

YEAR
10



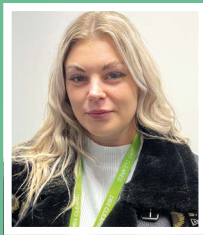
GREENSHAW NEWS

MARCH 2026

Year 10 students demonstrate resilience, character and ambition



Mr A Heffernan
Head of Year 10



Miss C Merrett
Deput Head of Year 10

As we reach the conclusion of the spring term and the warmer weather begins to appear, it is the perfect moment to pause and reflect on the incredible journey our Year 10 students have undertaken since January. This term is often the most demanding of the academic year; the novelty of starting Key Stage 4 has worn off, and the reality of the workload has truly set in. I am immensely proud of the resilience, character, and ambition our students have displayed during this crucial phase of their education.

The foundation of success: attendance

Before we look ahead to the break, I must reiterate the critical link between attendance and achievement. As we move closer to Year 11, every single lesson becomes a vital building block for GCSE success.

- The 97% benchmark: our goal is for every student to maintain at least 97% attendance.
- The reality of absence: missing just two days a month equates to losing 10% of the school year. This creates gaps in knowledge that are incredibly difficult to bridge later on.

I urge all families to make attendance a non-negotiable priority as we enter the final term. Being present is the most basic, yet most powerful, ingredient for success.

A season of celebration: beyond the classroom

Year 10 is about far more than just grades; it is about the development of the whole person. This term, the extra-curricular dedication has been nothing short of inspiring.

- Sporting excellence: Our Year 10 teams have shown remarkable grit on the football and netball courts, and our athletes are already hitting peak form as we move toward the summer season
- Personal growth: I also want to celebrate those students who pursue excellence outside of school – whether that is through martial arts, music, Dance or community volunteering. Your discipline in these areas translates directly into classroom success.

Bridging the gap: work experience and assessments

This term has seen a significant shift toward the 'real world'. Our recent in-class assessments have provided a rigorous check-in on progress. These weren't just tests; they were opportunities for students to diagnose their own strengths and weaknesses. I encourage students to look at their

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First day of summer term is
Monday 13th April 2026



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feedback over the holiday – not as a final grade, but as a roadmap for where to focus their energy next.

Simultaneously, the students completed work experience (pictured above). This was a pivotal milestone in the Year 10 calendar. Whether the students went into local primary schools, a corporate office, or a creative studio, the week was about developing the 'soft skills' – communication, punctuality, and initiative – that cannot be taught in a textbook. It was hugely rewarding seeing the students in workplace environments and we have received some fantastic feedback from employers.

Faith, reflection and community

Our school community is beautifully diverse, and this term has been a period of profound spiritual significance for many. To our students and families who have been observing Ramadan: your discipline, self-reflection, and

commitment to charity during this holy month are a testament to your strength of character. As we also move into the Easter period – a time of renewal and hope – we celebrate the shared values of kindness and community that unite us all.

Looking ahead

The Easter break is a time for well-deserved rest, but for Year 10, it is also a time for a 'reset'. I encourage students to find a balance: enjoy the time with family and friends, but also spend some time organising your notes and clearing your head for the summer term.

Thank you for your continued partnership and support. I wish you all a peaceful, safe, and rejuvenating break.

Mr A Heffernan, Head of Year 10, and Miss C Merrett, Deputy Head of Year 10

Powerful performance for Year 10

Our Year 10 students recently experienced a powerful performance of the play, *I Love You, Mum – I Promise I Won't Die*, brought to life by Tie It Up Theatre.

This moving production provided a vital opportunity for students to engage with the real-life story of Daniel Spargo-Mabbs, sparking essential, honest conversations about risk and personal safety about drugs.

Key takeaways for parents:

- Open dialogue: the performance serves as a powerful 'talking point' to help you start open, non-judgmental conversations at home about peer pressure and substance use.
- Understanding risk: Students learned that the risks associated with drugs are often hidden and that even a single decision can have life-altering consequences for an entire community.

- Empowerment and agency: the workshop focused on 'informed decision-making', giving students practical strategies to resist pressure and keep themselves and their friends safe in challenging situations.





Fun Friday: building community through shared experiences

Our Fun Friday initiative has continued to grow this term, bringing a real sense of energy and togetherness to the end of each week. As many of you will know, students have been receiving golden tickets at the gate each Friday morning. These are randomly allocated using a number generator, giving everyone an equal chance to take part in the weekly activity or prize.

Each week has offered something a little different. From sweet treats such as doughnuts, pizza and candy floss, to larger, shared experiences – the variety has kept students engaged and excited to take part. This term, we have placed a particular focus on community-based activities, helping to strengthen relationships between students and staff. Importantly, all Fun Friday activities have been chosen through student vote via Frog, ensuring that student voice is at the centre of what we offer.

Recent highlights have included our 'I'm a Teacher, Get Me Out of Here' challenge, where tutors, teaching staff and members of the senior leadership team took on a series of bush tucker-style trials. From mealworms to raw chillies, students watched with great anticipation. The event was full of laughter and proved to be a fantastic way of bringing the whole school community together.

As we went to press, excitement was building for the end of term staff versus students dodgeball event. With over 300 golden tickets being distributed, a large number of students had the opportunity to take on staff in a lively and competitive match. It is fair to say that enthusiasm was high on both sides.



We rounded off our community-focused events on the last day of term with 'Sponge the Teacher'. This took place on the playground for all students to enjoy, with golden ticket winners earning the chance to throw three wet sponges at a member of staff. Unsurprisingly, this generated a great deal of excitement.

Fun Friday has become an important part of our school culture. It has helped to foster a stronger sense of belonging, encouraged positive interactions between staff and students, and even contributed to improved attendance, with many students keen to be in school on Fridays.

Ms K Carter, Assistant Headteacher





Inspirational and educational geography trip to Morocco

A group of intrepid Greenshaw geographers from Years 10, 11 and 12 headed off to visit Morocco during half term...

Day 1 – first steps into a new world

The day started nice and early with students all meeting at Gatwick airport for 3.00am! Despite the early start, students were full of enthusiasm as we passed through the airport. On arrival in Morocco, we met our UK guide Ian and our Moroccan courier Mohammed, and made our way to our first hotel, where students checked in and were greeted with a traditional chicken tagine. After lunch, we ventured to the iconic Koutoubia Mosque where students discovered how religion has shaped the city's landscape, before then diving into the vibrant Marrakech souks. Students were given a crash course in how to haggle, and did they haggle! Some students were managing to snap up items for 80% less than the marked price.



Day 2 – fold mountains to sand dunes

Students got up early in preparation for the 350km drive through the High Atlas Mountains to our camping ground in the Sahara Desert. The views as we ascended the mountains were breathtaking. For students, seeing fold mountains formed by tectonic collision up close was geography brought vividly to life – far beyond any textbook diagram! We stopped for lunch in Ouarzazate, famously home to major Hollywood film studios. Our journey continued into Zagora, a city known as being the gateway to the Sahara Desert. There, coach travel gave way to camel caravans. Watching a 45-camel 'train' of Greenshaw students trek into the desert at sunset was a sight none of us will forget. An hour later, students reached our camp for the night – just before sunset. Many students chose to climb to the top of the tallest Saharan dune and peacefully watch the sun go down, providing a moment for them to quietly self-reflect away from modern technology.

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Inspirational and educational geography trip

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After eating a traditional Bedouin evening meal, students then gathered around the campfire where they played drums and danced with the Bedouin hosts. A reminder that culture is best understood when experienced, not observed.



Day 3 – silence, sunrise and sustainability

Having watched the sunset the night before it was only right that students also watched the spectacular sunrise from atop the dunes. Meeting at 6:40am students ascended the dunes, where they claimed their spot amongst the other desert travellers. At 7:00am exactly the sun's corona broke across the horizon. The silence was profound – only being broken by the laughter of students as Mr Barnes said it reminded him of the opening scene of 'The Lion King'. Once the sun was up, students ate breakfast before setting off to the town of Zagora. Our destination was the subterranean village of Tamegroute, known for its pottery making. Students learnt about traditional ceramic-making techniques that have been passed down through the generations. We also met a local farmer and toured his palmery, gaining insight into how date palms are cultivated in this arid environment and how oasis agriculture supports livelihoods in the desert.



Day 4 – heritage and enterprise

After awakening from their slumber, students enjoyed a buffet breakfast before setting off for the fortified village of Ait Benhaddou. Ait Benhaddou is a UNESCO-listed kasbah where students climbed to the top for stunning views across the valley. They were fascinated to learn

how this historic settlement has featured in numerous famous films and TV series. Heading back over the Atlas Mountains, we stopped at the mountain outpost of Taddert, where students toured a woman's Argan oil factory whilst learning about how organisations like this provide important economic opportunities for women. Arriving back in Marrakech, we returned to the souks so students could enjoy some final shopping and spend their remaining dirhams.

Day 5 – perspective



We were really not sure what to expect from Day 5 as all we knew was that the tour company had arranged for us to spend the day in Douar Ouled Elguern Village. This is a very rural and traditional settlement. When we arrived, we had a second breakfast and some traditional Moroccan mint tea, before the girls split off into groups to help make bread, omelettes or tagine. Boys, as is traditional, helped to make bricks and charcoal. After completing their hard day's work in the village all students came together to spend the afternoon playing with the children who lived in the village. For myself as a teacher this was the most powerful moment of the trip. It provided perspective – not through text books, but through lived experience. Students left with a deeper appreciation of opportunity, privilege and global inequality. Some chose to donate toys and remaining spending money to the village pre-school – a small act of generosity that spoke volumes about their character.

It has been a privilege to watch our students grow – not just as geographers, but as young adults. They demonstrated resilience, curiosity, kindness and cultural respect throughout.

My sincere thanks go to Miss McDonagh, Miss Shandulovska, Miss Frewin and Mr Dowie for giving up their half-term to support this experience. Most importantly, thank you to the students. They represented Greenshaw with maturity, humility and heart. They showed that being 'Committed to Excellence' is not just about academic success – it is about character. And that is something far more powerful than any photograph, souvenir or sunset.

Mr Barnes, Deputy Head of Geography and Trip Lead



School council leads the way in shaping the school environment

At Greenshaw, our School Council provides a meaningful platform for student voice – empowering students to express their views, contribute to school decisions, and take an active role in shaping a positive school environment. This sense of ownership and involvement is a key part of our school culture. It's been fabulous to see the continued growth of our varied school council involvement this term from year team councils, whole school council and GLT student council.

The Year team council have continued to be heavily involved in supporting staff with student voice. They have been visited by Mrs Wallace to discuss safeguarding at Greenshaw and Mr House visited to get a sense of their organisation for their Spring term charity enrichment. Mr House said, "It was also brilliant to hear the students debate the relative merits of different good causes, comparing charities raising money for research into health conditions with others set up to conserve wildlife. As ever, our students never cease to impress me with their maturity and care for others." The activities confirmed so far are Year 7 and 10 organising a trainer day raising funds for Cystic Fibrosis trust and Cancer Research, and Year 8 organising an ice cream sale for Young Minds (once the weather improves).

The Whole School Council, led by Chair, Hiera (Year 11), and Secretary, Karan (Year 9), is reviewing our extra-curricular provision to ensure it meets students' needs. While we currently offer 56 clubs, participation declines as students get older – from 63% in Year 7, to 38% in Year 10 and 14% in Year 12. The council is exploring possible reasons for this, including time pressures, interest levels,

and whether current clubs remain relevant. They are also reviewing the schedule (lunchtime versus after school) and investigating student-led activities that may not yet appear on the official register. Students suggested potential new opportunities such as a Christian Union for Years 1 to 11, a school newspaper, boxing or martial arts clubs, a debating club, and a social reading club (some of these have already been added to our programme). Council members have also been visiting clubs to evaluate atmosphere and engagement, with their reflections featured later in this newsletter.

The GLT school council has met once this term and they discussed how the GLT Council Leaders can support the future of 'Belonging' in the trust. Liyah-Rose, Josephine, and Shayne from Year 10 represented our school. They were confident and fully engaged, articulating their views exceptionally well. The council agreed that belonging isn't something you can buy, nor is it a club you simply 'join'. Instead, the students identified it as a feeling of happiness, active contribution, and recognition. One of the most striking debates centred on the difference between fitting in and belonging, fitting in and changing yourself to match the group (often feeling inauthentic) as opposed to belonging, being accepted for exactly who you are – your genuine, authentic self.

The minutes from each school council are recorded on Frog if you would like to take a look. If you have any suggestions for discussion with your year school council, please tap on the suggestion button on the Frog page and add your suggestions.

Ms S Webb, Assistant Headteacher

Jack Petchey Award winner!

Hafsa, in 10LAN, has received the Year 10 Jack Petchey Award for the spring term due to a wonderful nomination from her form tutor:

Hafsa works hard in all subjects at school, always giving 100%, whilst maintaining a positive and determined attitude. She takes her studies very seriously and always schedules specific time for revision ahead of assessments, her homework is always completed in full and on time and she even makes the time to help and support her friends with their homework and revision.

Hafsa takes part in a variety of extra-curricular activities and is a valued and dedicated member of the girls' football team. Hafsa has volunteered on more than one occasion to take part in assemblies and speak in front of entire year groups for a good cause, one example being her fantastic contribution to the PSHE anti bullying assembly. Hafsa's enthusiastic, empathetic and supportive nature has encouraged others within the tutor group to join more extra-curricular activities and build teamworking skills.

Congratulations, Hafsa.



Our assemblies this term

This academic year, our assemblies have continued to foster students' cultural awareness. Due to our temporary site, they have continued to be delivered online and have included a range of thoughtful and reflective activities. Assemblies have been presented by a range of teaching staff and students, providing diverse perspectives and encouraging wider participation across the school community. Below is a brief summary of our assemblies this term.

Several members of 8MMB created our first assembly celebrating **Lunar New Year**. With a growing number of our students marking this festival, it was a great opportunity to teach our school community about its origins, traditions and links to the Chinese Zodiac. As Lunar New Year is often celebrated near the start of spring, students were invited to discuss questions such as, "Why might some people prefer to start their new year nearer to spring?" and, "In the Year of the Fire Horse, what new experiences or adventures would you like to undertake this year?"



This year's **Holocaust Memorial Day** was marked with an assembly planned and delivered by Mr Kearns. The 2026 theme, 'Bridging Generations', ensures that the experiences of those who lived through the Holocaust continue to be remembered and shared.

With so few survivors still alive to

bear witness to the horrors they endured in Nazi Germany, educators now play a vital role in passing these stories on to future generations. Mr Kearns spoke about the terrible events of the Holocaust, but also about the importance of learning from the past. Students were encouraged to reflect on how prejudice, discrimination, and hatred can grow if left unchallenged in our communities.

Every year we celebrate **Safer Internet Day**, which is an international event, and the theme this year was Artificial Intelligence. Students heard about some creative ways that AI is being used to improve people's lives and protect the environment and also some of the concerns that people have regarding AI, including bias in AI technology. After reminding students about safe and responsible uses of AI, they were invited to respond to a couple of scenarios and consider the extent that the benefits outweigh the costs. Information was shared with Sixth Formers about how important it is for social science students to influence the way that AI affects our lives in the future.

World Hijab Day was marked by the creation of an assembly created by two Year 12 students, Aalia and Basma. The aim of this assembly was to promote greater understanding of hijab, to reflect on why some Muslim women choose to wear this and why some do not, as well as addressing

any misconceptions students may have about this item of religious clothing. To personalise these messages, the assembly ended with Basma sharing the experiences of her sister, who is proud to wear the hijab as a sign of her faith.

This year's **LGBTQ+ History Month** was celebrated with an assembly created by Ms Saunders. This year the theme of LGBTQ+ History Month was 'Science and Technology'. The assembly examined the origins of this month and then celebrated the work of great LGBTQ+ heroes in the fields of science and technology, including Alan Turing. Students were then asked to reflect on how they can mark this month and make our school community even more inclusive.

The **National Science Week** assembly was planned and delivered by Mr Beecham, Head of Science. The aim was to introduce this year's British Science Week to students and to get them thinking about what makes them curious. Tutor groups had some really interesting and lively discussions on questions including: "Could humans realistically live on another planet – and if so, what would we need to survive?" "If scientists could edit your DNA to prevent disease, should they — and where should the limits be?" "Can science alone solve climate change, or does it depend more on human behaviour?" "Will AI create more jobs than it replaces — and what skills will matter most in the future?"

Several members of Year 12 took up the challenge of creating a celebratory assembly for **International Women's Day**. International Women's Day began in 1911 and students were guided through its history by exploring its origins, its aim to create greater equality for women and one of its current themes: 'Give to Gain'. To illustrate how we all benefit when we support women, Year 12 students chose to showcase the work and achievements of Michelle Obama and the incredible impact she has made in the US and beyond.

The assembly for **World Book Day** was an opportunity to join in with the national buzz around reading and the celebration of books that encourages everyone to grow a lifelong love of reading. It was a chance to spotlight and celebrate reading for pleasure, supporting autonomy in book choice, and embedding a habit of reading that brings a wide range of benefits. All students were offered a World Book Day voucher, giving them the chance to visit their local bookshop and take home a book of their choice. The objective was to get all students thinking about how much they read on a daily basis, as well as the benefits of reading regularly.

In our final assembly of the term for **Easter**, students have been reflecting on what Easter means to them, considering the person of Jesus and what he did by dying on Good Friday, and the belief that he rose again on Easter Sunday. Mrs Sztypuljak explained the key ideas of love and forgiveness woven through Christianity and contained in the Bible, and that Christians find hope and joy through faith in Jesus Christ.



Extra-curricular clubs – keeping students inspired and connected

At Greenshaw High School, we are committed to providing our students with enriching opportunities that extend beyond the academic curriculum. Participating in extra-curricular clubs enables students to develop new skills, enhance self-confidence, build meaningful friendships, explore interests, and cultivate leadership qualities.

Our extra-curricular clubs offer is growing bigger and better than ever. We now have an impressive 82 clubs

running each week, supported by 55 amazing members of staff. It's been great to see students showing up regularly and really getting stuck in. Brand-new clubs this term are a newspaper club, dungeons and dragons and debating club.

Here are spotlights from the Whole School Council on their experiences of some of the clubs offered at our school.

My name is Emi, and as a representative of the Whole School Council, I visited the Fitness Club last week. I observed the session led by Miss Carter and Mr Willis and noticed a highly engaging and energetic atmosphere. Students from Years 7 and 8 were actively participating and exercising enthusiastically, getting a great start to their day before lessons began.

My name is Fran, and I visited the Girls' Football Club last week. It was an amazing experience. Everyone was included, and there was a wide range of year groups taking part. The activities were easy to understand, and the teachers were very supportive. They made sure everyone had equal playing time and attention, which made the session enjoyable for all students.

My name is Charlotte, and as a representative of the Whole School Council, I visited the Step into Dance club last week. During my visit, I observed a session led by the dancer Rebecca and was impressed by the highly engaging and positive atmosphere. Students from Years 7 to 10 actively participated throughout the session, demonstrating commitment and enjoyment. The club provides an opportunity for students and aspiring dancers who want to develop their skills and become the best they can be.

My name is Linda, and I attend clubs at least once a week. As a member of the Whole School Council, I visited the Netball Club, which is run by Mrs Graham and Miss Anderson. I often see new students come to try the club, and many of them stay and become regular attendees, sometimes even bringing their friends along next time. Students from Years 9 to 11 clearly enjoy the sessions and actively take part in warm-ups and games. There is even friendly competition over who gets to play first, which shows how enthusiastic everyone is. Students across the three year groups know most of each other's names and socialise while playing a sport they love. Many students also get the chance to represent the school team and take part in competitions against other schools, which provides a great opportunity to develop skills and meet new people.

My name is Tamara, and as a representative of the Whole School Council, I visited the Volleyball Club last week. I observed the session led by Mr Carter and several Sixth Form students and found that students from all year groups were actively involved and played with passion and determination. What I particularly loved about this club was how friendly and inclusive everyone was. Even though I didn't know many of the students at first, I quickly noticed that everyone was kind and supportive, with no judgement at all. I was initially nervous about attending, but once I started practising with a few people I knew, I became much more comfortable and really enjoyed taking part.

We can't wait to see how our clubs continue to grow throughout the year. Our clubs are available before school, during lunchtimes, and after school, please look at the timetable [here](#). Students can sign-up to clubs through their Frog account by clicking on the 'Clubs' button on the Frog home page.

If you have suggestions for new clubs or improvements to the current schedule, please speak to your school council representative or email Miss Webb at swebb@greenshaw.co.uk



Spreading the news!

The Greenshaw High School Newspaper Club began with a discussion about the issues that matter most to students. While students explored topics from social media to wellbeing to global issues, they ultimately decided to focus their first newspaper on AI. The newspaper's front cover features the winning entry from our art competition, which captures the theme of AI versus nature. This image pairs perfectly with Dharun and Ali's thought-provoking article exploring the idea that art should be left to humans.

The paper opens with general school news, including teacher interviews reported by Arya. In the sections on sport, STEM, art and culture, student's researched within school and online to write articles they were passionate about. Georgi and Archie reported on school tournament results, Karina on the basics of AI, Lesley on the importance of art, and Jillian on the different subcultures that exist within schools. The newspaper concludes with a wellbeing section by Bethany, offering support and practical advice for students who struggle in and out of school.

Newspaper Club's first newspaper showcases the creativity, enthusiasm and dedication of a team of Year 7 to 10 students. They are excited to begin working on their next issue.

You can download the newsletter from our website [here](#).

Miss Z Waqas,



UKMT Intermediate Maths Challenge

At the end of January, our students proudly took part in the UKMT Intermediate Maths Challenge

The experience was truly inspiring. The exceptionally high turnout was a clear reflection of our students' enthusiasm for mathematics and their willingness to step outside their comfort zones.

We would like to sincerely thank and commend all students who participated. Their commitment, perseverance, and belief in themselves were evident throughout the challenge. It was wonderful to see

students engaging so positively with demanding problems, approaching each question with focus, curiosity, and determination.

The level of enthusiasm on the day filled us with immense pride and joy, and it is especially encouraging to see a growing and sustained interest in mathematical challenges across the school. Well done to all involved for embracing the challenge and demonstrating such a strong love for learning and for mathematics.

The Mathematics Department

Support while school is closed

At Greenshaw, we work closely with a variety of agencies including the London Borough of Sutton, volunteer groups and the NHS. Please be aware that our website has many signposts to support agencies in the section '**Care & Support**' as needed.

Our Help for the Holiday booklet can also be found

on our website [here](#) and provides lots of useful information including the HAF programme offering children on benefits-related free school meals access to exciting activities, enriching experiences and nutritious meals – at no cost.



Spanish students experience school life at Greenshaw

Early in March, we were delighted to welcome a group of Spanish students and their teachers to Greenshaw High School from Banyeres de Mariola in Alicante, Spain. During their visit, the students had the opportunity to experience daily school life by following their Greenshaw buddies to lessons and taking part in a wide range of subjects.

Throughout the week, the visitors joined classes in PE and dance, as well as science, maths and English lessons and, of course, Spanish. They were easy to spot around the school in their bright blue hoodies, as they explored the school and took part in activities alongside their peers. They also seemed to bring the Spanish sunshine with them, as the weather during their visit was lovely and sunny.

The Spanish students and their teachers commented on how much they enjoyed the strong sense of community and the friendly atmosphere at Greenshaw. Our student buddies

were praised for their kindness, responsibility and for making the visitors feel so welcome during their time at the school.

Monica, one of the visiting Spanish teachers, shared a touching moment, explaining that she saw one of her students smiling for the first time ever – a testament to the warmth and inclusivity shown by the Greenshaw community.

The visiting teachers also became involved in school life, helping out in lessons and supporting students. In particular, they worked with Year 13 students who are preparing for their Spanish speaking exams, giving them valuable practice with native speakers.

It was a wonderful opportunity for cultural exchange, and we hope to welcome our Spanish friends back to Greenshaw again in the future.

Ms Z Coates, Lead practitioner MFL



Borough dance competition



Last Friday, Greenshaw students performed with pride at the Borough Dance Competition at Sutton High School. It was a spectacular afternoon showcasing incredible talent across three categories: at KS3 our students delivered a contemporary piece filled with passion and energy. Their hard work paid off, as they secured a brilliant runner up position. Then students were treated to an emotional performance in the KS3 SEND category. Finally, the KS4 competition took place. The Greenshaw dance troupe, 'The Company', performed their contemporary piece, Strings of Control. It was a beautiful, polished performance in a highly competitive field. They were narrowly pipped to the post, finishing as proud runners up.

Miss C Izzard, Head of Dance



An evening of expressive dance

Our recent 'Dance Expressions' evening was a resounding success! This event provides GCSE Dance students an opportunity to showcase their examination pieces before their final practical assessment. The evening delivered high-caliber performances. In addition to the GCSE pieces, the audience was treated to several vibrant extra-curricular performances that showcased the breadth of talent across the school.

The standard of student-led choreography was exceptionally high, demonstrating both technical skill and creative maturity from students in Year 7 through to Year 11. Our dancers rose to the occasion, delivering focused, professional performances to a supportive audience of family, friends and staff. We are incredibly proud of the dedication and countless hours of 'studio time' these students have put in to achieve such a high standard of performance.

As our Year 11 cohort heads into their final practical exams, we wish them the very best of luck.

Miss C Izzard, Head of Dance



AN EVENING OF CHOREOGRAPHY AND PERFORMANCE

A day of dance at Italia Conti

On 12th March, our dance students in Years 7 to 9 traded the classroom for the spotlight at the prestigious Italia Conti in Woking.

This 'Day of Dance' offered a rare, behind-the-scenes look at life inside a professional performing arts institution. Some highlights of the day included a tour of the state-of-the-art studios and the massive wardrobe department; a high-energy musicaltheatre workshop led by the Head of Dance at Italia Conti; and our group enjoyed an exclusive performance of 'All Shook Up' by third-year degree students.

Not to be outdone, our students took to the floor to showcase the choreography they've been mastering in their Step into Dance sessions. It was an inspiring, high-energy day that gave our students a real taste of where their passion for performance could take them. Well done to everyone involved.

Miss C Izzard, Head of Dance





Enrichment days – summer 2026

We are delighted to be preparing for an exciting programme of enrichment days taking place during the summer term 2026. A wide range of activities has been carefully planned for each year group, offering students valuable opportunities to extend their learning beyond the classroom.

Year 7	Year 8	Year 9	Year 10	Year 12
Ninja Warriors Hampton Court St Paul's Cathedral	Port Lymne Neasden Temple and Kew Gardens Morden Hall Park	The Beach London Eye and river cruise Horsenden Hill Activity Centre or Shepperton Splash or Harry Potter Studios	The Globe Players Thorpe Park Talk The Talk Communication Workshop	Talk The Talk Communication Workshop Recruitment day

These enrichment experiences are designed to help students develop new skills, broaden their knowledge, and enjoy memorable learning experiences through engaging and practical activities. Each year group will take part in a programme tailored to support both personal development and curriculum enrichment.

We would like to thank all families who have already completed their payment, your support is greatly appreciated and helps us provide these opportunities for our students. If you have not yet made payment, we kindly ask that this is completed via your MCAS account, where enrichment days can be found under the Trips section. Please note that by completing the purchase on MCAS, you are providing consent for your child to attend all three enrichment days and the associated activities.

Further information, including detailed itineraries for each year group, will be shared closer to the event dates.

If you have any questions, concerns, or require support regarding payment, please do not hesitate to contact us at enrichmentdays@greenshaw.co.uk

We look forward to an inspiring and enjoyable series of enrichment days for all students this summer.

Life-saving opportunity for students

We are excited to offer a one-off opportunity for students to take part in a special life-saving training session.

Thanks to secured funding, the award-winning national charity StreetDoctors will be delivering a hands-on first aid workshop for 150 students.

During this interactive session, students will learn practical skills that could help save a life in an emergency. The training will focus on how to manage and control bleeding,

a vital first aid skill that can make a critical difference in situations involving accidents or injuries.

The workshop aims to give students the knowledge, confidence, and practical experience needed to respond quickly and safely if someone is hurt.

If students would like to take part, they should sign up using this [form](#). Students who are selected will be contacted with full details by Miss Webb.



Key dates – Year 10

Easter holiday	30th March to 10th April	Year 9 and 10 sports day	18th June
Start of summer term	13th April	Greenshaw open evening for Year 6	25th June
Bank holiday (school closed)	4th May	End of summer term (12.30pm)	17th July
May half term	25th May to 29th May	Summer holiday	20th July to 31st August

Year 10 contact list

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