



AN OUTSTANDING START



Year 7 have had an absolutely outstanding start to the 2019/2020 academic year. The autumn term began at the start of September with Year 7 students getting to know each other during a team building day. This presented them with physical and mental challenges where they were required to work as a team, drawing upon each other's strengths. It was an outstanding day, with the winning three teams receiving medals for their efforts. Some photographs from the day can be found on the next page.

I have had the pleasure to witness the students in both an academic and social context and am pleased to say they have been a credit to their families. At lunch time, students sit together and eat their lunch before some burn off their energy outside, whilst others have very pleasant conversations inside. They have got into an excellent routine and can be seen enjoying themselves playing cards, basketball, football or chatting. In an academic context, I have had the pleasure of visiting classroom lessons and practical lessons. Students have been showing off their skills in all areas of the curriculum from basketball to making pencil holders, to using bunsen burners and, in English, exploring the exciting topic of *Mythos*. I have seen a real passion for learning and striving to achieve excellence from them in all these areas .

As we begin to fully implement the homework schedule, students have been practicing their Core Knowledge Words and completing their LCWCC and are beginning to embark on their IXL homework and Big Words. Students are reminded that for IXL, they should be logging on through Frog to access the work they need to do. Their tutors and classroom teachers have shown them this, however, your support is vital. The final aspect to Year 7 homework is *The Big Ideas that Shape the World*, where students were excellent as they came together as a year group to listen to Mr Ferguson explain what an exciting journey they have begun. To find out more information on how to support your child, we will be holding a welcome evening on Monday 7th October in two sessions (4.30-5.30pm and 6.00-7.00pm). Parents are encouraged to attend to learn what Year 7 have been doing so far and to discover how best to support them.

My final mention goes to those students who helped at open evening on 26th September. As always, it was an extremely busy evening with prospective families arriving to have a look around our school. Year 7 students volunteered to greet families upon their arrival and to act as tour guides and department helpers to make prospective students feel welcome. They were a credit to the year group. A special mention must go to Usayd and Lilly, who spoke superbly and with confidence to an exceptionally large number of people – they shared their experiences so far in Year 7 in such a heartwarming manner, that it made their audience feel at ease. Well done and thank you to everyone who helped on the day, but particularly these two.

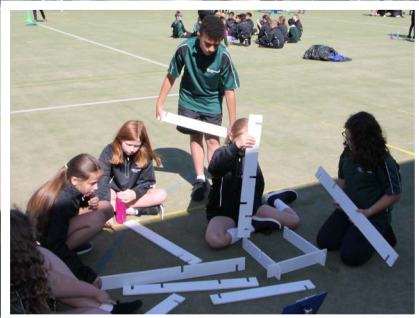
I look forward to seeing you all on **Monday 7th October** and I will have plenty to share in the next newsletter.

Mr Higgins, Head of Year 7, and Miss Wilson, Deputy Head of Year 7





YEAR 7 TEAMBUILDING DAY





A LEVEL RESULTS SUCCESS!

2019 has seen another bumper crop of A Level examination results for Year 13 students at Greenshaw Sixth Form. Over one in five of every grade was at A or A*, with 73% of students achieving a pass at A*-C. Headteacher, Mr House, said: "These results demonstrate the hard work and dedication of both youngsters and their staff. At a time when these new exams have harder content it is brilliant to see that inspired learners continue to thrive."

Some individual students attained extraordinary results. The following students achieved three A Level passes, all at A or A* grades: Amy, James, William, Reon, Oliver, Ryan, Joshua,

James, Aisah, Suzanne, Larissa, Mayurapiryan, Emily and Adnan. Marcus, Aditya and Vithushan achieved the quite extraordinary feat of three A* passes each.

Our A Level students have gone on to on a wide range of destinations, with up to 40 of our Year 13s progressing to undergraduate courses (including several for medicine and law) at prestigious Russell Group universities. We are equally proud that our strong work in the creative arts continues to enable large groups of students to move on to foundation art courses and directly into world leading institutions such as London College of Fashion.

SUPERB GCSE RESULTS

Greenshaw High School was the location for smiles and happiness on 22nd August when Year 11 students nervously opened their GCSE results envelopes. With three quarters of all qualifications being graded at 4 or better (the old grade C), and nearly a quarter at 7 or higher (what used to be A grade) there were few reasons for nerves.

Mr House, said: "Do not underestimate the pressure of these new GCSE courses. Many subjects have more exams than previously, and in all specifications what is expected of students has risen. I am really proud of all of our students' achievements, and grateful for the support of the staff who are also navigating these new courses. And of course, the families without whom none of this would have been possible."





GREENSHAW IS PROUD TO RECEIVE THE HEALTHY MINDS KITEMARK



Greenshaw High School is proud to announce that its involvement in the Healthy Minds research project has led the school to being awarded the kitemark, only achieved by schools who successfully met all the criteria of the project to a consistently high

standard. This milestone is a major move forward in our mission to deliver the best personal, social and health education available and evidence of our ongoing commitment to the personal development of our students.

Healthy Minds is an evidence-based health and relationships curriculum for Years 7 to 10 that is equipping young people with the life skills they need to thrive in and beyond school. This unique study helps us understand the impact that good quality teaching and learning can have on important outcomes, and how to create a culture of resilience where teachers and students thrive.

Starting as a research project by the London School of Economics and Bounce Forward, Healthy Minds was funded by the Education Endowment Foundation and trialled in 34 schools over five years. Building on learning from the project

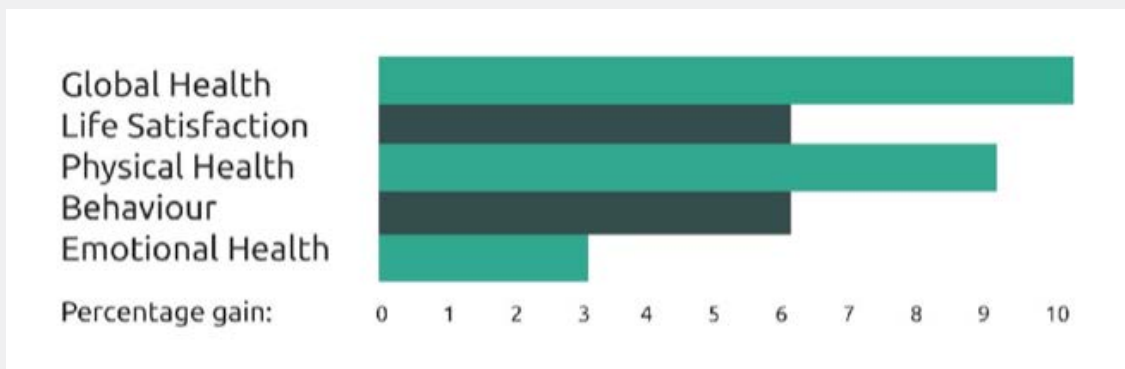
and feedback from teachers and students, the curriculum is now available to all schools.

As Lord Richard Layard, London School of Economics has said: "Young people need to develop healthy minds and schools should make it a top priority. It is the most outstanding wellbeing curriculum in the world".

Headteacher Mr House said: "We are really proud that we committed to the Healthy Minds project several years ago, and have played a key role in its evaluation and planning. As a school we remain committed to being a place with an equal focus on wellbeing and pupil results. The Healthy Minds programme gives us a dedicated space in the curriculum to ensure this aspiration is made a reality."

The curriculum consists of 113 lessons over four years and includes topics such as resilience, mental health, social media, mindfulness, sex education, alcohol and drug awareness, relationships, decision making, media awareness and more. Students across the 34 schools involved in the research project completed questionnaires before and after completing the curriculum, the results can be seen below.

Click [here](#) to learn more about the Healthy Minds Research Project.





WHY WE DO THINGS THE WAY WE DO AS A SCHOOL



Mr House spoke to students across the school about the reasons for some of the things we do in lessons. He explained that the use of mini whiteboards in lessons, and not doing much 'hands up' answering was to ensure that all

students were thinking deeply, rather than relying on students who were confident enough to give out answers aloud. The mini whiteboards also allow staff to see what all students know, especially if they walk around the room and see all students' answers.

Mr House also explained about the 'testing effect', which has shown that long term memory is improved by retrieving information. Bluntly, if we're tested on something repeatedly, we recall it better over time. We retrieve information at the start of every lesson in what we call a 'Do Now', and he explained why this can have a great impact.

Both of these teaching techniques have been shown to positively improve students' learning, and their overall performance. We have been awarded 'Research School' status in recognition of the fact that we try to look at what has worked in other schools around the world and adopt the best practice here at Greenshaw.

YEAR 7 ASSEMBLIES – AUTUMN TERM

5th and 6th November
26th and 27th November

KEY DATES – YEAR 7

Year 7 welcome evening	7th October	Spring half term	17th - 21st February
INSET day (school closed to students)	18th October	Year 7 parents' evening	27th February
October half term	21st October to 1st November	End of spring term (3.05pm)	3rd April
Year 7 winter games morning	14th November	Start of summer term	20th April
INSET day	6th January	Summer half term	25th - 29th May
Start of spring term	7th January	End of summer term (12.30pm)	21st July

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You can find us on Twitter @greenshawhigh
Or find us on Facebook @GreenshawHigh





YEAR 7 CONTACT LIST

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7PTT: Mr P Tate – ptate@greenshaw.co.uk

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ACTIVITIES OUTSIDE SCHOOL

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REHEARSALS LED BY PROFESSIONAL PERFORMERS
JOIN NOW TO STAR IN OUR CHRISTMAS SHOWS

**MISHMAK
YOUTH THEATRE**

Mishmak Youth Theatre is an innovative, inclusive youth theatre for young people aged between 5 and 18 years old.

We offer training and classes in drama, dance and singing during school term time. Classes are 10am - 1pm on Saturdays in Sutton and 4.30pm - 7.30pm on Thursdays in Datchet.
For full breakdown of class times and costs please visit our website www.mishmak.co.uk

Please note that these are not extra-curricular activities that Greenshaw High School is endorsing, but have been included as they may be of interest to families.

