeccably and the Director of the museum was extremely complimentary about our students too.

We will be planning to return next year



To see more updates from our department and students work - Follow us
Twitter - @ DandT_FP@ and Instagram - @Finhampark2dt

Mrs Trout



The Year 8 and 9 STEM Day

On February 1st 2022 Years 8 and 9 had a STEM (Science, Technology, Engineering and Maths) day. This reporter will bring you what happened, how those who got involved enjoyed and how the day went.

For the first task, the students were assigned to build a paper tower, with the weight on top having to be at least 5cm above the ground with no extra help or equipment. Just the paper and one's imagination. Here is how some of the students felt during this experiment.

Lily-Anne (year 9):

"It was challenging at times, but when we accomplished it. The feeling was great."

Hassan (Year 9):

"It was a great experience, I learnt a lot and I am very proud of my work."

I believe all the students had fun and found it a bit challenging, at first it was tricky but when they got the gist of things it was a fun experience. After all students settled down, the teacher started to talk about the four necessary needs of flight: lift, thrust, weight and drag. Next, the students had to try and make a mini aircraft using straws and paper. When the job was finished, the wings were tested. This evaluation would show how far the planes could travel and overall show the best planes.

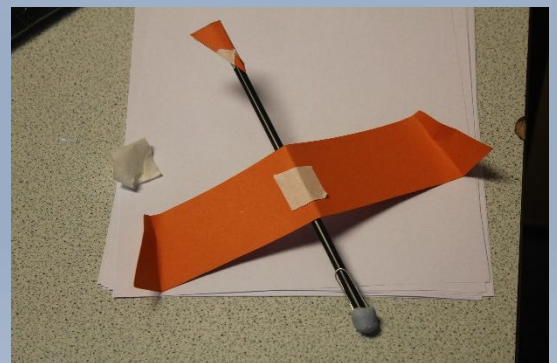
Rylan (year 9) reflected:

"The task was tricky, but I persevered and finished before most."



The next task was about throwing aeroplanes in the air individually and collectively as a team. There were two very happy winners at the end of the test. The students found it very amusing and had a great time.

Now, the engineering task. The students were tasked with making a circuit plane. They were given roles such as team leaders, finance managers, product designers, electronics designers, resource managers and marketing managers. Participants also had to "pitch and market" their planes, naming they had to make a company name, aircraft name, a logo and branding. In terms of timing, the pitches couldn't be longer than 3 minutes and students had to make a marketing poster and come up with their sales strategy.



Here are the teachers and students' side of how they think it went.

Mr Majithia - Curriculum Leader for Science - said

"It was so amazing to see so many of our Year 8s and 9s working together, being positive role models and creating such wonder designs. Our presenter made it clear that some of our designs amongst the best she has seen. Whitley Students have done our proud yet again!"

Jahmarii (Year 8) added:

"I am enjoying the electronic engineering task and I enjoy doing a group task. This opportunity is great."

To do the real test, the students were escorted outside and lined up to throw their creations – the aeroplanes. The laughter, the chat amongst many students showed how much we enjoyed the STEM Day.

Soon it was home time for us all.

Let's see how the teachers who took part in the event think...

Zara Cummings, the fantastic Smallpeice Trust coordinator who ran the day reflected:

"Today has been so much fun! I have thoroughly enjoyed getting involved in the aircraft projects with year 8 and 9. You definitely have some future engineers amongst you!"

Rebecca Sanderson, our link from the Royal Academy of Engineering stated:

"It has been fantastic to come in and see the students getting so involved with the glider project, I'm sure there are plenty of future engineers at Whitley Academy who can be supported by the Royal Academy of Engineering."

And finally, some words from the Man who made this day happen, Mr Foode - Deputy Curriculum Leader for Science:

"The year 8 and year 9 students worked so well together and really impressed our visitors. The gliders worked brilliantly and the students were a real credit to Whitley, all while showing an amazing enthusiasm for engineering."

If the some of the mottos of both Royal Academy of Engineer and Smallpeice Trust are to 'dare to imagine with engineering' and inspire young people into engineering, –the reaction of the students throughout the day has proven that the target has been met.

"Science can amuse and fascinate us all, but it is engineering that changes the world."

—Isaac Asimov, American writer, Professor of Biochemistry



By Cam-Ron - Year 9 student reporter, Edited by Mrs Nguyen



Intermediate Maths Challenge

On February 2nd, a number of pupils from years 10-11 took part in the UK Intermediate Maths Challenge online. The Intermediate Mathematical Challenge is a 60-minute, multiple-choice competition aimed at **students across the UK**. It encourages **mathematical reasoning, precision of thought, and fluency** in using basic mathematical techniques to solve interesting problems. The problems on the Intermediate Mathematical Challenge are **designed to make students really think** in a problem solving manner. The top 50% of pupils in the country are awarded Bronze, Silver and Gold certificates with the top 8000 pupils going through to further follow-on rounds.

The results are in.....

We have a fantastic set of results, many students achieving in the top 50% nationally

- 15 Bronze Awards
- 8 Silver Awards
- 1 Gold Award



Not only that but **Oliver Jozefcyk has graded in the top 8000 pupils nationally** and has been invited to compete again in the Pink Kangaroo follow on round on March 17th!

A big congratulations to Oliver, we are so proud of his achievement.

Oliver said "I am really happy to have been invited to complete in the next round, I am really proud of my achievement, and it shows I can do anything I put my mind to"



COMING SOON: JUNIOR MATH CHALLENGE FOR YEAR 7 AND 8

Mrs Glancy

An Unforgettable afternoon with Nick Butter @ Warwick University

In November 2021 we were the lucky students to be chosen for an afternoon trip to Warwick University to meet, listen and talk to Nick Butter –the Man who has run a marathon in every country in the world! You could tell how excited we were whilst waiting for it to begin!

As soon as we set foot into the Oculus building, we were amazed by how big it is. There were many students from the University sitting scattered around the two floors and working independently. We quietly tiptoed to the surrounding areas, taking some photos and quickly followed our Warwick University student ambassador into one of the main theatres.

We were about to meet Nick Butter with his very real-life stories!



To start with, Nick shared with us the photos of his 15 different passports, he spent just under £1,000,000, and he had to bring multiple phones including a satellite phone.

Nick started with the reasons why he wanted to run the marathons around the world:

It was in 2016 that Nick (aged 26) was out in the Sahara Desert where he met Mr Kevin Webber (aged 51), one of his tent-mates, who revealed that he had a terminal cancer. Nick decided he was going to quit his job, sell his house and run marathons to raise money for Prostate Cancer UK.

Nick shared with us the time-consuming part of planning for the marathons: it took him over two years to register with the Guinness World Records, contacting embassies, booking hotels and creating contacts with people who could help him with visa applications.

Then he told us stories such as when he was younger he could not walk properly.

The first country Nick went to out of the 196 was Canada, in the city of Toronto, on 7th January 2018. He under-estimated the weather so he had to borrow the news reporter's socks to put on his hands.



When he went to South America he left his shoes out to dry and a pig ate them! Twice! On his marathon journey, Nick ran with nine presidents, 101 marathons with no food and he saw 29 volcanoes, one of which was erupting when he ran by. Wow!

In Vatican City – a city-state country, he was questioned by the police, and because this country is so small, he had to run around it over 80 times 😊 .

Some amazing facts about Nick's journeys of running around the world:

- ***755,000 miles flown***
- ***22 marathons with food poisoning***
- ***41 British Ambassadors ran with him!***
- ***The coldest temperature he experienced was -25C and +59C for the hottest one!***

In another city, Nick had to run around a car park over 300 times, because the hotel



receptionist didn't know what a marathon was.

In Lagos, Nigeria he was mugged at gun-and-knife point by a group of attackers. Nick had no choice but to give away most of his belongings, physically injured with fractured ribs from being kicked. At a safari in Namibia South Africa, his tour guide advised him to shout if he saw a cheetah. Nick did not think so and decided to walk separate way. When he was about to give up, Nick saw a cheetah laying down in a bush, and when it got up, it touched Nick's leg. Wow!

When he went to Siberia he thought it would be dangerous. It turned out he had to wear a bullet-proof vest, thankfully he didn't need to do anything else because it was very calm. At the end of his presentation, Nick told us that he now lives in a van that his brother recently renovated for him. His companion is his dog. Sometimes he would take his dog on marathons with him. Nick is also very close to running 1000 marathons and he is currently at 972 ...

Our very own reflection...

Zak: "It was very inspirational"

Matvej: "Warwick University Oculus building was posh and very spacious"

Oliver: "The whole experience to listen to a live story like Nick's was really cool"

Charlie: "It was incredible and all round amazing!"

In such a short time sitting in the Oculus building of Warwick University, we were mentally transported to places around the world. Catherine, one of the organisers of the event, briefly told us that the event was one of the first in-person school events since the pandemic. We have felt so motivated and inspired to have positive attitude towards our own goals.

We want to thank the Widening Participation and Outreach Team for going the extra mile to give us such an unforgettable afternoon full of stories to tell others. THANK YOU!

"If you find something hard, don't give up –keep going at it until it gets easier. That's what I've done with my running"
Nick Butter.



Written by: Matvej, Yuqi and Zak –Year 7 reporters, edited by Mrs Nguyen

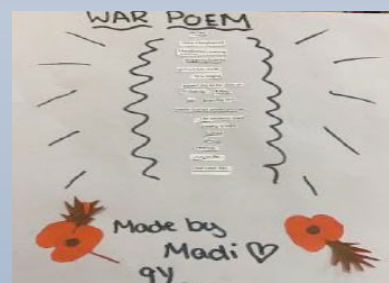
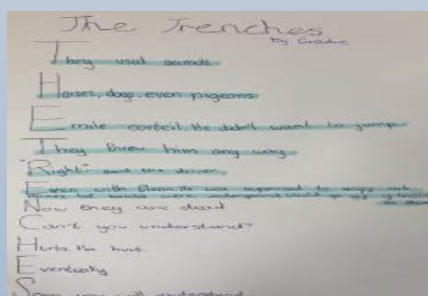
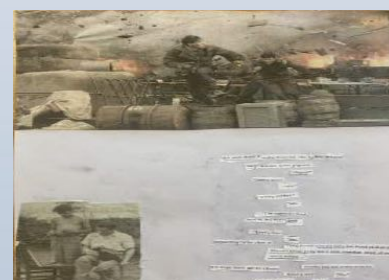


Tom Palmer Author Event

On Friday 11th February, Year 7, 8 and 9 pupils at Lyng Hall and other schools across the MAT were involved in an online author talk with Tom Palmer, author of Arctic Star, After the War, The Rugby Academy compilation and the Roy of the Rovers collection, amongst others. Pupils were able to ask Tom about his brilliant collection of books as well his career as an author. In order to better understand Tom's works the students created their own black out poetry based on Tom's World War 2 book, D-Day Dog. Below are some brilliant examples of our students' work.

"We found it very exciting to have a famous author visit us here at Lyng Hall. We particularly liked it because it had a focus on football, and we love that! We found him very informative and he answered all of our questions." – 7M

"I enjoyed the talk because it was engaging and the poetry activity and reading of his book extract was fun." – 7G
 "I though the talk was great because if you don't think you like reading then Tom spoke about all of the ways you can find something you would like." – 7R



Oliver Jr! –The School Musical Production

It was Wednesday 16th February 2022 – the first evening of the production performance, and the location is our Auditorium. Outside the weather was very typical February: wet, cold, frosty and windy!

We sat comfortably inside the spacious Hall and queues of people started filling the seats.

This evening we arrived at the School earlier; and at 5:15 pm, we interviewed Rhys who played as Oliver Twist as the main character of the show. Rhys (our classmate of 7W) felt nervous and has butterflies in his stomach all the way through the first part of the show. Rhys also shared that after the first practice performance, he was actually not very worried and was excited to perform for the live audience.

Some more thoughts from the Cast

Rhys (Oliver): “My favourite parts were the chase scenes because they gave me that sudden rush of adrenaline and the suspense if I felt in front of the audience! Luckily I did not!”

Reflection from the Teachers who made the Production possible for us

Mr McDonough – Teacher of Music and Head of SEN Team: “I was feeling nervous now that there was a large audience and the integrity of the play was on my shoulders.”

But when we interviewed Mrs Stokes - Director of Creativity and Expressive Arts, she highlighted the excitement of waiting for the performance to start. Mrs Stokes also mentioned the fact that the cast spent weeks (and months) to form a team and rehearsed for too many weeks including weekends! Hence Mrs Stokes was not nervous and would cheer the performers as merrily as she could.

There were quite a few songs in the Production.

As soon as the lights were on and the music started, you could hear a pin drop in the packed auditorium. 55 minutes of performance went by just like a blink of the eye!

At the end of the show, the whole cast of Oliver Jr was commended by Mrs Pettman- Head of School for the hard work, the dedication and the creativity of all members.

Some reflection from our fellow students....

Zak's favourite part was "when Bill Sikes jumped off the bridge. It looked really realistic".

Aadi remembered the fascinating scene "when Bill Sikes tried to catch Oliver because it was an intense chase".

Oliver R enjoyed the time "when Oliver met Dodger because it could showed what would go on later in the show".

Rhys (a.k.a Oliver –the main actor) later on reflected: "Many members in my family were there for the two shows. My Nan loved everything I did in the show. SHE WAS SUPER-PROUD OF ME".

Mrs Stokes' thought some days later...

"The show must go on and it did indeed. As I reflect on 'Oliver', I think about all the amazing memories made during this journey. It was not an easy journey but it was very special and one that I am incredibly proud of. Our students were simply outstanding and I cannot wait to get going with our next show."

Our MASSIVE THANKS to the whole production and the teachers: Mrs Stokes, Mrs Latue and Mr McDonough.



Written by Aadi and Zak Year 7 reporters, edited by Mrs Nguyen

Contrasting School Experience

In order to develop further as a Business Studies practitioner, I took advantage of a progression scheme which saw me placed at Finham Park School for one week. I was afforded this amazing opportunity as a result of the culture of inclusivity that is fostered throughout the Finham Park MAT.

Throughout the week I was able to observe the world class practice of a wide variety of teachers, across all subject areas. Being exposed to this allowed me to make comparisons and analyse what may work well in reference to the Whitley Academy structure.

Observations from the week have allowed me to recognise and identify elements of outstanding teaching practice through a curriculum designed to challenge students via examination. This allows for a stark contrast between the curriculum taught at Whitley Academy and the methods used to help students grasp key concepts.

The use of exam questions by teachers at Finham Park shows that for each curriculum, GCSE or BTEC, the lessons must be taught with the curriculum at the forefront of teaching and learning especially in the specific subject area of Business. The use of timings and praise is evident in fostering an inclusive and controlled classroom environment, as expectations for each task are set clearly and allows little room for students to disobey without considering consequences.

Use of WAGOLL and BLT provided scaffolding for students in a mixed ability group such as Business, which in turn shows the importance of engaging with scaffolding techniques in my own work. Large open spaces for students to explore with a calm natural environment allows each group of students to safely enjoy their leisure time. Having more the one option to obtain food and drink keeps queuing to a minimum and this in turn leads to less behavioural problems.

The implementation of techniques such as DIRT, BLT, WAGOLL, WABOLL and other cognitive tools aids scaffolding throughout the curriculum, as well as allowing all students to have access to the content. Finham Park gave me an idea of what an experienced and exceptional practitioner looks like in Business Studies, especially at a higher level of learning (A Level). A. Gosal draws together various elements of world class teaching, from responding to the feedback from students (responsive teaching), to implementing constant positive praise and ensuring a nurturing and healthy classroom environment.

The use of WAGOLL and self-assessment provides students with a fresh perspective on exam questions. Whether they be longer answer or shorter, the students could clearly identify the component of a well written answer. Once again clear structured lessons, with timings given for each task allowed students to stay engaged with the content as well as ensuring an efficient lesson full of teaching and learning.

A. Gosal also sensed the lack of energy and decided to make a change to ensure all students were still ready to engage in the learning. By moving the students around A. Gosal was able to open up an opportunity for discussion and almost wake the students back up. Not only

did this help to re-engage students, it provided an opportunity for A. Gosal to positively build relationships with her students.

Year 13 A Level Business taught by A. Gosal shows how important it is to have an idea of the curriculum and how it is phased together if you want to employ the most effective teaching and learning strategies at A Level. Socratic questioning is only available to utilise as a practitioner if the teacher has more in-depth knowledge of a particular subject/subject area. By interleaving topics and pulling from different areas of the curriculum, A. Gosal was able to provide the students with a more comprehensive understanding of the content being taught.

Furthermore, students were then able to see how each topic fits together and how one topic may affect another they have learnt about. It was also clear to see some of the differences teaching A Level as opposed to BTEC Business, as a lot of the teaching and learning strategies focus on extended writing and application to case studies. Constant checking for understanding is a key component of A. Gosal's lessons, whether that be KS4 or KS5 and this is done deliberately and probably subconsciously through years of practice, which would have allowed her time and experience which tools would be most effective when gauging the understanding of a group of students.

**By Kuran Bains with special thanks to Avneet Gosal, Matt Newsome, Debbie Watson
Business Teacher**



Celebrating International Women's Day

On Tuesday the 8th of March, a sixth form student at Lyng Hall hosted a bake sale to raise money in celebration of International Women's Day, Romani Dhillon wanted to do something that would help promote the day as well as raise money for a charity: the Joyful Heart Foundation.

The bake sale was a big hit amongst pupils and staff throughout lunchtime. The group of girls all worked together to create an 'exhibition board' to inform students of International Woman's Day, as well as creating a table filled with home baked sweet treats! There were cupcakes, brownies and cookies for everyone to choose from. This is only the beginning of some amazing fundraisers planned; a huge thank you to everyone who helped. Whether this be the girls who put everything together (welldone to Romani for organizing the event) or to those who purchased a sweet treat to help out the Joyful Heart Foundation.



The mission of the Joyful Heart Foundation is to heal, educate and empower survivors of sexual assault, domestic violence and child abuse and to help to end this violence forever.



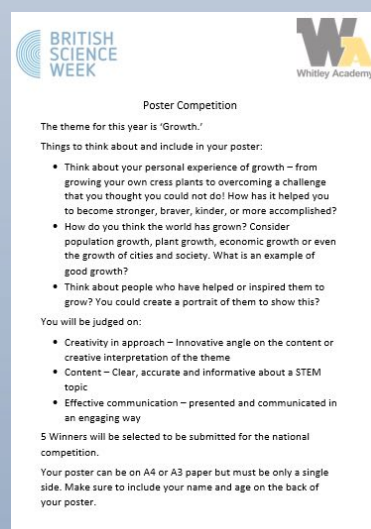
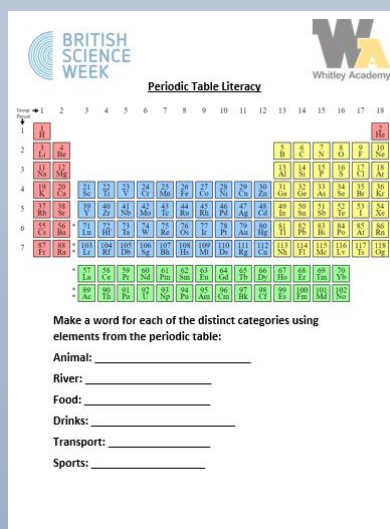
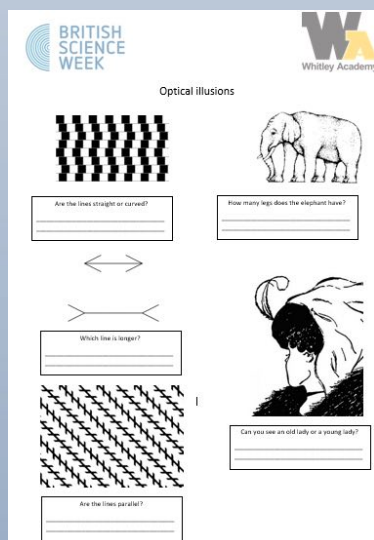


For British Science Week this academic year, all of our teachers were keen to further embed our vision to ensure all over our students love learning our subject; to keep young minds curious, for students to see themselves as scientists and to develop a fascination for how our science has changed the world.

Together we planned and delivered a number of exciting and enriching activities that our students enjoyed.

Science Week Activity Booklet and Treasure Hunt

Every student in KS3 and KS4 enjoyed working through an activity booklet which included a literacy activities, optical illusions, Sudoku puzzles, and a chance of participate in a competition to be entered for a national prize.



The science treasure hunt also took place in the science corridor with 'say what you see' activities and answers which are using the information displayed with many of our students receiving sweets and super scientist stickers to wear with pride!



Science Fair Projects

Students in Year 7 and 8 undertook science fair projects making models of cells, atoms, solar systems, model earths and building bridges.

WA What are the steps to designing a project?

Learn it ...

| Title of Project | |
|--|---|
| Purpose Reason for this project. Hypothesis Guess of possible outcome | Question Procedure What you did and how you did it Results List, chart, graph, or log. Research and experiences Conclusion Answer to hypothesis |

(table)

WA Model plant or animal cell

Build a model cell with labels and a description of what the function of each part is

Learn it ...



Brilliant Model of a plant cell by Sienna Slevin, Faith Hutson and Lily Walker in Group 7SCL

Who Killed Mrs Savage Forensics CSI Activity

Year 9 students have been trying to find out who killed Mrs Savage (It's not real, please don't send any condolence!). Students have visited our mock crime scene that we set up in one of our offices; they tested poison, analysed hair samples, fingerprints, footprints and pen chromatography samples. All to find out who done it.



Who Killed Mrs Savage?

At 7pm last night Mrs Savage's body was found in the office in between F16 and F17.

First responding police officers have said that they have evidence that she had a meeting with other teachers in the office 30 minutes before the body was discovered.











Assembly and Global Scientist Tutor Time Activity

In assembly students were introduced to some of the latest developments in science such as – Is there really life on other planets? Can cars fly? Can scientists create human organs? Students were also reinforced the message that every time they ask a question, develop an idea, plan and do an activity, and reach an end we are being scientists. We do science every day! Some of the highest paying careers are science careers too.

Is there Life on other planets?

Most scientists believe that there is a very high probability that we are not alone in the universe. There are 100 billion stars in our galaxy, and 10 trillion galaxies.



Kepler Space Telescope



Kepler-186f has similar distance away from its sun. It has the conditions for life to exist. It is 557 light years away.

Can Cars really fly?



Flying cars are for sale. Apple aims to release its driverless car in four years time. Companies are looking at making autonomous air taxis.



Stem Cells – replace faulty body parts



Windpipe



Heart



Lungs

On average 21 people die each day because an organ has not been made available to them.

Science helps you be successful in life

Idea/Question → Plan → Act → Get what you want

| | Shopping for clothes | Getting Fit | Saving money for something expensive | Finding the best deal for insurance |
|----------------------|--|--|--|--|
| Independent variable | Clothes | Amount of cardio and weights | How much money I put away every month | The price comparison sites to visit |
| Dependent variable | Do they look good | My body weight. | How much I have saved | How much it costs |
| Control variable | How much (£50) | 1 hr every other day. | How much I can save | I can only spend £150 |
| Prediction | I need a new jacket for winter | I will get a six pack in time for summer. | If I save more, then I can buy a new car | The more I research, the better deal I will find |
| Data to record | Photos of how they look | Take pictures of myself every 2 weeks | How much a save every month | Costs from different sites |
| Conclusion | The one from River Island was the best | My program means I am fitter and stronger. | I now have enough money for a new car | I have saved myself £50. |

What has Science done for you!

Science answers interesting questions – How big is the universe? Is there life on other planets? What is everything made from? What are we made from? How do your gadgets work?

The latest inventions make a difference to your life.

Look after your health and the well being of those you love.

Dreaming Big is great, but realistically the probability of becoming a footballer/ pop star is small – likely way of getting more money.

Science Careers can pay well!

| Career | Average Yearly Pay |
|---------------|--------------------|
| Doctors | £72,000 |
| Dentists | £76,300 |
| Optician | £56,885 |
| Pharmacist | £46,694 |
| Plumber | £40,424 |
| Medical Sales | £40,000 |
| Builder | £31,200 |
| Hairdresser | £23,400 |

The pathway to a successful science career....

```

graph LR
    A[GCSE Combined Science Or GCSE Triple Science] --> B[BTEC Applied Science Level 3]
    A --> C[A Level Biology]
    A --> D[A Level Chemistry]
    A --> E[A Level Physics]
    B --> F[Science/Engineering Apprenticeship]
    C --> G[Science degrees include: Veterinary Science, Medicine, Dentistry, Optometry, Pharmacy]
    D --> G
    E --> G
  
```

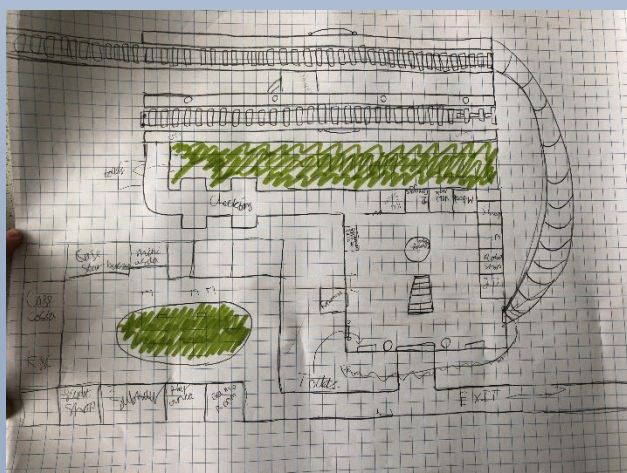
In tutor time students were involved in the "citizen science" projects. By supporting scientists all over the world gather data to help identify animals in Kenya, count penguins in the Antarctic, help spot white blood cells in blood samples from monkeys or identify unusual distant galaxies.

Your challenge as a tutor group....

- During Science week, take part in a real global science project. You have 4 to chose from.
- They all involve identifying things from pictures. The scientists carrying out these studies have hundreds of thousands of these images to work through. By asking the online community on the internet to help they can get data far more quickly.
- You may be lucky enough to identify an unusual galaxy in the distant universe or spot and endangered animal in Africa. Along the way you could be helping the conservation of wild monkeys and penguins. Best of luck everyone!

Visit from the Small Piece Trust

Year 7 and 8 were visited by the SmallPeice trust to work on designing their own bridges and their own train stations.

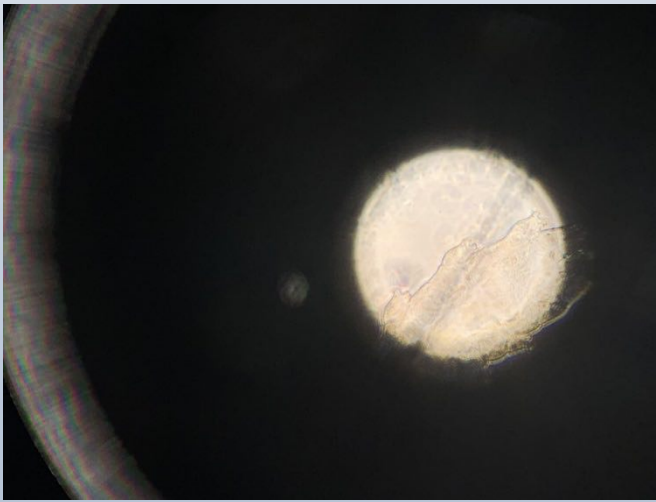


Visit from Professor Kevin Moffat from Warwick University

On Thursday 17th March we were very lucky to have Professor Kevin Moffat from Warwick university visit us to do some microscopy work with Year 10. They were able to use some dissecting microscopes in the hunt for Tardigrades. A 3D image of a tardigrade can be seen below:



During the 2 hour session the year 10s were lucky enough to be able to find 2 living Tardigrades, which caused a real buzz in the session.



The Science Team



Physical and Mental Health



Facilitating opportunities for children and young people to develop a greater understanding of their mental and emotional well-being. Underpinning the value of character, as a foundation for impacting their current and future life circumstances. Our pupils took part in discussions around -relevant mental and emotional well-being topics. The coaches suggested helpful strategies for mental and emotional regulation that apply to sporting and everyday life circumstances. The project provided exposure to local charities and community organisations, helping children and young people to see the positive impact they can have as a citizen in the world around them. We had approx. 25 pupils attend the weekly sessions. Each session involved 45/50 minutes of basketball and 15/20 minutes of mental health and emotional workshops. During this time pupils took part in a variety of different activities such as watching short videos clips and engaging in discussions about relevant mental health issues. It was very successful and our pupils responded very well.

Matas Butkus 9G "It was a great experience. Basketball is my favourite sport and it gave me a chance to learn new skills. One of my favourite bits about the program was the talking bit at the end, we talked about mental health and the coaches were friendly and supportive. One of the topics was about how you can be smiling on the outside but inside you were feeling different. They said about how we should look after each other and be supportive. They coached us on how to pass, shoot, pivot and if you asked them for help on a skill they would teach you. Anyone who signed up got a free t-shirt and wrist band. I wish they could work with us for longer because I really enjoyed it."

Krish Mittal 9Y "I think the Guardian Ballers were great and it was wonderful experience. I wish they could work with us for longer. It was a great opportunity to learn more about basketball. It was really interesting because it was not just about basketball, there was a talk and discussion time at the end of every session. We talked about mental health and how to be supportive of each other. They include you in all the activities and if you ask them for help on any skill they would teach you. When you signed up with them you got a free t-shirt and wrist band. I really enjoyed working with them."



Developing Fluent Learners through Data Driven Instruction

We all do what we do everyday for different reasons whether it be the joy in putting together great learning experiences, transferring our passion for what we enjoyed as children or developing relationships with our students where they feel comfortable in making mistakes to flourish, thrive and grow in our classrooms. These activities keep us going everyday, together with seeing our students grow in confidence as our teaching develop their fluency in their learning. We all know that securing academic outcomes for our students improves their life chances in years to come; by improving their confidence as learners we increase the likelihood of our students finding a fulfilling satisfying careers, for them to develop and sustain successful habits live happier, successful and healthier lives in their future.

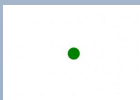
With this motivation in mind, I have been asking myself three fundamental questions to ensure that my students improving academically within my specialism:

- Do my students know what they should do to be successful in my subject?
- What do I do about it?
- How do I know that they have learnt it?

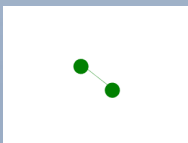
Know your Schema!



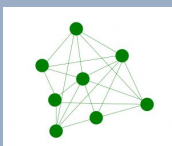
The starting point has been my reflection and research into how the human mind organises information about all subjects in schema. The term schema refers to the web of interlinked ideas that we have within our mind as we develop links within a topic. As more links develop our knowledge within the schema grows. For example, in the science topic of cells it could look like.....



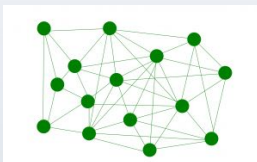
Cells are the building blocks of life.



There are prokaryotic and eukaryotic cells.



Prokaryotic cells such as bacteria have no nucleus, a cell wall and flagella whereas eukaryotic cells such as plant and animal cells have a nucleus.



The similarities and differences between prokaryotic and eukaryotic cells are

..... and so on (You get the idea!). The key thing to remember is that every topic in any specialism has its own unique schema. The aim our teaching is to develop fluency in schema so as learners our students can master and apply their powerful knowledge to the range of contexts that they could be examined upon. The mental rehearsal and retrieval develops fluency and prevents information from being lost. Connecting our mental ideas and developing the links are nerve cells in the brain called neurons. The more we allow our students to rehearse and retrieve information, the more the neurological connections in the mind are strengthened.

Personal Learning Checklists

We must know what our students need to retrieve and rehearse, and this is where our personal learning checklists (PLCs) help. For example, with my year 11 class, 11Sci with their November 2021 mocks I discovered some key areas where they needed to revisit parts of topics.

| Science Topics | Science Group | Physics | Chemistry | Biology | Maths | English | History | Geography | Art | Music | Physical Education | Religious Education | Personal Development | Health and Well-being | Information Technology | Design | Food Technology | Home Economics | Law | Business | Other |
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By analysing the mock papers, I could identify that the areas that I need to go back to include electrolysis particularly the reactions at the anode and cathode, Calculating the percentage of an element in a compound in the quantitative chemistry topic. Lots of Electricity including circuit symbols and rules for voltage/current and resistance in series and parallel circuits. For biology, characteristics of exchange surfaces etc. (You get the idea!).

Preparing and Delivery of Diagnostic questions

Knowing the schema for my subject helps me decide which diagnostic questions I need to deliver. Brain dumps have allow me to find out to extent of our students knowledge.

Electricity Reteach Lesson

Recall it ...

Draw and label as many circuit symbols as you can in 4 minutes?

Infection and Response

Recall it ...

List all the ways the body protects against disease?

Science is full of diagrams and images that students need to describe and explain.

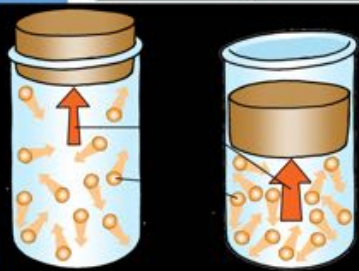
Exchange surfaces



Describe how this is adapted for its job?

Recall it ...

Gas pressure



What factors affect this? How?

Recall it ...

Multiple choice can be used to find out if students conceptual check knowledge and understanding.

Which letter represents the independent variable when investigating the effect of concentration on the rate of reaction between sodium thiosulphate and hydrochloric acid?

- The concentration of sodium thiosulphate.
- The concentration of sodium thiosulphate.
- The time taken for cross to disappear.
- The volume of sodium thiosulphate.

The formula of calcium chloride is: CaCl_2

What is the percentage, by mass, of calcium in this compound?

A_r values: Ca = 40, Cl = 35.5.

| | | | |
|-----|-----|-----|-----|
| A | B | C | D |
| 53% | 36% | 28% | 27% |

Odd one out is useful in finding out if students can justify their responses.

1. Name the drug in as many pictures as you can
2. What one is the odd one out? Why?

Recall it ...



Now which is the odd one out? Say why

Recall it ...

Think, pair, share:
No shouting out the answers!



Low stakes quizzing has its place in finding out whether the basic knowledge and understanding is there.

Recall it ...

- Is magnetism a contact or non-contact force?
- Give an example of a permanent magnet?
- Give an example of a temporary magnet?
- What name do we give to the force around a magnet?
- In which direction do the arrows point?
- What is the rule for attraction and repulsion?

Energy Reteach Lesson

Recall it ...

Recall

- What is the formula for KE?
- What is the formula for GPE?
- What is the formula for EPE?
- What is the formula for specific heat capacity?
- What is the formula for energy efficiency?

Asking students to define ensures that students are able to achieve the 1-2 mark A01 questions.

Digestion

Recall it ...

What is the definition of an enzyme?

Energy Reteach Lesson

Recall it ...

Recall

1. What is a renewable energy resource? Give some examples?
2. What are non-renewable energy sources? Give some examples?

My tool of choice has been the use of mini-whiteboards. I enjoy using them because I can see immediately how has got it and who hasn't, and I can time their responses.

I also keep a record of students, who haven't grasped what they should have. I adapt my recall starters and exits tickets based on that knowledge, and deliberately cold call students with targeted questions based on what they need to know. When I am at my best, I tick off the names of students who can now answer correctly.

The image shows a collage of student work. At the top, there are two mini-whiteboards. The left one has a table with columns for 'Group:', 'Date:', and 'PK:'. The right one has a table with columns for 'Group: 7L' and 'Date: 8/11/21'. Below these are several sticky notes with handwritten notes. One sticky note says 'Filled with cell sup.' and 'Seph, Fakh, Elen, Tash'. Another sticky note says 'Job of imembran' and 'Fakh, Elen, Tash'. A third sticky note says 'Chloroplasts - Elen, Fakh, Tash, Elen, Fakh, Elen'. A fourth sticky note says 'Function of chloroplasts' and 'chemical reaction - Fakh, Elen, Tash, Elen, Fakh, Elen'. A fifth sticky note says 'Ribosome located in the' and 'Roshan, Seph, Elen, Fakh, Elen, Tash, Elen, Fakh, Elen'.

| PK: Properties of solid | PK: Properties of liquid | PK: Properties of gas |
|-------------------------|------------------------------------|-----------------------|
| TS LC CM | CM | CM LC |
| PK: Particles in solid | PK: Particles in liquid | PK: Particles in gas |
| 1/2 correct | CM LC Elen, Fakh, Tash, Elen | CM LC Dasha |

Chloroplasts - Elen, Fakh, Tash, Elen, Fakh, Elen

Function of chloroplasts
chemical reaction - Fakh, Elen, Tash, Elen, Fakh, Elen

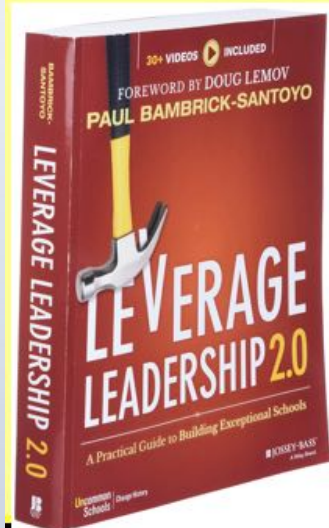
Ribosome located in the
Roshan, Seph, Elen, Fakh, Elen, Tash, Elen, Fakh, Elen

How do I know they know?

The only secure way to ensure my students have embedded what they know is to test them. If they can provide correct responses to the styles of questions that are similar to the ones they will be exposed to in their final exams, then this secure what they know, as long as there is no lost learning a long the way.

In Graham Nuthall's book 'The hidden lives of learners' he discusses the rule of three; students are more likely to remember if they have encountered the knowledge in three different ways.

I have summarised the core guiding principles for you below ...



Core Ideas / Guiding principles include:

Assessments are the starting point for instruction, not the end.

Assessment data is meaningless, unless we act on it.

Reading assessment data should be simple.

Effective instruction is not about whether we taught it. It's about whether students learned it.

If students don't use their knowledge, they will lose their knowledge.

The most effective teachers and leaders know when their teaching is working, and when it isn't they fix it.

Re-teaching is not a sprint, it involves adjusting exit tickets, do-nows or homework.

Teachers need to see the destination and be able to navigate the route for their students.

Spending less time of what already know and more time of what students need to know.

Lets be honest, in most secondary schools there are attitudes that are endemic. Over the years I have heard teachers say "They'll get what they get" and have seen teachers rush through as they aim for curriculum coverage. We have all had situations where they forget what you have taught them the next day. Surely part of the solution is to building in regular spaced interleaved rehearsal and retrieval practice. Let us think about how we remembered complex idea's – Did we grasp it the first time? Is it fair to expect anyone to retrieve difficult content if we have only revisited the contents once or twice?

Vijay Majithia

Subject Leader for Science Whitley Academy

An Unforgettable Time with Chris Eubank

Chris Eubank. You may know him, you may not. Chris is a former British professional boxer who competed from 1985 to 1998. He held the WBO middleweight AND the super-middleweight titles between 1990 and 1995 and is ranked by Box Rec as the 3rd best British super-middleweight boxer of all time! I know, amazing right? This internationally successful boxer visited our school on Monday 14th March 2022.

At 11:30am all the year 9 and year 10 students quickly filled all the available seats of the spacious auditorium. As soon as Chris Eubank arrived at the dark green door, he was welcomed with a HUGE burst of applause. All of us stared at his outfit which was unique to people but represented his personal choice and his confidence in himself to express his own dressing style.

To our surprise, Chris started off by talking about how he may look tough on the outside, however inside he is soft and gentle. This was a clear example of why we shouldn't judge people by their looks and why appearance isn't the most important deciding factor in a person's personality.

On the topic of his personality, he gave us a message of being humble. Chris described why being humble to people around you is so important and that even after all his success in life, when speaking to an audience you "should not act higher but lower or the same". He responded to this with a bow to the audience to show his respect and that we all are of the same level.

"When you get what you want in your struggle for self

And the world makes you king for a day

Just go to a mirror and look at yourself,

And see what THAT man has to say..." (from The Gal in the Glass poem)

Chris continued the conversation by explaining to the students especially the girls in the audience about "The Gal in the Glass". The poem represents us all as people and how we see ourselves. He then proceeded to explain why being friends with ourselves is the most important as it impacts your mindset and what you choose to do with your future.

"Why does it matter how I feel about myself?" you may ask.

Chris answered this with the word LOVE, not love between two people but loving yourself: **self-love**. Love, as he told us, is a positive thing and so we should be positive with everything we do, and how we treat others as this will come back to us regardless the reality we may encounter. Chris went on to say why negativity will never work in any circumstance and that positivity is the only way forward. What a powerful message Mr Eubank had given us!

Furthermore, Chris expressed why he believes discipline and independence is so important. Discipline for ourselves and discipline from others is the way to achieve our goals because it takes time and hard work to get what we want; it takes discipline to be successful. He went



on to explain why we should be passionate about what we want and that we should be 'our own pillar' using 'our own brains' and not relying on others.

Persevering is another way to reach our goals. This is how we stay on course and not to get lost. However, as Chris explained, facing failure doesn't mean losing your own 'coolness'. Even Chris himself had lost a number of matches and he used it to his advantage to learn from his mistakes. Chris mentioned a lot about the 'poise' when he was inside and outside of the rings. Chris has earned the respect of the people.

To end this motivational speech, Chris shared with us a poem he has memorised to follow every step of his life - **Keep Going by Edgar Guest:**

"When things go wrong, as they sometimes will,

And the road you're trudging seems all uphill,
When the funds are low and the debts are high,
And you want to smile, but you have to sigh,
When care is pressing you down a bit,
Rest if you must, but don't you quit.

Life is queer with its twists and turns,
As every one of us sometimes learns.
And many a failure turns about
When he might have won had he stuck it out.
Don't give up though the pace seems slow,
You may succeed with another blow.

Often the goal is nearer than it seems
To a faint and faltering man.
Often the struggler has given up when he
Might have captured the victor's cup,
And he learned too late when the night slipped down,
How close he was to the golden crown.

Success is failure turned inside out,



The silver tint of the clouds of doubt,
And you never can tell how close you are.
It may be near when it seems afar.
So stick to the fight when you're hardest hit.
It's when things seem worst that
You mustn't quit."



Some Q&A from the Whitley students:

"What career would you have chosen if not boxing?"

- A gymnast, however, even though I became a boxer the journey I took wanting to be a gymnast helps me now as it gives me balance while fighting.

"You spoke a lot about positivity but how did you manage all the negativity after a lost?"

- The negativity after a lost can only come if you are ill mannered to losing and so you shouldn't be even if you didn't get what you want, so even when I've lost, I stayed positive"

"Who are your idols, who do you look up to or have you looked up to throughout your life?"

- Nelson Mandela, Gandhi and Bob Marley.

"What is one thing you would tell your teen self to do if you could rewind the clock?"

- Everything I've told you, if I had known when I was a teenager would have given me so much potential to achieve more. So, if you are to take anything from this, remember my words to be kind, be considerate, be generous, be humble, be open and be cool".

Within just one hour with Chris Eubank, we learnt so much and we will remember his words and the importance of love and positivity for the rest of our lives.

Thank you to Mr Baillie, Executive Headteacher of the Finham MAT, and Mrs Pettman, our Headteacher, who organised this opportunity for the students and of course Chris Eubank himself for taking his time to speak to us all.

Thank you for reading this blog and I hope you have learnt something about yourself like we all did.

**Blog written by Alesha. S, Year 10 student reporter,
edited by Mrs Nguyen**





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MULTI ACADEMY TRUST

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