



BOURNE GRAMMAR SCHOOL BULLETIN

Week ending Friday 17 September 2021

From Alastair Anderson, Headteacher

What a week for Emma Radacanu. Whether you are a tennis fan or not, the fairy tale story of an 18 year old newcomer winning a Grand Slam tournament without losing a set and having had to play three extra games in qualifying is astonishing. In an interview with a Sky Sports journalist conducted when she was 11 years old, the interviewer concluded the conversation by asking if she dreamed of becoming a Grand Slam champion. Her reply is telling in its simplicity: *"I know it's really hard work, but hopefully if I work on my game and pull it together then maybe it will happen one day."*

A wonderfully focused answer for such a young person at the time, with three core principles anchored within her words: hard work, resilience and optimism. Young people are told repeatedly to work hard, so much so that I wonder sometimes if we overload them with this expected requirement. There is no doubt, however, that success and work rate are linked. Matthew Syed, Commonwealth Table Tennis champion and author of the book "Bounce", puts forward a strong argument for the positive effects of purposeful practice on the development of any skill. His theories are grounded in the alluring belief that "talent is a myth" and "excellence is not reserved for the lucky few but can be achieved by almost all of us."

But what of the other two qualities? Do we talk as much about resilience and optimism as we do about hard work? Resilience has certainly become a quality that is increasingly cherished and understood in modern living and is often interpreted as the ability to get back up no matter how many times we may be knocked down. But this simple analogy misses a key aspect of resilience, one that the young Radacanu already understood. To "pull it together" is an active process; to "pull" requires control and symbolises the drawing together of disparate elements into something whole. It puts the individual at the centre, symbolises their mastery of a situation and suggests so much more than mere toughness. James Kerr, in his book "Legacy", quotes the great All Blacks mental skills coach Gilbert Enoka who wrote this: *"If you marry the self, the environment, the culture, the rituals, the legacy, and you put these together, you weave a pretty powerful fabric that'll actually get you through your journey."*

Radacanu was doing this as a youngster, taking ownership of the challenges on and off the tennis court and pulling them together into something that gave her the necessary resilience to succeed. How can we do this with our Bourne Grammar students? There is no quick and easy answer, though undoubtedly resilience is not taught from a textbook. Progress in this area is a part of personal development, a catch all phrase used by the Department for Education to describe a range of character building opportunities that schools are expected to offer. I hope you will be pleased to read that the promotion of personal development sits on our School Development Plan for the coming year and probably for many years to come.

The final key principle present in her words is optimism. *"Maybe it will happen one day"* is a spectacularly positive mindset, an instinctive aspect of childhood that can unfortunately be hammered out of us by the time we become adults. But if we don't dare to dream, if we don't inspire an optimistic vision of what may lie ahead, then how do we expect young people to engage proactively with their future? Honda Soichiro, founder of the Honda motor company, wrote that *"Vision without action is a dream. Action without vision is a nightmare."* For the young Radacanu the hope that she might win a Grand Slam one day has provided the motivating vision to make sense of the hard work she has had to put in. Without a sense of what may sit on the horizon a positive work ethic is likely to fade. Are we helping our children clarify their vision and provide purpose for their efforts, or do we too often assume that hard work is all that matters and the rest, perhaps an ill-defined and hazy sense of "success", will automatically follow?

Radacanu will be rightly held up as a role model, hopefully for many years to come, and I hope she will be more than just an inspiration to young people. For parents and teachers alike, the substance behind her words quoted here should be hugely instructive. We must do more than demand hard work of our children: we must help provide the character tools that will allow them to pull their own games together and simultaneously encourage them to sustain an optimistic vision that will provide relevant context to their commitment to learning.

BGS ON-SITE COVID-19 TESTING - Mr Brooker, Assistant Headteacher (Pastoral)

The beginning of the 2021-22 academic year was a little different to most. Along with every other school in the land, BGS ran a mass on-site COVID-19 testing programme with the vast majority of our students tested twice from 2 – 8 September.

With such a large operation we are lucky to have a strong community to rely on. The photo below includes the majority of our wonderful testing team, featuring former BGS students and a wealth of local volunteers, all with some relationship with the School. What it does not include is the many other people who contributed to the planning, preparation and smooth running of the process. The thank you list would be too long, but all those who played their part have ensured that our students and staff have had the safest and smoothest start to the year that the School could offer.



INDIVIDUAL ACHIEVEMENTS





The following students have recently passed Music exams:

- Grade 4 Singing with Merit - Emilia Beacham (Year 10), Imogen Leaton (Year 10)
- Grade 4 Singing - Isobel Mason (Year 10)
- Grade 5 Singing with Distinction - Lauren Spellar (Year 11)
- Grade 5 Singing - Rory Spellar (Year 11)
- Grade 5 Violin - Esme Jones (Year 11), Kaavya Guhan (Year 12)
- Grade 8 Violin - Jasmine Forster (Year 13 in 2020/21 academic year)

The following students recently completed their Bronze and Silver DofE Awards:

- Year 11 - Bronze DofE - Erin Holden, Zoe Husbands, Nandhitha Guhan, Harry Rippon and Alice Dovey
- Year 12 - Bronze DofE - Hugo Brill and Roshan Roy
- Year 13 - Silver DofE - Louis Bage, Joe Cameron, Julia Chetian, Ewan Criddle, John Elliot, Charlie Merricks, Sam Olverson, Alex Parker, Emily Scrafton, Sam Simmonds, Freya Smith, Verity Toulson, Marcus Walker and James Watling.

HOUSE POINT TOTALS

			
2,011	1,606	1,567	1,615

*These totals show all House Points earned minus Behaviour Points.
It includes points from all students in each House between 06/09/2021 and 17/09/2021.*

JOB VACANCY

IT Support Analyst

Salary: £20,903 to £23,541 per year (Grade 5 pts 12-15)

We are looking for a IT Support Analyst to join our thriving team to help staff and students get the most from our digital resources. You will be tasked with answering incoming contacts from customers and to accurately log incidents ensuring all relevant data is captured whilst logging the incident. You will also provide a single point of contact to users and to ensure that incidents are fully managed through to resolution.

Responsibilities

(see Job Description for full list)

- To proactively provide IT support to all staff and students at Bourne Grammar School, to include setting up laptops, projectors, etc. for assemblies/ presentations.
- To support, repair & maintain the School's ICT equipment.
- Assist with network & server hardware installation, configuration, fault-finding and maintenance. E.g. Active Directory, Group Policy, DNS, and DHCP, Microsoft 365, Exchange Server administration.
- To research, at the request of their line manager, new technologies that may benefit the School, and to trial, implement and support if necessary.
- Network & phone cabling, patching, documentation, assist with network configuration.
- Administration, maintenance and troubleshooting of the School's security appliances, including Firewall, Web Filtering and email Spam Filter.
- To deliver out-of-hours (on-call with additional allowance) server and network technical support to designated staff.

Experience/Skills

- Knowledge/experience of Microsoft Server & Desktop operating systems, Office suite, TCP/IP networks, Firewalls, Email & Web filtering.
- Excellent fault finding/problem solving.
- Strong work ethic / ability to work unsupervised.
- Excellent customer facing skills.
- Knowledge of health and safety regulations.

To apply for this role, request a full Job Description or more information, please email recruitment@bourne-grammar.lincs.sch.uk with your CV.

All School staff have a responsibility to safeguard and promote the welfare of children and young people within the School. The successful applicant will be required to have an enhanced DBS check completed and offers are conditional upon satisfactory background checks.