



ISSUE

June 2021

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NEWSLETTER

Artwork by Alexander Graham Year 13 2020

THE TRINITY ISSUE



THE HEAD MASTER'S PAGE

Dear Students, Parents and Carers,

Having had the most turbulent time in society I hope that you are starting to feel the prospect of hope as restrictions start to lift. The option to remove face masks in school has made such a dramatic difference to our daily experience. To be able to recognise a smile from a student and share a conversation without having to struggle to hear a muffled voice has been incredibly rewarding.

The lifting of some restrictions has also seen a return to competitive sport and the thought of cricket matches being rained off lets you know that summer is finally here. Geography have been able to resume their coursework visits. Extra curricular is starting to blossom again.

It has also been a term where we prepare for the Teacher Assessed Grades that will be sent off to the examination boards for their scrutiny before they award final grades in August. The Year 11 and 13 students have worked hard and prepared well and I am very proud of the resilience that they have shown in approaching this unique assessment experience.

I am enormously grateful to the staff that have had to go above and beyond and set, mark, moderate and analyse assessments that would normally be completed by whole teams and structures.

Chris Hemmings

During this final week of term we welcomed Chris Hemmings, author and BBC news contributor to The King's School. Chris spoke with all Year 12 students, addressing some of the challenging discussion points of being a young man in modern times.

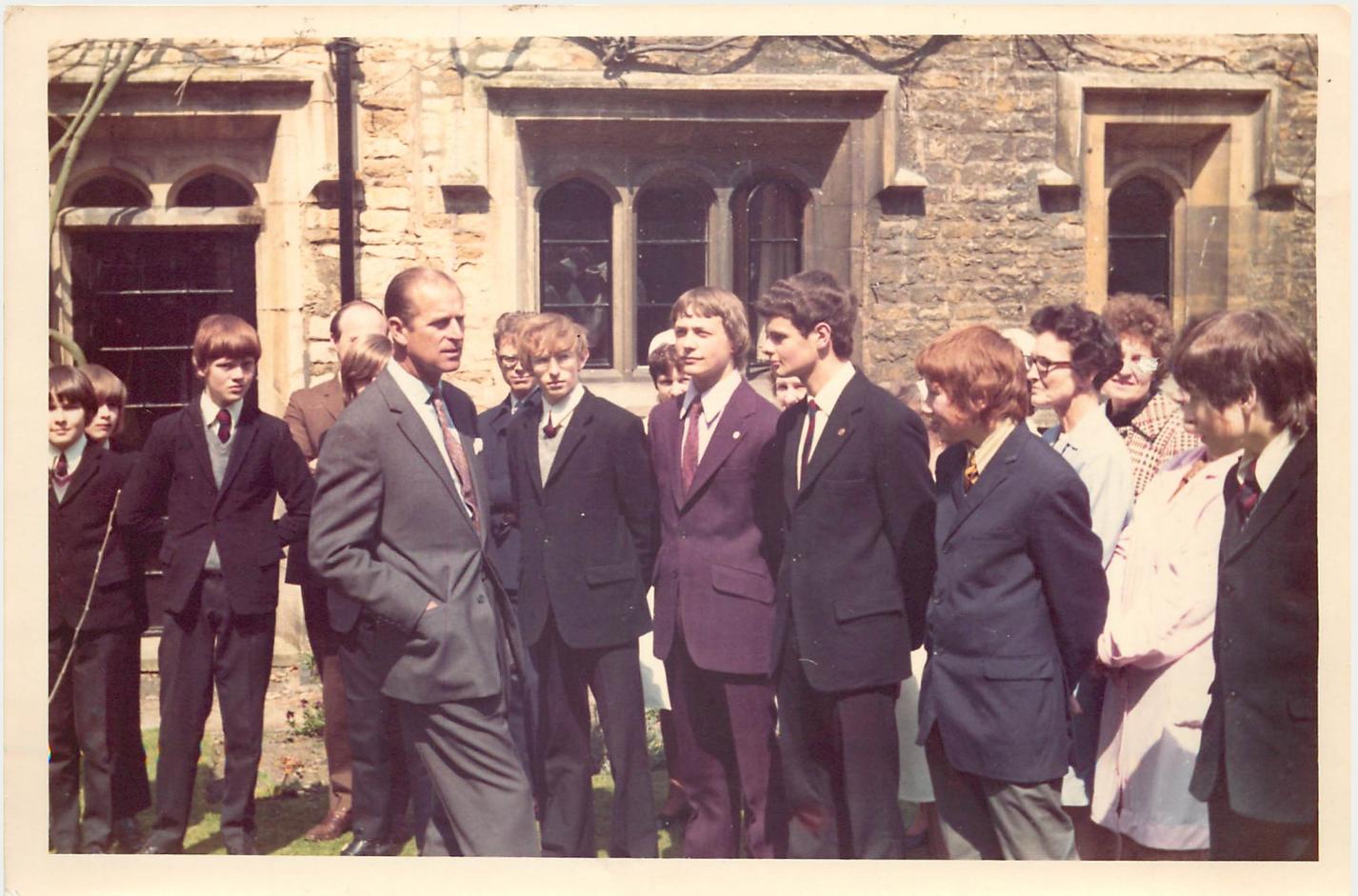
He also met with a focus group of Year 12 boys in the Sixth Form Centre, initial intended to be the Diversity and Inclusion team, this expanded rapidly as students asked to engage following his initial challenging talks. His aim is to engage audiences in a discussion about how certain aspects of masculine expectation not only damage individual men and boys, but also women and girls. He aimed to get men and boys to think critically about their own behaviour and recognise that they have the power to help their peers overcome, amongst other things, mental health issues, tendencies for violence and the removal of female agency.

His Royal Highness The Prince Philip, Duke of Edinburgh

In 1973 the Duke of Edinburgh visited The King's School. During the visit he planted the 'Newton Apple Tree' in the Head Master's Garden and signed the visitors' book. Unfortunately, the morning after the visit the apple tree was nowhere to be seen and was eventually located at a house in Nottingham having been taken by one of the workers who were doing contract work at the school at the time! Happily the tree was returned to the school's garden.

It is with sadness that we reflect on all those who have been lost this term including His Royal Highness.

Simon Pickett - Head Master



ACHIEVEMENTS

Music Award

Well done to Alfie Lakeland of Form 8M who recently submitted his first drum grade. He took Grade 3 Rock and Pop and was awarded a Distinction with some outstanding comments and feedback from the adjudicator. Well done Alfie.

Year 7 Students

A Year 7 assembly took place via Teams on 17 May. The focus was on finding other ways to celebrate and to congratulate the boys on their resilience through what has not been an easy transition year due to Covid-19 and various lockdowns. We reminded them of how strong they are and by being more resilient, they can face new challenges more easily.

Mrs Quinn - Assistant Head of Year 7

Year 9 Students

A celebration assembly took place for Year 9 students on 25 May. Students were awarded Bronze, Silver, Gold and Diamond merit prizes.

Colours awards were awarded for Music, Sports (Badminton, Athletics, Football and Rugby), English and Whist. These were awarded for the 2019-20 academic year, interrupted by Covid-19.

Writing competition winners were:

March (Fiction):

1st - Evan Garg; 2nd - Jim Gleed; 3rd - Ajushan Tharavaseelan

April (Poetry):

2nd - Will Leaning; 3rd - Thom Jones

April (Fiction):

1st - Jim Gleed; 2nd - Archie Conron

April (Non-Fiction)

1st - Archie Conron; 2nd - Elliot Gamble; 2nd - Alex Giles;

3rd - Mason Birch; 3rd - Toby Lee

In each assembly individual students who have gone above and beyond in some area of their extra-curricular life are celebrated:

Musical Achievements

Vihanga Weerasinghe - Grade 3 Clarinet

Ekene Esiwe - Grade 2 Piano

Toby Clough - Grade 3 Drums

Alexie Jose - Grade 3 and Grade 4 Drums

Ellis Weinberg - Grade 4 Guitar

Edsel Anil - Grade 6 Drums

Gil Wynn - Grade 7 Drums

Sport

Toby Lee - Member of the Nottingham Forest Football Academy.

Jenson Sealy - Tour Cycling

Other achievements:

Acting

Congratulations to Archie Conron who was cast as Link Larkin, the boyfriend of the main character in New Youth Theatre's production of Hairspray and had to sing a solo.

Gaming and Football

Well done to Liam Ivermee who won £500 playing Rocket League and his football team has won the league (his fellow team-mates are Will Leaning and Marcus Tejero).

Volunteering

Thank you to Yod Fowler who volunteered to pick up litter in his village and in surrounding villages.

Swimming

Great news and congratulation to Eddie Quinn who has been selected for a national swimming squad.

Mentoring Programme

In response to the challenges that remote learning placed on some of our students, we enlisted the support of eight of our high-achieving students who left the school in 2020. The eight mentors took on three students each from the lower school and offered them 1:1 personalised academic mentoring and support.

The mentors completed an online mentor training course, a DBS check, had safeguarding training from Mr Dixon and had Teams training from Mrs Murray.

The primary aims for mentors was to concentrate on motivation, self-organisation, resilience and the well-being of their mentees.

This has proved to be very beneficial as the feedback below demonstrates:

"... he got on really well with his mentor and they covered revision strategies and looked at maths and science problems. I think it would be beneficial to keep going as coming out of lockdown and returning to school in person has been a struggle."

"... it helped me to get over some confidence issues I was experiencing at the time so I am very grateful for that support."

"... he really enjoyed the sessions and his mentor was able to support him with his maths, and this in turn, boosted his self-esteem.)"

"... we felt it was really beneficial and would be delighted if others benefited from it - it helped to inspire our son and offer him a glimpse of life post-King's which is vital. Please do pass on our thanks and gratitude to his mentor and thanks to the staff involved in setting this up."

Funding has now been secured to train more mentors. Mr Gilbert, Intervention Co-ordinator, will be inviting parents of boys in Years 7 and 8 to declare an interest or discuss this further as they wish.

david.gilbert@kings.lincs.sch.uk

DEPARTMENT NEWS

GEOGRAPHY

On 28-30 April the Geography Department took Year 10 students on the Rivers Fieldwork. The trip marked the return of fieldwork to the department after an absence of over a year and it was fantastic to see boys back out learning about the world outside of the classroom.

The Fieldwork, which will form part of the final GCSE examination, takes place on the River Witham, starting close to the source the groups work downstream to South Witham, North Witham and Colsterworth, ending up at Wyndham Park. Along the way boys sample and measure a variety of river processes including cross section and velocity. The data collected is then used in school as part of an investigation.

Michael Grace and Jack Pemberton have written an account of their day:

“Between 28-30 April Year 10 students studying Geography took part in a compulsory field trip with the aim of investigating characteristics of the River Witham to provide a basis for the third paper of the Geography GCSE.



Upon arriving at the first site near to the source of the river our designated groups followed a careful method to measure the velocity and occupied channel width and depth of the river. First, using a dog biscuit (for environmentally friendly reasons), we measured the time taken for it to travel a stretch of the river (10 metres) and used this value to calculate an average velocity based on multiple trial runs.

Following this, we used a tape measure to measure the channel width and a metre ruler to measure the depth of the water at systematic intervals. As an additional aspect of this investigation we calculated the sizes of sediment pieces using callipers to give an indication of the average load particle size and its impact on river velocity.

All of these measurements helped us to study and calculate the change in river discharge with increasing distance downstream.

Moving to the second site we were faced with a slight complication in our endeavours. As we neared the riverbank of South Witham it became apparent that we were lacking a key ingredient for success - water. Due to the underlying limestone-based geology of the region, coupled with low rainfall, the riverbed was positioned above the water table and hence, to our dismay, the river was completely dry.

Despite this, we conducted our experiment as previously outlined, other than river velocity.



For the final three sites we were able to conduct experiments without any other difficulties, despite the inevitable disintegration of a few of our dog biscuits!

Returning to school, we have begun to organise and present our results and justify the conclusions we reached. Working in our groups, we are working towards the final presentation of our results as a detailed poster, describing and explaining the theories that underpinned our investigation and the methods used to carry it out.

Overall we were very pleased with this trip and we had an enjoyable and educational experience exploring the River Witham.

PHYSICAL EDUCATION

Cricket

A welcome return to sporting fixtures has seen cricket take the centre stage since Easter.

Year 7

The Year 7 team played their first match against Trent College on 19 May, unfortunately falling to a heavy defeat.

Year 8

Year 8 have played two matches to date, losing their first by 9 wickets to Worksop College. The boys bounced back with a 24 run win against Trent College, including notable knocks for Flynn Campbell and Ted Robson, scoring 58 and 29 respectively.

Nikaash Dinesh performed well with the ball, recording figures of 4.0.3.12.

Year 9

Year 9 continue to show that they are a talented team, winning against Worksop by 19 runs in their opening match. Seth Roberts scored 60 not out and Rex Whitehurst 48 not out as King's posted 142-1 from their 20 overs.

The Year 9s were also involved in an extremely tense match against Trent College, losing by a single run, in what was an excellent advertisement for schoolboy cricket. Again Seth Roberts shone with the bat, scoring 66 runs. This brings his average for the season so far to a very impressive 126. Andrew Hines has been the pick of the bowlers in both matches, recording figures of 4.1.2.12 and 4.0.2.15 respectively.

Year 10

Year 10 have so far been victims of the weather, their County Cup match against QEGS Gainsborough being rained off after 17 overs of play. The match will be rescheduled and we look forward to seeing the result of this.

Year 11

The Year 11 team played the first round of the National Cup (held over from last season due to Covid-19), losing to an extremely talented Gresham College side, including a member of the Nottinghamshire 2nd XI who ripped through the King's batting line-up. Special mention goes to Jack Hall and Alex Dickinson of Year 10 who played up an age group for this match.

Tennis

The tennis season started on 19 May when our U15 'A' team and U13 'B' teams faced Priory Ruskin in a league fixture at Grantham Tennis Club.

The U15 team (Jamie Sadler, Tiger Chin, Ben Greening and Marcus Tejero) had a thrilling match against a very strong Priory Ruskin team but ultimately fell just short, losing by 4-2.

This was the first opportunity for anyone in Year 7 or Year 8 to represent King's in the U13 'B' team since they joined the school. King's fielded a very young team, with Freddie Bell being the only Year 8 in the team. Freddie was joined in the team by Tom Mapp, Thomas Mahoney, Leo Dudman-Millbank and Alfie Osborn. The team put in a fantastic performance to win all six of their games. Particular credit goes to Thomas Mahoney who played as the Number 1 seed and convincingly beat his opponent 6-0 in his rubber.

There are more league matches scheduled for next term.

Tennis Club will continue on a Monday after school at Grantham Tennis Club. Boys must meet at the school playing fields and change there before being escorted to the Tennis Club.



PHYSICS

Junior Physics Challenge 2021

On 18 and 19 May 2021 52 Year 10 students took part in the national competition that is the Junior Physics Challenge 2021 set by Oxford University.

They had to complete two 25 minute tests comprising of 30 physics questions in each part, the questions covered all areas of Physics that the students cover as part of their GCSE course. All students should be congratulated on their effort and gain a commendation for taking part. Results are not yet in but we will report on these as and when we know them.

Ogden Trust Physics Competition

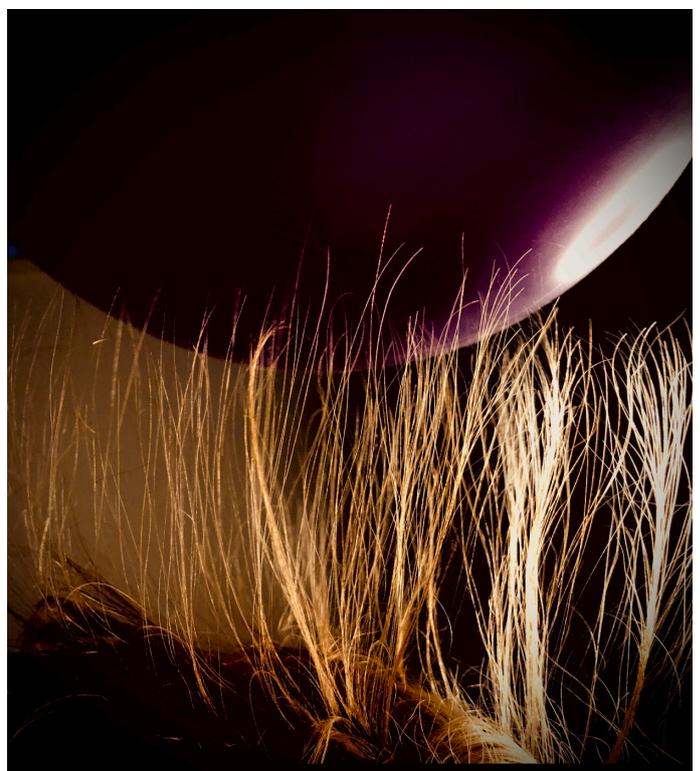
The latest Ogden Trust Physics Competition across the Grantham Schools was aimed at students in Years 8 and 9 and was a photography competition on the theme of 'Physics in everyday life'. All the entries received are of an incredibly high calibre and will be displayed in school.

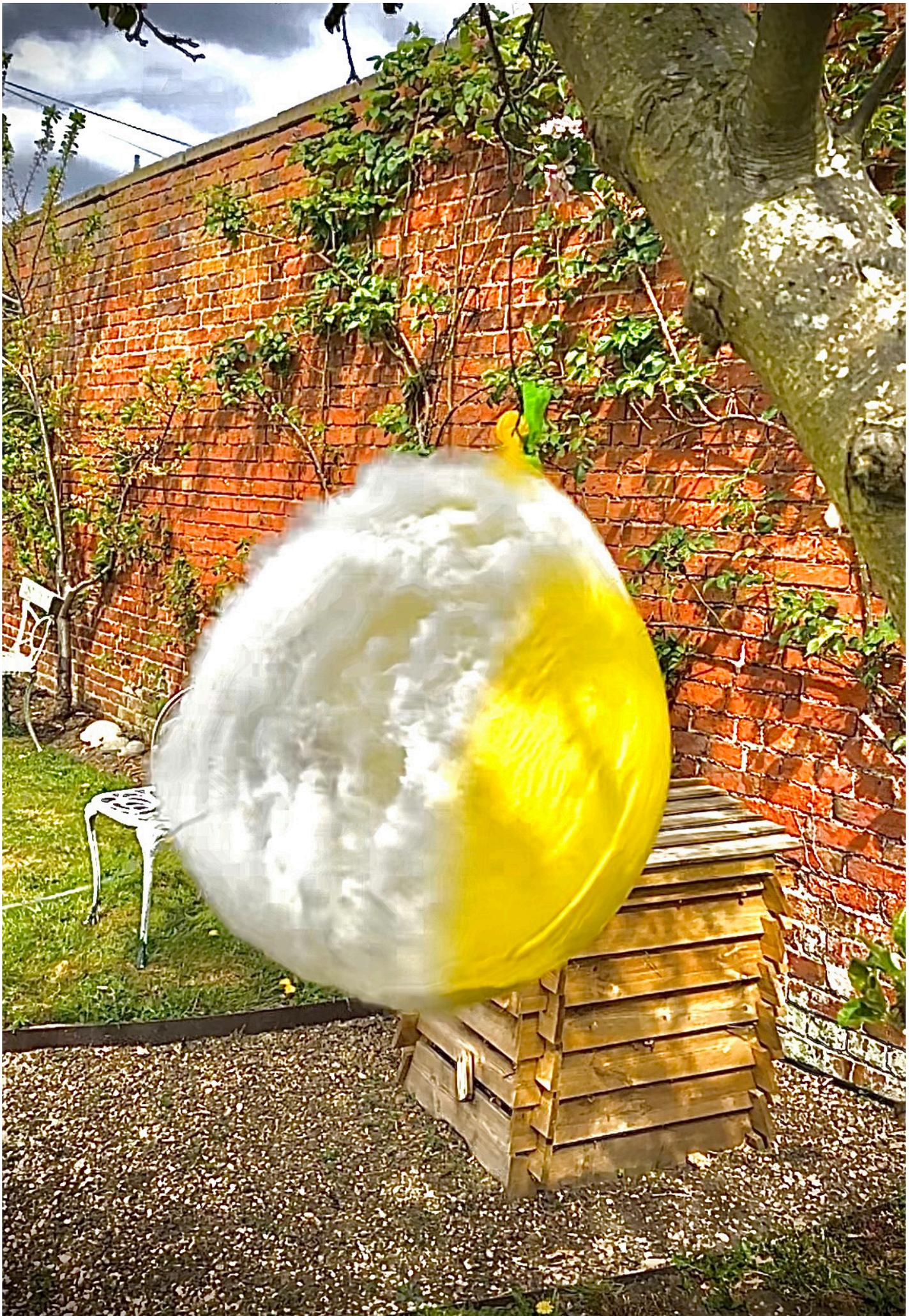
In Year 9 the joint first prize went to Arthur Ridout (Form 9F) and Ollie Sherwood (Form 9S) for their photographs of a drop of water on a tap and charged hair attracting to a balloon respectively.

In the Year 8 category there were so many outstanding entries that we awarded joint first prizes again, this time to Benjamin Szekely (Form 8F) and Tom Rice (Form 8F) for their photographs of infra-red lamps in a bottle and a marble falling through water respectively.

Hot on their heels, second place is jointly awarded to Oliver Bailey (Form 8S) and Laurence Hildyard (Form 8F) for their photographs of a wind turbine and a balloon exploding.

Thank you to all the students who have taken part and thank you to Mr White who runs the school Photography Club, for helping me to select our winners from so many excellent entries.







ENGLISH

Writing Competition Winners

The winners of a recent Writing Competition are: Spencer Edwards, Ziaan Malik, Evan Garg and Dhiraj Vijayaraj.

Well done to all who took part. The winning entries are shown here for all to enjoy.

Mr Clack - English Teacher

‘The Ornithophile’s Pain’ by Spencer Edwards (Form 12N)

They are all born free, detached from the tragedy of land
There are no strings on thee
Floating among the starry heavens, where nothing is planned
Lost in concentration, how I wish it could be me.
Is this the wrath of a God?
Filling me with envy and a multitude of pain?
To watch a creature so compulsive and unbound, as I plod
Along this damnable terrain.
“Jealousy slays the simple”
and resentment kills the fool
the closest I can get is His temple
Whilst each vessel of the Lord is free to rule.
Love breeds sacrifice, which in turn breeds hate

For this suffering who is to blame
I will chastise the God who sealed my fate
Thus, starts again the cycle of pain.
“for I am ready to fall, and my pain is ever before me.
I confess my iniquity; I am sorry for my sin”.

‘Tragic Love’ by Ziaan Malik (Form 12S)

He is addicted to the lows of serotonin,
Confiding in his immortal depression,
Indulging in the physical desolation around him,
As his sorrow has bowed,
‘To love and to cherish,
In all your faults,
For poorer, For sickness,
And for worse, Till death do us part’
But she sees the pain
That his sorrow has camouflaged,
The pain that is embedded
Into every atom that forms him,
The pain that is decimating
Every inch of his soul,
The pain that he cannot exist without.
She yearns to kiss life into his perished soul
Awakening the mellow-tuned bird within him
She desires to dye his life yellow, shrouding the blue primer
She longs to suffuse his being with the warmth of her smile

She needs him to let go.

Emergency Landing by Evan Garg (9M)

The man with the grey hair pulled himself over the last few boulders of rock, finally laying himself on the flush grass, populated by robust thrifts and occasionally hosting scattered cabbage palms. The shore was fledged with Japanese pine trees, resting in any of its fours. Their arms held bushes of green feathers reclining towards the glistening rays of the omnipresent golden sphere. The tropical air was mesmerised by the fair man, entrancing him to take deep pleasant breaths. Along Dave’s peripheral vision was a thick layer of vegetation. It was the forest that Dave had emerged from to find this bliss.

Meanwhile, two hard built young men tried despairingly to escape the dampness of the forest, leaving behind broken shackles. One of the men protested, “If it weren’t for that group’s ideology of ‘leaving no man behind’, we wouldn’t be in this situation!”

The other man with a large physique responded, “Yes but the money was worth it. All we had to do was get to the camp, yet those 1390 version 3 fighter planes got the best of us. Honestly, it was your fault that we had to crash land here; you hadn’t shot down the rescue team in time.”

“Don’t blame it on me! You could’ve tried to get the fighter planes off your tail.”

“Alright, Alright. None of this matters anyway we have to find the one who got us in this mess.”

After the squabble, the tough men turned and heaved further through the forest. They passed through the throng of rubber trees, reclining into the grass that shivered away. Darkness was taking over.

Soon, fiery stars bulged in the black curtains, butterflies withdrew from their unending frolic and stumbled while doing so, a few were caught in a spiders web, where the arachnid decapitated them. The flowerbeds of the grass were slowly retreating as the Stygian mushrooms took their chance to grow.

Dave was resting in a bed made of green water lily leaves. The night had fallen, yet there was a pleasant glow surrounding the lagoon. A few butterflies had appeared and started dancing to the beat of the birds' lullabies. At ease, Dave thought of the events that had passed, whilst a new dawn rose bringing more and more light to the lagoon.

This new day had brought energy that powered Dave to venture through the forest for the search of any human life. Dave had passed through some creepers where there was a sudden scramble. Before he knew it Dave was on his feet, shooting forwards, tearing vines in his way. Two stout men were on his tail. Dave wasn't young or agile enough to outrun them. He tried his best swinging left and right. The fast-paced stomps rose behind him. They were getting closer. Below Dave two legs were moving instinctively, eventually stumbling onto a cliff. Dave took a moment to bring his thoughts back together. By now, two dark figures were approaching him. Below the cliff was a shore. Could Dave make the dive? No, surely not. Dave slowly backed to the edge of the cliff. The exhaustion had made him give up, failing his feet and flinging him in mid-air. Just in time, one of the dark figures grabbed Dave's wrist where rings resided red from the tightness of metal.

On a dark metal desk, in the MI6 headquarters, lay a newspaper with the headlines; "Criminal mastermind caught!", with Dave's picture next to it. Behind the table an officer spoke, "Well done you two. If it weren't for the emergency landing you would have never caught Dave Spectacle. It ought to show all criminal organisations that even the leaders of the lethal 'Nightgrove' can be caught."

"Thank you sir," replied the two freelanced agents who had caught the leader of Nightgrove.

Far away, in a cell guarded by 40-off riflemen, sat Dave, dreading his assassinations of the unknown politicians who controlled everything.

'April Fools'

by Dhiraj Vijayaraj (Form 7C)

The dawn of April,
The dreaded day.
Full of mischief and chaos,
Well so they say.

I don't see the problem,
Though something smells fishy.
Lucky it's a weekend,
School would be far too risky.

As I ready myself to watch a movie
I hear a giggle from behind the settee.
"Who is it?" I asked
Fear begins to make me hot and sweaty.

To my disbelief I get a reply,
"Don't be scared, just take a seat."
With the weight of an elephant I come crashing down,
With a chuckle the voice says, "you're in for treat."

Brrr rr r r!
Out jumped my brother dying from laughter.
He screamed, "April fools!" at the top of his voice.
I then told myself to be careful from hereafter.

I got foled,
On dreaded day.
By mischief and trickery,
So I say.

ENGLISH LITERATURE CLUB

Calling all English Literature enthusiasts! Come and join the Year 12 English Literature Club in Room 46 (Mr McLaughlan's room) every Monday at 1:00pm. The Club is open to any Year 12 or Year 13 students who would like to discuss challenging and thought-provoking works of literature!

DUNGEONS & DRAGONS

Dungeons & Dragons Club for all year groups. Meets on Thursday lunchtimes in Room 201 (Newton Block).

HOMEWORK CLINIC YEAR 8

Homework Clinic - drop-in for Year 8 students - Monday lunchtimes from 12:30-1:00pm in Room 209 (Newton Block).
Mr Bufton - Head of Year 8

BUSINESS & ECONOMICS

Access to The Financial Times

For those students who may find it useful - whether Business & Economics students or not, all students aged 16-19 are now able to access Standard Financial Times content and classroom ideas recommended by teachers and FT editors.

You should register with FT.com and create your own individual account using your own school email address.

<https://gbr01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fjoin.ft.com%2Ffa488d90-adcb-4f6f-b52c-1af18579f199&data=04%7C01%7CSu.Orrey%40kings.lincs.sch>

Mr Otter
Business Studies Teacher

Careers Newsletter

Applying to International Universities

Applying to Universities abroad has long been an attractive option to UK students. Studying at a University in another country can have the following advantages:

- Excellent teaching and learning at world leading universities
- A different cultural and university experience
- Lower tuition fees and living costs
- The opportunity to gain access to competitive courses (eg. Medicine, dentistry)

Applying to University abroad can be a challenge and requires a lot of personal exploration. This resource is designed to start you off with your planning and, crucially, get you asking the right kinds of questions so that you can focus your research.

Considerations:

Where do I want to apply to?

You may have a country in mind that you would like to study in, or you might simply have an idea that you want to be somewhere “different” or “warm and sunny”. One of your major considerations needs to be, whether you are looking for a course taught in English. There are a large number of university courses in the Europe and beyond that are delivered in English. Or you may have another language that you would be comfortable learning in, in which case you will need to look for those courses.

How do I apply?

The application process to study abroad, is different for every country. Many countries do not use a centralised application system (like UCAS) and so you may need to apply to each individual university.

What are the entry requirements to apply?

This is often tricky to distinguish and although A-levels are recognised by most universities, there is not always clear guidance about what is enough to apply. Predicted grades will be accepted,

but must be backed up with real results in the Summer.



When do I apply?

The application deadlines vary, depending on your country of choice, however they are very often later, as many countries don't use “predicted grades” in the same way that we do here in the UK.

Will my qualifications be recognised elsewhere or back in the UK?

The answer is generally yes, but you can't always be sure. If you want to study a subject such as Dentistry, Law, Chartered Surveying – you will find that you are not automatically qualified to work in another country.

To EU or not to EU?

So the UK has left the EU right? This is making applying to Universities abroad a little more complex this year, as the status of the UK has not been fully decided. When you are searching for how to apply, you might see that the UK is treated as the same as other EU countries, or is being classed as “other”. This might change the processes that you need to go through in order to submit your application.

How might University abroad be different to the UK?

As well as the application process, there are various ways in which the educational system might be different in your country of choice and you need to do as much research as possible before you commit. For example:

- You might find that the Universities you are interested in offer more general courses, for example “Social Sciences” rather than “Psychology”. This is just a different way that the educational system is structured (similar to Scotland – although you do apply through UCAS to study there). This might be good for you, if you are still not sure what you want to specialise in, or frustrating if you already know what you wish to study. Other countries
- You need to find out the duration of the course – this could be 4 rather than 3 years.



Turing Scheme aims to support organisations to set up links with educational and employment programs abroad, with the aim of encouraging young people to take up programmes abroad. It might be that you find opportunities linked to the Turing Scheme and want support from school with this.

www.turing-scheme.org.uk/about/information-for-participants

Funding and Scholarships

In some cases, studying abroad may be the cheapest option, but not always and funding is not guaranteed in the same way that it might be if you study in the UK. Student Finance will not normally be available to students choosing to study a full under-graduate degree abroad. Especially, if you are considering studying in the USA, you may be considering scholarships, such as Sports Scholarships to make this affordable. There are several organisations that will advertise these opportunities or act like an agent and support you (for a fee) with applying for these scholarships. If this is something you are considering, learn what you are getting for your money, ask for testimonials and carry out a google search on them.

Pursuing this path, requires research and exploration and a very proactive approach. If this is a pathway you want to pursue, make sure that you go on-line, look for organisations that support students with the process and try and talk to someone directly (eg. ASTAR futures) about the first steps to take.

Rankings?

If you want to know how the Universities you are interested in rank amongst other Universities in the world use the Times World Rankings to check it out: www.timeshighereducation.com/world-university-rankings

Remember that it doesn't have to be all or nothing. If you think you would like to spend some time abroad, you could consider degrees that have a sandwich year, that might allow you to spend that year abroad, you could consider a language degree (or combined honours) that would allow you to spend a year abroad. There are other programmes aimed at encouraging students to spend a year or term abroad as part of their degree. When you are choosing UK universities, check out their pages that relate to spending some time abroad.



- It's important to think about how your course is taught, the amount and quality of contact that you might have could be very different (just as it is in the UK). Ask yourself: What am I getting for my time and money?
- You may be surprised that you are assessed a great deal more at University abroad than you would be in the UK. Sometimes entry requirements to gain access to a course seem low, but in some countries, students are much more likely to fail and be withdrawn from the course.
- Expectations around accommodation might be different. While many Universities will offer on campus accommodation, don't assume this as some encourage students to find their own housing within the city of choice.

Exploring Options - a small sample of courses that are taught in English

History Law and Society: The American University, Paris

Medicine: The University Medical Campus, Hamburg

Art History: University of British Columbia

Industrial Engineering and Management: University of Gronigen, Netherlands

If you are considering studying abroad then consider creating a place where you can note all the things you have found out (word document, One Notes, note pad) would be really helpful.

The Turing Scheme

Named after the famous Mathematician and code breaker, the

Combined Cadet Force

The Contingent has returned to training with enthusiasm and success.

Our Cadet Adult Volunteers are coping with the Covid-19 limitations remarkably well. Training for weapon handling has been ongoing, preparing for when we can return to the Beckingham and RAF Cranwell ranges. SSI Pulfrey has been supervising the training.

Preparations for the Leavers' Regimental Dinner night in July is coming along well. We are hoping to seat 52 for the evenings' entertainment, with the Lord Lieutenant as our VIP Guest, restrictions permitting.

Jack Taylor of Year 13 has been presented with his 'Army Scholar' badge and ex-Flt Sgt Richard Gibbs of the RAF CCF Section is now in his third term as a potential Army Officer at RMA Sandhurst in Falklands Troop.

Gliding re-commenced on the 23 May.

Fifty new cadets have joined the CCF keeping SSI Pulfrey very busy with issuing kit. There is still time to join if any parents or guardians would like their sons to be part of the CCF. Please contact SSI Pulfrey for more information.

Summer Camp: The Brigade have increased the number of participants to 30.

Staff and students have commented on how pleasing it is to see cadets in their uniforms on a Thursday and I am so pleased that we have survived the enforced lockdown. My team are energised teaching cadets and following the CCF ethos, to Inspire and Achieve.

Ex-cadet Flt Sgt Richard Gibbs was a civilian instructor with the RAF Section during his gap year in 2019. In 2018 he was presented with a certificate and a Private Pilot's Licence which he achieved over the summer holidays thanks to an exceptional Sir William Knight's Flying Scholarship courtesy of the RAF Charitable Trust. He was one of only 3 CCF Cadets in the UK to receive this opportunity when he was a Senior Cadet at King's. He has now begun his Officer's Course at RMA Sandhurst which he describes below:

"The course I am on is Commissioning Course 211 which is a 42 week long course at the end of which I shall commission as a 2nd Lt. into the British Army. I am a few weeks into my second term known as 'inters'. This term our training will focus on Offensive and Enabling actions as well as defensive operations and CBRN. Leaving the Cadets I was focused on becoming a pilot within the RAF but due to medical requirements I was unable to do so. At this time I switched my application from RAF Officer to Army Officer and started the process of going to the Royal Military Academy at Sandhurst. The reason I changed tack is because I felt that there wasn't a role in the RAF that interested me as much as the roles in the Army once I learned I was unable to fly. The Regiments I am looking to join are the Royal Artillery or the Royal Engineers."

Richard is an excellent example to our cadets and when he is not at Sandhurst he comes into King's to instruct. The sums up the CCF ethos - to Inspire and Achieve.

Gliding

The first Gliding event in a long time took place at RAF Cranwell on Sunday 23 May. The Head Master presented Wings and certificates to Cadet Capt James Profit, Cadet Harry Profit and L/Cpl Samuel Davie.

Uniform

Any students, particularly Sixth Form students, that are no longer attending CCF are requested to return any uniform or equipment to SSI Pulfrey as soon as possible please.

R M Ogg, BEM - Lt Col - Contingent Commander



NEWS FROM THE LEARNING RESOURCE CENTRE (LRC)

Dr Seuss captured it perfectly when he advised to 'Fill your house with stacks of books, in all the crannies and all the nooks'. Whilst this might seem nigh on impossible, we have the perfect answer - the School LRC! Mrs Mattison and Mr Kearney are keen to report on another successful term in the LRC.

Accelerated Reader

All Year 7s have now begun the Accelerated Reader (AR) Programme - run collaboratively between the LRC and the English Department. Accelerated Reader is a national programme used in over 5000 schools, in which students 'quiz' on books they have read to score points. Our students are already embracing their competitive spirits in their reading for pleasure. Despite only starting Accelerated Reader recently, the number of total quizzes passed and words read for each Form makes for impressive reading:

Form	Quizzes Passed	Words Read
7B	38	3,102,108
7C	112	8,672,633
7F	77	6,181,816
7M	131	9,253,465
7N	64	3,066,322
7S	149	8,919,862

Hats off to 7C who are currently in first place for the total number of words read. Congratulations to the following students who have joined the LRC Millionaire Club - each of them having read over 1 million words through AR:

7B	Finn Hassall
7C	Alexander Boulton, Dylan Gray, Leo Smith, Joshua Taylor
7F	Rhys Eaton, Daniel Grace, Sam Kirkham
7M	Joshua Lashbrook, Henry Ou, Ben Ross
7N	Owen Liu
7S	Wajid Baig, Sajan Bains, Mrinal Bhargava, Joe Sahaya Arbin

Book Donations

Book donations help to expand the LRC's stock. Last term, we were lucky to receive a number of book donations from Mrs McKenna, whilst this term Finn Hassall (7B) donated several fiction books. Thank you. If you have any good quality books you wish to donate to the LRC, please email Mrs Mattison (jenny.mattison@kings.lincs.sch.uk).

Mrs Mattison & Mr Kearney



MENTAL HEALTH & WELL-BEING

The last term has been one of adapting and constant change as we all dealt with another lockdown, track and trace notifications and sudden changes to where we may be working from. This is on top of the usual difficulties we seem to face at this time of year, particularly the short days and miserable weather! However, it is important to recognise the resilience we all have within us to keep going, to support our family and friends, and to bounce back each time the goalposts are moved.

We can never be 100% certain of what will happen next, but by focusing on what you can take charge of, rather than what is not in your power, you can make a real difference to how you feel. So speak to the people around you, access the mental health resources available online, or even grab some fresh air outside - these are things in your power to do and can make a world of difference when the things around us change so quickly.

Mind - The Mental Health Charity

Shout 85258 - free, 24/7 mental health text support in the UK - Shout 85258 (giveusashout.org)

Kooth

Young Carers

Next term we plan to hold social groups each week in the Library to give the young carers in every year group a chance to get together and find some support. Please look out for the emails sent home to let you know when each year group session will be held, and there will be new posters going up in Form Rooms to inform students about what's happening.

A young carer is any young person who is living with someone at home who is disabled, ill long-term, frail, or has mental health difficulties or addictions. They might support them through cooking meals, collecting or dispensing medication, assisting someone to get around, or they could be looking after their siblings more to help out. There are lots of ways to be a young carer, but we know the impact of their extra responsibilities can be big on their own well-being, their friendships and how they do in school.

If you feel your son might be a young carer and you would like some more information about how school can support you, please get in touch with Miriam.Bond@kings.lincs.sch.uk.

TERM 6 - EVENTS AND ACTIVITIES

Monday 07 June	Term Begins Assessment Week for Years 7 and 9 Examination Week for Year 10
Thursday 10 June	Year 12 - Geography Fieldwork
Monday 14 June	Examination Week for Year 10 - week 2 Londonthorpe Music Concert - 7:00pm
Monday 21 June	Careers Interviews - Years 9, 10 and 12 Year 7 Intervention Meetings - 7:00pm
Tuesday 22 June	Year 10 Geography Fieldwork
Wednesday 23 June	Year 10 Geography Fieldwork
Thursday 24 June	Year 10 Geography Fieldwork
Sat/Sun 26/27 June	Silver Duke of Edinburgh Practice Expedition Bronze Duke of Edinburgh Qualifying Expedition
Monday 28 June	Silver Duke of Edinburgh Practice Expedition Assessment Week for Year 12
Wednesday 30 June	Sixth Form Induction (x 3 days)
Thursday 01 July	PTFA Meeting - 7:30pm
Friday 02 July	MCC Cricket Match at the School Field
Sat/Sun 03/04 July	Silver Duke of Edinburgh Qualifying Expedition
Monday 5 July	Silver Duke of Edinburgh Qualifying Expedition Year 9 Geography Fieldwork New Year 7 Intake Evening (3 Forms) 5:45pm to 8:00pm
Tuesday 06 July	New Year 7 Intake Evening (3 Forms) 5:45pm to 8:00pm
Wednesday 07 July	Year 9 Geography Fieldwork CCF Annual Regimental Dinner - Old School
Thursday 08 July	Summer Concert - Head Master's Garden at 7:00pm
Thursday 08 July	Sixth Form Leavers Meal - Old School (evening) - TBC
Friday 09 July	Year 9 Geography Fieldwork Old Boys' Cricket (3 x T20 matches) at the School Field
Saturday 10 July	PTFA Event at the School Field
Sat/Sun 10/11 July	CCF Field Days, Foxdale Oasby
Thursday 15 July	Founders' Day Service - St Wulfram's Church (followed by) Sports Day at The Meres
Friday 16 July	End of Term - 12:45pm

Some of the above events are dependent upon Government announcements regarding lockdown restrictions being lifted from 21 June 2021



The Head Boy, Deputy Head Boy and The Senior Prefects



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