

# BOURNE GRAMMAR SCHOOL BULLETIN

*Week ending Friday 23 October 2020*

*From Jonathan Maddox, Headteacher*

## A DRAMATIC END TO THE TERM

Although the odds were against, it was my earnest hope that this piece would reflect on a full and continuous eight weeks in School for our students. A week ago that seemed probable but this final week turned out to be one of the most tumultuous that I can recall.

Our students and staff took Tuesday's bomb scare in their stride but the greater part of a school day - and school days are more precious than ever this year - was lost. Then, on Wednesday evening, came the moment I have dreaded since September. Mr Brunner came in to see me after the students had left for the day with the news of a confirmed case of Covid-19 and the various authorities were contacted. The decision to close the School to Year 11 was soon confirmed after which the Leadership Team assembled, socially distanced in the Conference Room, to deal with the miserable task of preparing a series of communications. These would advise and enact the requirement that our GCSE-year students must stay away from School for two days. We wished in particular to reassure students and parents that remote learning would be in place from the following morning. Staff had to be contacted and guidance and support put in place.

A despondent mood on my part was lifted at School early on Thursday as colleagues arrived to take advantage of our last-minute refresher sessions on register-taking using *Teams* and on remote learning. By mid-morning it was clear from my tours of the School that registration in the tutor groups and the first few lessons had, far more often than not, proceeded smoothly. It was unfortunate that the guinea-pig year had to be Year 11 but the experience of remote learning with these students allowed us to quickly find and address issues which could be improved. The later lessons ran smoothly and quality learning was experienced by the students. I am pleased to report full, or virtually full student attendance throughout and an impressive level of engagement with the remote learning.

I write after a single day's experience of remote learning, and with just the one year-group, but am confident that students and parents can rest assured that remote learning using *Teams* - though inevitably inferior to the genuine article - does work, and that if it transpires that more students have to be taught by remote means as we continue to live with Covid then we will be able to provide an experience of quality for the students' benefit.

## THANKS TO BOURNE ACADEMY

I should like to place on record my thanks, on behalf of our School, to Mrs Lucy Conley, Executive Headteacher at Bourne Academy, for helping us out in our hour of need during Tuesday's bomb-scare incident.

Three students who left our School in July had been entered for the special Autumn Series A-Level examinations in Biology and were due to take a paper here on the day of the incident. Once it became clear that there was no possibility that our School could serve as an examination centre, Mrs Hawkins, our Examinations Officer, contacted Mrs Conley to ask if it might be possible, with the permission of the Examination Board, for our students to take their paper at Bourne Academy.

Mrs Conley's response was swift and positive. Once authority from the Board had been secured the students were contacted and asked to report to Bourne Academy. The Academy re-roomed a Sixth Form lesson in order to free up a suitable venue for the examination. Mrs Conley met our students personally, provided each with a bottle of water and showed them to the room so that they could see where they were to sit their paper.

The examination was then run by our own staff and all went well.

I am immensely grateful to Mrs Conley for helping us out, as I am to Bourne Academy's Examinations Officer Mrs Shields. It has been a pleasure to be in regular contact with Mrs Conley since March, in particular, and having another experienced Headteacher of a large secondary school so readily to hand really has helped as we have both grappled with the challenges presented by the Covid-19 situation.

It goes without saying that we will always be ready to reciprocate, and otherwise to support our friends at Bourne Academy in any way that we can.

### **PARENT/CARER CONTACT WITH TEACHERS - ARRANGEMENTS FOR THIS YEAR - YEARS 10-13**

I am now able to advise parents/carers on how this will operate for the present academic year only. The arrangements are entirely different from those to which parents/carers will be accustomed and, as warned in a previous issue, there is an element of compromise which will not be welcomed by some parents/carers. I regret that, but am content that what is offered is the best that we can achieve, having regard to the extraordinarily challenging constraints we face this year.

The usual whole-day Student Review Day (SRD) and subsequent Subject Teacher Consultation Evenings (STCEs), generally held in the Spring and offered to the parents/carers of students in every year-group, will not take place. At SRD appointments, parents/carers and their son/daughter would meet with the student's tutor. Tutor meetings will not be offered this year.

This year, there will be an off-timetable day in November and two subsequent evenings - the same amount of time as is normally given to these programmes - but all appointments will be with subject teachers, not with tutors. There is no distinction between the day and the evenings so the terms SRD and STCE will not be used and all appointments will be known as Progress Review Meetings (PRMs).

Unfortunately the circumstances this year mean that there can be no face-to-face appointments. Consultations will be conducted remotely using an enhanced version of the Parents' Evening Booking System that we have used for some years and by which parents book their appointments.

The Parents' Evening Booking system will manage the start and finish times for the appointments. Each appointment will be 7 minutes in duration with a brief transition time before the next appointment. Meetings will only run at the scheduled times so individual appointments cannot run on, a situation that must always be avoided when so many appointments with so many colleagues have to take place.

The consultations will be available for students in Years 10, 11, 12 and 13 only, in order to prioritise limited resources and, in particular the time available, to the cohorts which are facing or preparing for public examinations. Extending the PRM model to Years 7, 8 and 9 would require the entire School to be closed to students for a further School day and this is simply not acceptable in a year which students have already lost fourteen weeks of lessons in School. When the School is closed for the PRM day, work will be set for all students in all year-groups to do at home. Remote learning using *Teams* cannot be offered as the teachers will be occupied with PRM meetings.

For practical reasons there will be a limit on the number of appointments that can be made in respect of each student. The limit is expected to be around five appointments.

The schedule of the Progress Review Meetings will be:

PRM Day:	Thursday 26 November (08:30 - 18:30)
PRM Evening 1:	Tuesday 8 December (17:00 - 20:30)
PRM Evening 2:	Wednesday 9 December (17:00 - 20:30)

The booking system will be opened to parents/carers of students in Years 10, 11, 12 and 13 who will then be able to book appointments on a first-come-first-served basis (up to the maximum allowed per student).

Assuming that the School is unconstrained by Covid restriction in the Spring of 2022, it is expected that the usual SRD/STCE model will resume then.

## CATCH-UP PROGRAMME - Mr Hewitt, Deputy Headteacher (Academic)

The period of school closure between March and July must inevitably have impacted upon children's education across the country and at our School the high-quality learning that our students enjoy on a daily basis was disrupted.

In an effort to ensure that no student is left behind and to provide an opportunity for students to receive some additional teaching of content that they may not have fully grasped when not in normal lessons, I am pleased to announce the launch of the Bourne Grammar School Catch-Up Programme.

Starting on the first day back after half-term (Monday 2 November), students in Years 8, 9, 10, 11 and 13 will have the chance to attend, on a voluntary basis, extra sessions in every subject, on every day of the school week (excluding Fridays). I am very grateful to our dedicated teachers for offering to lead these extra lessons and I hope that students will value the extra learning opportunities. Please note it has been decided that catch-up sessions are not appropriate for Year 12 because of the new content and skills taught and, in some cases, completely new subjects.

There are two published sessions on each day; the first is a face-to-face lesson at School, from 15:45 to 16:30, and the second is a lesson, of exactly the same content as the one at 15:45, taught by a teacher using a webcam via Microsoft *TEAMS* at 17:00. Students will be able to sign-up to any of the face-to-face sessions by booking a place in the same manner by which tickets are booked for School performances. Details of how to do this can be found in the letter sent to parents; there is also a link below that takes you directly to the booking site. If students cannot attend the face-to-face classroom lesson, the same content will be delivered on the same evening at 17:00, remotely by the teacher, and will be available to every student. Where student numbers on a course number less than 30, there will be no *TEAMS* session offered.

On the published programme students can see not only when and by whom a subject is being taught, but crucially the content that is to be covered. Students can therefore make an informed decision regarding how confident they feel about certain topics and whether or not they feel the need to attend the session. As always at our School, independence and taking responsibility for their own learning are key.

This is an ambitious plan; it is designed to run until the Easter holiday. If student participation rates are high and the programme is deemed to be successful, there are plans afoot to extend it into the Summer term. I hope that everyone will recognise from the size and scale of the catch-up offering that the School is determined not to let the pandemic adversely affect the academic achievement for our students.

[Click here to view the Catch-Up Programme](#)

[Click here to access the Booking Site](#) (to reserve a place at one of the face-to-face sessions)

	YEAR 8	YEAR 9	YEAR 10	YEAR 11	YEAR 13			
Mon 2nd Nov	SPANISH Present tense regular and irregular verbs Ms Currier MFL2	ENGLISH Reading: Making interpretations Miss Dye E1	GEOGRAPHY Structure of the Earth Mr Murray M3	PHYSICS Forces and their Effects Mr Lennox H1	ART Coursework Catch-up Mrs Welling A1 and A2	DESIGN ENGINEERING Microcontroller Circuit Design Mr Delpont DE2		
	Present tense regular and irregular verbs Ms Currier TEAMS	Reading: Making interpretations Mr Gatland TEAMS	Structure of the Earth Miss Lindley TEAMS	Forces and their Effects Mr Lennox TEAMS	No Session Required	No Session Required		
	COMPUTER SCIENCE App Development Mr Brown CO2	MATHEMATICS Pythagoras' Theorem 1 Mr Gillespie E6	SPANISH Preterite and present - regular key irregulars M2	COMPUTER SCIENCE Python Programming Mr Brown CO2	SOCIOLOGY Paradigms and Perspectives Ms Sanders SS5			
Tues 3rd Nov	App Development Mr Walker TEAMS	Pythagoras' Theorem 1 Mr Sheppard TEAMS	Preterite and present - regular key irregulars Ms Currier TEAMS	No Session Required	No Session Required			
	ENGLISH Reading: Making Interpretations Mrs Williamson PE1	BIOLOGY Yr 8 Variation Part 1 Mr Baker E4	DRAMA Script Writing Mr Moxley Drama Studio	SPANISH Theme 1: Identity and Culture - Customs and Festivals Miss Creedon (higher tier) H1 Miss Segarra (foundation Tier) H2	MATHEMATICS Differentiation (product, quotient, chain) Mr Smith G1	MEDIA STUDIES News Industry Mr Williamson E11		
Weds 4th Nov	Reading: Making Interpretations Ms Smithson TEAMS	Yr 8 Variation Part 1 Miss Dorosenko TEAMS	Script Writing Mr Moxley TEAMS	Theme 1: Identity and Culture - Customs and Festivals Mrs Worrall TEAMS	No Session Available	No Session Required		
	MATHEMATICS Percentages Mr Roche M11	CHEMISTRY Formulae & Equations Mr Harris E4	ART Coursework Catch-up Mrs Welling A1 and A2	DRAMA Blood Brothers - Eddie & Mickey Miss Turton Drama Studio	COMPUTER SCIENCE Object Oriented Programming Mr Brown CO2	GERMAN Translation Ms Doeringhaus E10	MUSIC Romantic Piano Music Mr Tomlinson S15	ENGLISH LITERATURE Unseen Poetry/Prose Ms Mears SS5
Thurs 5th Nov	Percentages Mr Sheppard TEAMS	Formulae & Equations Mr Marsden TEAMS	No Session Required	Blood Brothers - Eddie & Mickey Mr Moxley TEAMS	No Session Required	No Session Required	No Session Required	Unseen Poetry/Prose Ms Mears TEAMS

'Should the management of Alzheimer's disease symptoms be focused on pharmaceutical drugs or social therapies?'

Anita Wong is a Year 13 student studying Biology, Chemistry and Mathematics. She intends to read for a degree in Medicine at university. In a wide-ranging research project, involving an extensive 'literature review' of peer-reviewed medical journals and primary research to explore the views of practitioners in this field, Anita provides a summary of her EPQ.

Every three minutes someone in the UK develops dementia<sup>1</sup>. This shocking statistic, combined with my time speaking to care home residents with dementia, piqued my interest in the causes of this debilitating disease. I wanted to see how the current treatments could be improved and explore ways to effectively manage Alzheimer's disease symptoms in order to further improve my communication with the residents. Consequently, I undertook an EPQ that allowed me to analyse and compare different Alzheimer's disease treatments.

Alzheimer's disease is a progressive neurodegenerative disorder (please see Figure 1) which leads to the cognitive, behavioural and functional decline of an individual.<sup>2</sup> Currently there is no cure for this disease, only treatments that can slow down the progression of some symptoms. The pharmaceutical treatments I decided to focus on were: Acetylcholinesterase Inhibitors and Memantine. To contrast, I evaluated the use of Cognitive Stimulation Therapy (a group therapy session where those with Alzheimer's disease participate in mentally stimulating activities).

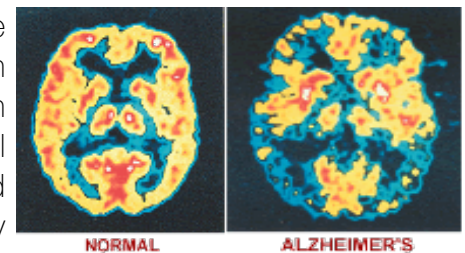


Figure 1 shows a brain scan which reflects the extent the brain deteriorates due to Alzheimer's disease

Initially my hypothesis stated that pharmaceutical treatments were the most effective intervention for managing Alzheimer's disease symptoms. To test this, I looked at various clinical trials for both Acetylcholinesterase Inhibitors and Memantine, and compared them with Cognitive Stimulation Therapy. I found that the improvements to cognition were very similar between the two. I also explored papers that investigated using face-to-face interviews with Alzheimer's disease patients and their carers. This aided me in my holistic assessment of the treatments because I could take into account the opinions of those taking these specific therapies and drugs.

The interesting thing about my project was that the research that I have undertaken did not support my initial hypothesis fully as each treatment option had strengths and weaknesses. For example: both Acetylcholinesterase Inhibitors and Memantine had adverse side effects on patients but Cognitive Stimulation Therapy did not; whilst Cognitive Stimulation Therapy was not as accessible as drug treatments. This led me to recognise the need for an approach that combines both pharmaceutical and therapeutic treatment. I believe that these interventions should not be seen as two individual approaches. Instead, they should form an integrated care package in order to target different symptoms. It is also important to consider a personalised approach to treatment as Alzheimer's disease manifests in different ways depending on the individual. By integrating therapeutics with pharmaceutical treatment, it ensures the holistic care of an individual with Alzheimer's disease, therefore playing an integral role in effectively managing their symptoms.

Some references for further reading:

Alzheimer's Society: How do drugs for Alzheimer's disease work?

<https://www.alzheimers.org.uk/about-dementia/treatments/drugs/how-do-drugs-alzheimers-disease-work>

NICE (2011 - updated June 2018) Donepezil, galantamine, rivastigmine and memantine for the treatment of Alzheimer's disease. Technology Appraisal Guidance. Chapter 1L, Guidance <https://www.nice.org.uk/guidance/ta217/chapter/1-Guidance>

Spector A, Thorgrimsen L, Woods B, Royan L, Davies S, Butterworth M, Orrell M (2003). Efficacy of an evidence-based cognitive stimulation therapy programme for people with dementia: randomised controlled trial.

British Journal of Psychiatry, 183, 248-254, DOI: 10.1192/bjp.183.3.248

<sup>1</sup> Matthews, F., Stephan, B., Robinson, L. *et al.* (2016) A two decade dementia incidence comparison from the Cognitive Function and Ageing Studies I and II. *Nat Commun* 7, 11398 (<https://doi.org/10.1038/ncomms11398>)

<sup>2</sup> World Health Organisation (2019): 'Dementia' (<https://www.who.int/news-room/fact-sheets/detail/dementia>)

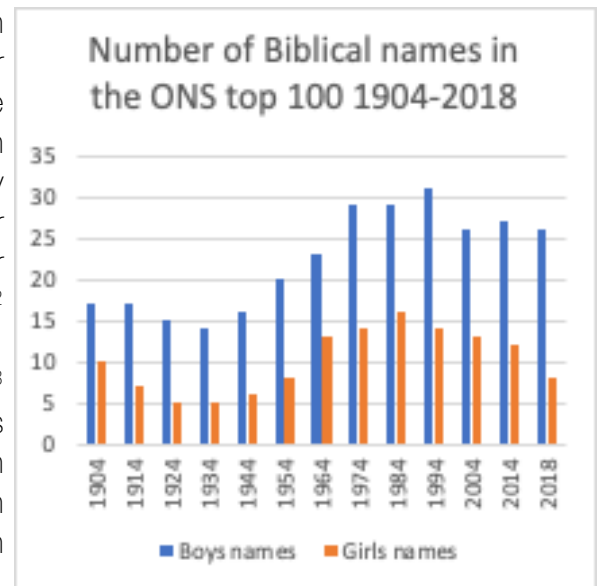


‘How can we use the last one hundred years of religious forenames to predict their future?’

*Amber Moore is a Year 13 student studying English Literature, History and Theatre Studies. She intends to study joint-honours English and History at university. In this fascinating exploration of naming practices in the UK, which involved extensive primary research and a thorough investigation of relevant literature, Amber points to some surprising patterns in the relationship between religious practice and the names given to boys and girls between 1904 and 2008, and what these might tell us about future trends.*

For my EPQ I embarked upon an exploratory investigation of first names, which ‘act as pointers to the nature and importance of social and cultural phenomena.’<sup>1</sup>

The main aim of the project was to investigate the link between societal religiosity and religious names: will our increasingly secular society find less use for religious first names as I predicted, or are there other factors which could keep them alive? The main discovery made was that religiosity is highly linked to the popularity of Saints’ and Quranic names. It is reasonable to predict, for example, that Saints’ names will remain relatively unpopular after their fall in recent years due to the decline of Christianity in the UK.<sup>2</sup> Meanwhile, Quranic names are expected to increase in popularity, with Islam being the ‘world’s fastest-growing religious group.’<sup>3</sup> Additionally, the name ‘Mohammed’, which was used in the EPQ as a case study, can be analysed as an example of how immigration and discrimination affect naming. For example, the sudden popularity for the spelling ‘Muhammad’ can be explained by the high proportion of Pakistani immigrants in the UK.<sup>4</sup>



When examining Biblical names, however, it can be seen that popularity of religious names does not necessarily correlate with religiosity, with Biblical names experiencing the peak of their popularity over the past century in the late 80s and 90s (please see accompanying graph). This may be due to the integration of Biblical names into more secular contexts (for example, pop culture highly impacts naming, seen in the rise of the name ‘Phoebe’, which suddenly appeared at #43 in the girls’ top 100 in 2004, likely due to the popularity of the American sitcom *Friends*). Additionally, immigration from countries where Biblical names are popular may increase the commonness of classical Biblical names such as ‘Mary’, ‘Joseph’ and ‘John’.

It is also important to note that all three types of religious names tend to be more common for boys than girls. This is because boys’ names are ‘more traditional, less currently fashionable than girls’ names: men are the symbolic carriers of the temporal continuity of the family.’<sup>5</sup> Likewise, there are by far more male saints and Biblical/Quranic figures than female ones, providing a greater selection of religious names to choose from.

Thus, my overall research provided myriad different ways in which the patterns of the past can be used to predict the future, with my hypothesis partially being proved true. Whilst religiosity does seem to relate to the popularity of some religious names, such as with Saints’ and Quranic names, many secular factors can also impact the popularity of religious names, as shown with Biblical names.

<sup>1</sup> John Martin Corkery, 2001, ‘Methods of naming: the impact of religious affiliation, gender, family tradition and social status on the giving of forenames between the Reformation and the early nineteenth century, with particular reference to Kingston-upon-Thames and Northwest Surrey’, Dissertation for King’s College, London, pg 363

<sup>2</sup> Alasdair Crockett and David Voas, 2006, ‘Generations of Decline: Religious Change in 20<sup>th</sup>-Century Britain’, *Journal for the Scientific Study of Religion*, vol. 45, no.4, pp. 567-584

<sup>3</sup> ‘Why Muslims are the world’s fastest-growing religious group’, *Pew Research*  
<https://www.pewresearch.org/fact-tank/2017/04/06/why-muslims-are-the-worlds-fastest-growing-religious-group/>

<sup>4</sup> ‘Migrants in the UK: An Overview’, *The Migration Observatory*  
<https://migrationobservatory.ox.ac.uk/resources/briefings/migrants-in-the-uk-an-overview/>

<sup>5</sup> ‘Most Popular First Names In Pakistan’, *Forebears*, <https://forebears.io/pakistan/forenames>

Here it can be seen that in Pakistan, the most common form of the name ‘Mohammed’ is spelt ‘Muhammad’.





<sup>6</sup> Lieberman, Stanley, and Eleanor O. Bell. ‘Children’s First Names: An Empirical Study of Social Taste.’

*American Journal of Sociology*, vol. 98, no. 3, 1992, pp. 511–554. JSTOR, [www.jstor.org/stable/2781457](https://www.jstor.org/stable/2781457)

# STUDENTS OF THE WEEK

Name	Year	Staff	Subject
Alice Chauvaux	7	Miss Lindley	Geography
Freya Dahlgaard-Sigsworth	7	Mrs Williamson	Registration
Calem Healy	7	Miss Mizen	Science
Amani Lawal	7	Mr Gillespie	Mathematics
Charlie Bloodworth	7	Miss Patman	Spanish
Hamsini Raja	7	Miss Lindley	Geography
Filip Wiza	7	Mrs Woolf	Science
Annabel Sutton	7	Ms McVicker	English
Ned Dangerfield	7	Dr Barnby	History
Ata Egeli	7	Miss Lindley	Geography
Bella Burton	8	Mrs Lawrie	Mathematics
Harriet Cork	8	Miss Hurrell	Spanish
Florence Dexter	8	Mr Fone	Computing
Isibéal Knight	8	Mr Graves	PE
Atte Maaranen	8	Mr Green	History
Pauline Samusz	8	Mrs Williamson	English
Abigail Sellappah	8	Mrs Lawrie	Mathematics
Akshaya Tirchunapalli	8	Mr Green	History
Georbin Biloy	8	Mr Farrow	Mathematics
Matilda Peacock	8	Mr Perez	Science
Amelia Rogers	8	Mr Perez	Science
Mayra Narang	8	Mr Tomlinson	Music
Louis Taylor	8	Mr Walker	Computing
Sam Gupta	9	Miss Doeringhaus	German
Raj Sisodia	9	Miss Sanders	Business Studies
Ben Page	9	Mrs Lattimer	Mathematics
Muhammad-Eesah Khan	9	Mr Gillespie	Mathematics
Andrew Pepper	9	Mrs Lattimer	Mathematics
Cameron Adam	9	Mr Hartley	Business Studies
Ellie Glenn-Sansum	9	Miss Watson	English
Ema Greinyte	9	Miss Smithson	English
Chloe Kirman	9	Miss Watson	English
Shreyan Pankhania	9	Mr Fleckney	Physics
Hafsa Saghir	10	Ms Bowtell	PE
Jake Fraser	10	Dr Hanson	Biology
Lexi Clarke-McLeish	10	Miss Smallshaw	Chemistry
Kaitlyn Hallas	10	Mrs Pignatiello	Drama
Megan Mears	10	Mr Green	History
Abiel Simon	10	Miss Segarra Ginés	Spanish
Salaam Abuzoda	11	Mrs Worrall	Spanish
Oscar Potts	11	Ms Creedon	Spanish
Lauren Stuart	11	Miss Atkinson	EPR
Max Garthwaite	11	Mrs Cowell	French
Tilly Manning	11	Mrs Cowell	French
Evan Wallace	11	Mr Gillespie	Mathematics
Arya Ranaut	12	Miss Dorosenko	Biology
Samar Damani	13	Mr Brown	Computing
Daisy Rushen	13	Mr Moxley	Theatre Studies
Henry Moon	13	Mrs Shales	Mathematics
Amber Moore	13	Mr Moxley	Theatre Studies

## HOUSE POINT TOTALS

			
14,289	14,678	13,886	13,757

*These totals show all House Points earned minus Behaviour Points.  
It includes points from all students in each house up to 22/10/2020.*