



CONGRATULATIONS  
TO THE NEW  
**STUDENT  
LEADERSHIP  
TEAM**

FIND OUT MORE ON PAGE 9

*Dear Families,*

As another academic year draws to a close, I'm not sure quite how to do this academic year justice. However, there is much to celebrate and this final edition of the newsletter showcases the activities and events that we have been able to run despite the ongoing restrictions.

We are delighted that our students have enjoyed a number of opportunities beyond the classroom and we are looking forward to resuming our usual varied extra-curricular offer in September. We have also continued to embed our Raynes Park High School values at every opportunity and it is fair to say that staff and students alike have continued to show true resilience each and every day.

Despite numerous challenges posed during this unprecedented time, it has been another rewarding year in many ways and, as always, I would like to thank the incredible team at Raynes Park High School for their support, hard work and kindness, and the endless enthusiasm they show in providing such wonderful opportunities for the students. Our students have adapted exceptionally well this year and have continued to be such wonderful ambassadors for the school; you should feel very proud of your children. I'd also like to extend a huge thank you to our families for your continued support and incredible encouragement. The many messages that we receive really do make a difference to staff morale; thank you for taking the time to send them in. I would also like to acknowledge the work of our committed Governing Body who have continued to support the school so well, albeit remotely, these past 17 months. Without the support of such a fantastic team, Raynes Park High School would not have continued to thrive during the toughest of times.

Following the disruption caused to learning during both lockdowns, we have focused our energies on ensuring teaching and learning remains our key priority at the school. Teaching high quality lessons every day is the most important aspect of our work and the quality of teaching has been monitored throughout the year whilst we have remained mindful of the pressure staff have faced moving to different classrooms across the school each lesson. We have continued to undertake a curriculum review that was paused last year and we will again be concentrating on marking and feedback with an updated policy due to be launched in September. I know there continues to be concern about the time that has been missed but we have focused on identifying gaps and assessing progress in addition to the safety and wellbeing of all remaining our priority.

As in previous years, there is much in the news about the financial and recruitment challenges facing schools. I am pleased to report that we have had our best-ever fields for all advertised posts and we are fully staffed for September. I would also like to take this opportunity to thank those

families who have contributed financially this year; this has made a huge difference to us and we are exceptionally grateful to you for enabling us to purchase some much needed items for students.

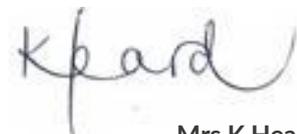
This past year has meant we have all had time to consider a different future and as we say farewell to those staff that are either relocating around the country or moving on to other posts, my thanks go to these colleagues for all they have done for Raynes Park High School. I would like to thank Ms Sahnoun for her work with the Business Studies Department this year and we wish our Key Support Workers, Mr Hamad and Ms Harding, our very best for the future. Good luck to Mr Fuller, Ms Taylor and Ms Efford as they relocate and take up new posts across the country, Ms Cassini, Ms Stergianni and Ms Carey who move to positions closer to home and Mr Fitzgerald and Ms Cole as they take up new posts. Our congratulations also go to Ms Holland and Ms Lach on their promotions; we wish them well in their new roles. I would also like to thank Ms Curtis for her many years of service as she relocates with her young family. All of these colleagues will be greatly missed; they have all inspired and supported our students, some for many years, and we wish them every success in the future.

As we look forward to the year ahead, we will again be welcoming over 200 Year 7 students from over 70 feeder schools in September; we are expecting the cohort to be even larger than last year and whilst we have been disappointed not to have been able to welcome our new students and their families to the various transition events this term, we are looking forward to 140 Year 6 students joining us for Summer School next week.

The end of term is finally here; thank you so much for your continued support this year. I have really appreciated your feedback on how we can improve further and we will continue to build on the positives we've taken from this academic year. However, we know that things can change at short notice and we will continue to keep you fully appraised.

I hope that you all have a restful and safe summer, that you are able to enjoy whatever you have planned this holiday and on behalf of all at Raynes Park High School, we look forward to seeing you next academic year.

Best wishes,



Mrs K Heard  
Headteacher

# RAYNES PARK HIGH SCHOOL CHARITABLE TRUST



**Neil Jordan**  
*Chair, Raynes Park High School Charitable Trust*

Our aim again – raising funds to support Raynes Park High School students!

I am pleased to report that following further donations from Dan North and Associates together with funds from the DfE, donations from Troy Asset Management and the Boa family and funds from the Trust's reserves the school has been able to purchase a total of 83 laptops to loan to students during the pandemic. The Trust has funded several other projects including equipment for the Duke of Edinburgh Award as well as small grants to individual students. The trustees are keen to do more and need funds to do so!

The Charitable status of the Raynes Park High School Trust has enabled it to obtain grants from other charities, since it is often the case that they cannot make donations directly to schools and other public institutions. The school community has been amazing at coping with the problems of the last 18 months and the laptop loan provision has played a part in ensuring the continuing education of Raynes Park High School students. The trustees include the Headteacher, current governors, several former governors and students and a former Headteacher. We have been meeting on Zoom like so many other committees but look forward to the time we can come to the school again. In the forthcoming year we want to raise the profile of the work of the Trust in the school.

The Trust is still awaiting to hear of a second bid to add to the grant of £2000 from the Nineveh Foundation towards the School's EcoGarden project. Once restrictions allow and the target of some £3500 has been achieved, we shall be in a position to move this important environmental project forward.

I hope that you will not mind being reminded that by opting to gift aid their School Fund contributions, and by making online purchases through the Easyfundraising website that the school can benefit financially. Literally thousands of small and large companies are in the scheme, such as eBay, Just Eat and John Lewis. It will not cost you anything. You pay the same online as normal but a small proportion of what you pay is donated by the company to the Trust. Please sign up and nominate the Raynes Park High School Trust and buy online! Here is the link you need to participate.

[www.easyfundraising.org.uk/causes/raynesparkhs](http://www.easyfundraising.org.uk/causes/raynesparkhs)

**The Raynes  
Park High  
School Trust  
has ...**

**purchased 83 laptops  
to loan to students  
during the pandemic**

**funded equipment for the  
Duke of Edinburgh Award**

**Every little contribution  
helps! Recently one trustee  
bought a £50 mirror online  
from John Lewis which  
raised £1.25 for the school**

**Thank you for your  
continued support**



ANTI-BULLYING

FROM THE DIANA AWARD

## THE DIANA AWARD

On Friday 30<sup>th</sup> April, twenty students across Years 7, 8, 9, 10 and 12 took part in a one-day remote anti-bullying training session run by The Diana Award.

Our students worked together with students from other schools and acquired vital skills to enable them to change the attitudes and behaviours of bullying in their school by building their skills and confidence to address different situations, both online and off.

The Diana Award's free Anti-Bullying Ambassador Programme which is available to schools across the UK, sees trainers working with students and other young people to change the attitude surrounding bullying. The programme has a strong peer-to-peer focus, with trainers giving young people the skills and confidence to become Anti-Bullying Ambassadors to tackle bullying in their schools long after the training has finished. The Diana

Award's anti-bullying work is recognised as world-class thanks to this sustainable approach.

The training looked at bullying in different situations including face-to-face and online. At the end of the day, pupils made an action plan of how to approach bullying issues that may arise in their schools and committed to their roles as Anti-Bullying Ambassadors.

Students were fully engaged in the training session and now have the opportunity to work towards their badges over the next 12 months and making an impact within school.

**Mr B Smith**  
*KS4 Pastoral Support Mentor*

## JACK PETCHEY WINNERS



Congratulations to Daniel and Billy in Year 11 who received their Jack Petchey Awards in the first half of the Summer Term.

At a socially distanced ceremony, the Mayor of Merton presented Daniel and Billy with their certificates. You can find out more about the Jack Petchey Foundation here: <https://www.jackpetcheyfoundation.org.uk/>

**Ms E Karada**  
*Head of Year 11*





## SPORTS DAY

With COVID-19 restrictions still unfortunately in place, this year Sports Day took a slightly different shape, becoming 'Sports Days' with the event running over four days, and each year group competing separately on their own day.

Following the torrential downpour on Monday evening and pictures of a flooded Raynes Park train station making the national news, unfortunately the Sports Day for Year 8 on the Tuesday was not able to take place at the Sports Ground as planned. The changed day took place between the Astro Turf Pitch and the Sports Hall. Students participated to gain points for their Houses in Relay, Dodgeball, Rounders and Football. The students showed great flexibility to work with the adapted plans and demonstrated fantastic effort, excellent engagement, and plenty of sportsmanship throughout the day. Whilst it was closely fought at the top, the eventual winners on the day were Newsoms, with Halliwells finishing second, Miltons finishing third, and finally Gibbs finishing in fourth place. The Year 8s set such an excellent tone for the week ahead and set the bar extremely high for those to follow.

Wednesday was the turn of Year 7 students to participate in their first ever Raynes Park High School Sports Day. With the weather much improved, the day was able to run at the Sports Ground as planned. Students participated in a range of games based activities as well as some of the traditional field such as; Shot-Put, Javelin, Discus, and track events including 800m, 400m, 200m, 100m and Relay to earn points for their Houses. The day was littered with stand-out performances which saw several long standing records broken. Kean broke the 800m Year 7 boys record which has stood since 2006 with a time of 2 minutes and 38 seconds. Tianna broke the 200m Year 7 girls record with a time of 30.13 seconds. Sonia broke the Year 7 girls 400m record with an excellent time of 1 minute 14.66 seconds. Finally, Evan broke the boys Javelin record which has stood for 18 years with a throw



of 21m. The deserved winners on the day were Miltons, with Gibbs narrowly missing out in second, Newsoms finishing third, and Halliwells in fourth.

Thursday was the turn of Year 10 students who participated in the same events listed above. All students conducted themselves in an excellent manner, engaging well, cheering their peers along, and generally showing the values that we expect of all our students. Again there were several records broken with Amere breaking the Year 10 boys 200m record with a time of 23 seconds despite falling 5m short of the line and having to get himself up and over the line. The winners on the day were Gibbs, with Newsoms narrowly missing out in second, Halliwells finishing third, and Miltons in fourth.

With the weather now much improved and a mini UK heat wave now underway, the Year 9s took to the field on Friday. As with previous days the students took part in both games-based activities and traditional athletics events. Again, the students applied themselves with such focus and dedication that the records began to tumble. Sumitra-Makkaiya broke the Year 9 girls Shot-Put record that had stood for an incredible 21 years with a score of 8.2m. Aksel also followed suit for the boys, breaking the previous record that had stood since 2003 with a score of 12.10m. All of the Year 9 students conducted themselves

in the fantastic manner that we have now come to expect from them. Their enthusiasm for the activities on offer made for an enjoyable day for all involved, and capped off a great week of sport. The winners on the day were Halliwells, with Miltons narrowly missing out in second, Gibbs finishing third, and Newsoms in fourth.

The overall standings for the week are listed below:

**1st place: Newsoms 785**

**2nd place: Miltons 763**

**3rd place: Gibbs 746**

**4th place: Halliwells 728**

**Mr J Sanderson**  
*Head of PE*

# SPORTS DAY



# STUDENT LEADERSHIP TEAM

This term we have launched the student leadership application process with Year 10 and 12 to find our next team of student leaders across the school.

This is a prestigious, historic and rewarding role within the school community and this is reflected in the rigorous application process for the roles including an interview with their Head of Year, meeting the Headteacher and finally an assembly to all year groups and a staff and student vote.

Many students put themselves forward for the roles of prefects and/or Head Boy and Girl and a massive thank you goes to all of you and congratulations to those who were successful in gaining a position on the Year 11 and 13 student leadership teams.

<b>Year 11 Head Boy:</b>	<b>Jack</b>
<b>Year 11 Head Girl:</b>	<b>Davina</b>
<b>Year 11 Deputy Head Boys:</b>	<b>Daniel and Zeph</b>
<b>Year 11 Deputy Head Girl:</b>	<b>Sade</b>
<b>Year 11 Senior Prefects:</b>	<b>Amelia, David, Elizabeth, Luke and Stella</b>
<b>Sixth Form Head Boy:</b>	<b>Oliver</b>
<b>Sixth Form Head Girl:</b>	<b>Luisa</b>
<b>Sixth Form Deputy Head Boy:</b>	<b>Vinushan</b>
<b>Sixth Form Deputy Head Girl:</b>	<b>Eva</b>

**Ms S Audley**  
*Senior Teacher & Head of Social Sciences*

## CATCH-UP PREMIUM

As a result of the COVID-19 pandemic we have delivered both a Recovery Curriculum and Resilience Curriculum to support our students both academically and pastorally to mitigate against the impacts of the national lockdowns.

To help schools to support their students, additional funds have been allocated; these additional funds are often referred to as the Catch-up Premium. As a school we have utilised this additional money to fund a broad range of strategies to help to support our students. These strategies have included (but are not limited to); the use of the National Tutoring Programme (NTP) to support sixty students with Maths and Science, employing additional staff to support students with their reading, staffing homework clubs for all year groups to provide students with space and support to complete their work, revision conferences for pupil premium students, improving access to technology to support students with remote learning during lockdown.

These strategies have therefore helped to support students back into school, work effectively at home and to address any gaps in their skills and knowledge to minimise the impact on their learning.

For further details as to how we have allocated our Catch-up Premium please have a look on the school website.

In addition to the Catch-up Premium the Department for Education has also launched an information site for parents, to support children of all age ranges and abilities to catch up on lost learning from the pandemic. The site features advice and support for parents of children with special educational needs and disabilities (SEND), as well as a range of programmes, resources and activities for children and young people this summer.

Finally, please don't forget to encourage your child to use the National Oak Academy resources this summer. As mentioned in the letter you received on Academic Review Day, this website, set up by the Department for Education, includes a wide range of recorded lessons for students in Years 7 to 11 and can be used to help to support students with any topics or subjects that they may need to review / catch-up on.

**Mr A Hogarth**  
*Deputy Headteacher*

BAFTA

YGD

# MENTOR AWARD

Lockdown and online learning did not halt the enthusiasm of the talented designers at Raynes Park High School. With bubbles and room allocations, the D&T Department was creative with its delivery of clubs and embedded some amazing design competitions into the curriculum. One of these opportunities delivered to Year 7 students was the BAFTA Young Game Designers (YGD) competition. The competition aims to encourage students to discover more about the games industry, whilst also unlocking their imaginations and creative potential.

BAFTA delivers the competition, but it also has an impressive range of partner companies including; PlayStation, Ubisoft, and Warner Brothers.

The Year 7s were keen to show off their design skills by creating game ideas using traditional drawing skills, computer illustrations and creative writing to help represent their ideas. To help guide the students in their creative journey while in lockdown, the D&T teachers modelled techniques using the visualiser and introduced students to various design applications online. When the students returned to school, mini console museums were used to show product development. Students

modelled consoles, and used a range of drawing techniques to refine their skills.

The game ideas ranged from futuristic role plays, wacky action games, tricky strategy games and were a pleasure to view.

To thank the design teachers for assisting them in creating their ideas, the Raynes Park High School students nominated their teachers for a BAFTA YGD mentoring award. The level of competition was extremely high; however, the school received the fantastic news that Mr Harris took the top spot and was awarded by BAFTA the 2021 'Young Game Design Mentor of the Year'.

You can view some of the student's activities and the results of the mentor awards on the BAFTA channel:

<https://www.youtube.com/watch?v=YihPtgKsSkw>

The Raynes Park High School students now eagerly await the results of the BAFTA student awards on 8<sup>th</sup> July. A massive well done for all who entered the competition.

D&T Department



**PUPILS OF RAYNES PARK HIGH SCHOOL**

***BAFTA delivers the competition, but it also has an impressive range of partner companies including; PlayStation, Ubisoft, and Warner Brothers***



LEADERS AWARD



## GOLDEN HAT-TRICK

### Three Raynes Park High School Students are awarded winners

The Raynes Park High School design students have performed exceptionally well in the London Leaders engineering competition. The London Leaders Award is a competition that challenges the students to use their engineer's eye to the world and identify problems in need of solving. When they have settled on their idea, they draw and annotate it, making clear what the problem is and their unique solution to it. This is a prestigious competition where the entries are judged by actual engineers.

Maddie (Year 8), Thomas (Year 9) and Amina (Year 9) were all awarded winners. Nika (Year 8) and Jorja (Year 9) were also high commended for their eye-catching entries. The work of these talented young designers will be showcased on the London Leaders online gallery. The gallery can be viewed here:

<https://leadersaward.com/2021-virtual-exhibitions/>

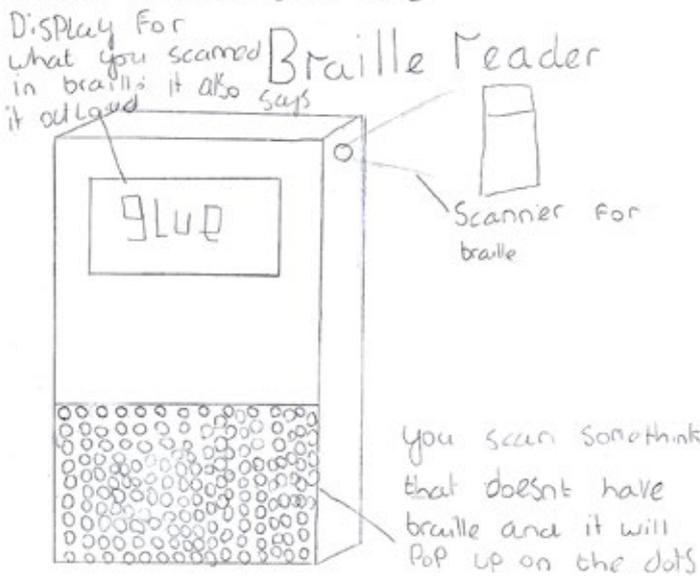
Mr R Harris

Head of Design & Technology

WINNER

**IF YOU WERE AN ENGINEER**  
**WHAT WOULD YOU DO?\***

Maddie Ferney

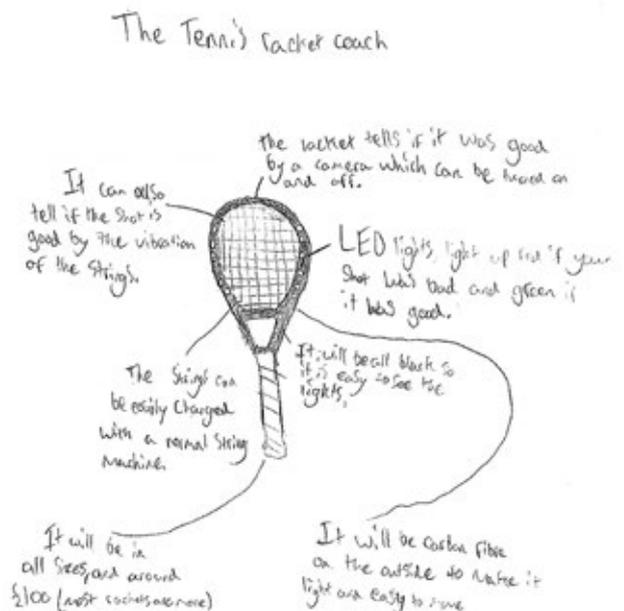


for deaf and blind people

WINNER

**IF YOU WERE AN ENGINEER**  
**WHAT WOULD YOU DO?\***

Thomas Hale



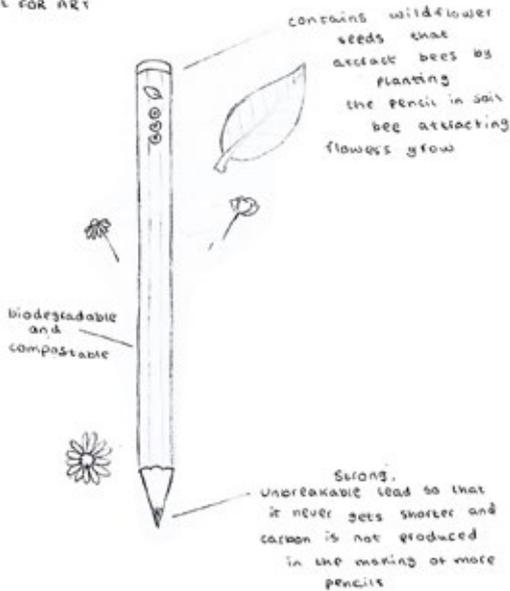
# IF YOU WERE an ENGINEER WHAT WOULD YOU DO?

HIGHLY  
COMMENDED

Nika Finizova

## ECO- PENCIL

SUSTAINABLE PENCIL FOR ART

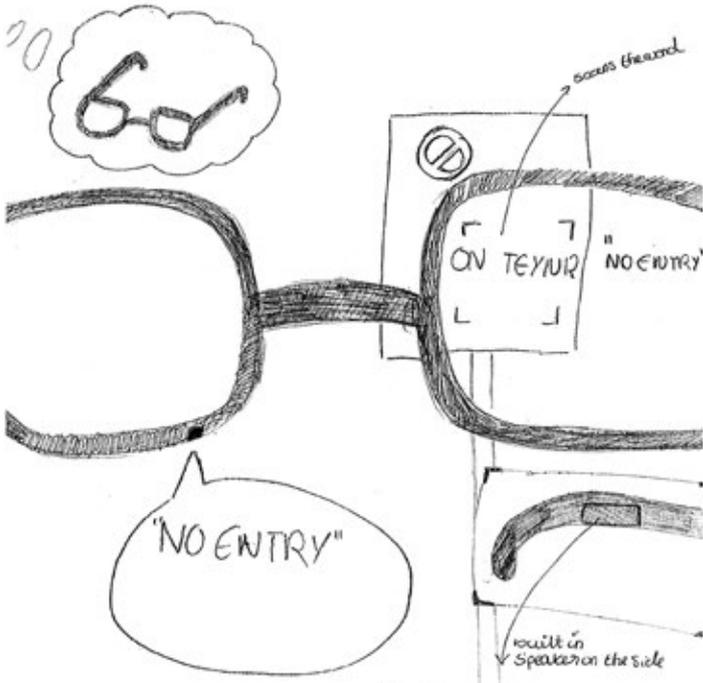


WINNER

# IF YOU WERE an ENGINEER WHAT WOULD YOU DO?

AMINA CHERIF

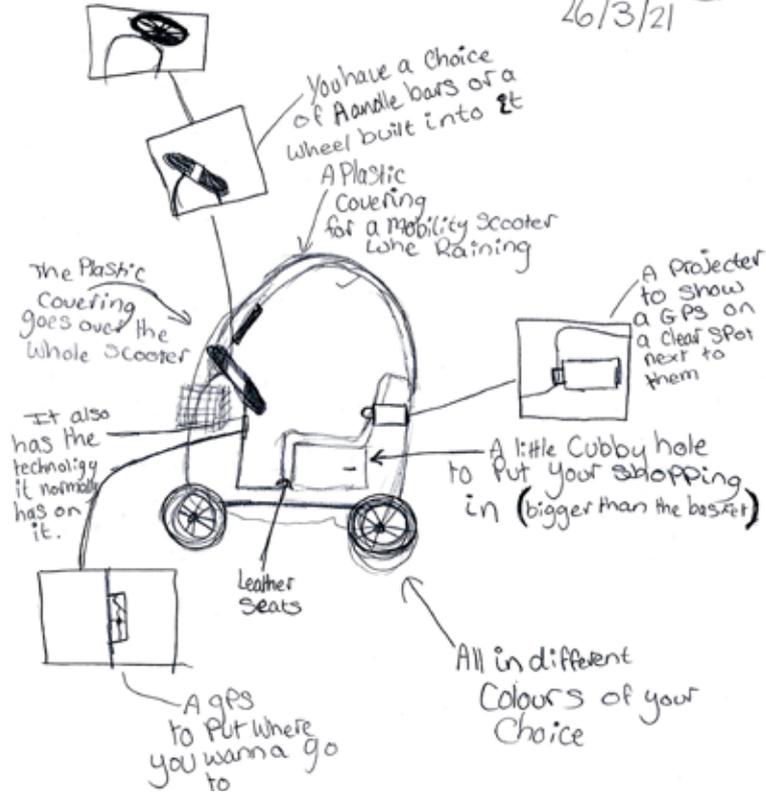
Glasses for dyslexic people that scan a word around them and reads the word aloud for them.



# IF YOU WERE an ENGINEER WHAT WOULD YOU DO?

HIGHLY  
COMMENDED

Jorja Catling  
26/3/21



## PRIMARY ENGINEERS PODCAST



Year 7 design students demonstrated their knowledge of engineering when they were invited to be part of the Primary Engineers Podcast; a podcast that features engineers that are top of their game.

In episode three, Katie and Rhys, talk about their amazing engineering idea. You can listen to the Primary Engineering Podcast using the following link:

<https://anchor.fm/if-you-were-an-engineer>

Mr R Harris  
Head of Design & Technology



## STEM : D&T NEW LASER CUTTER

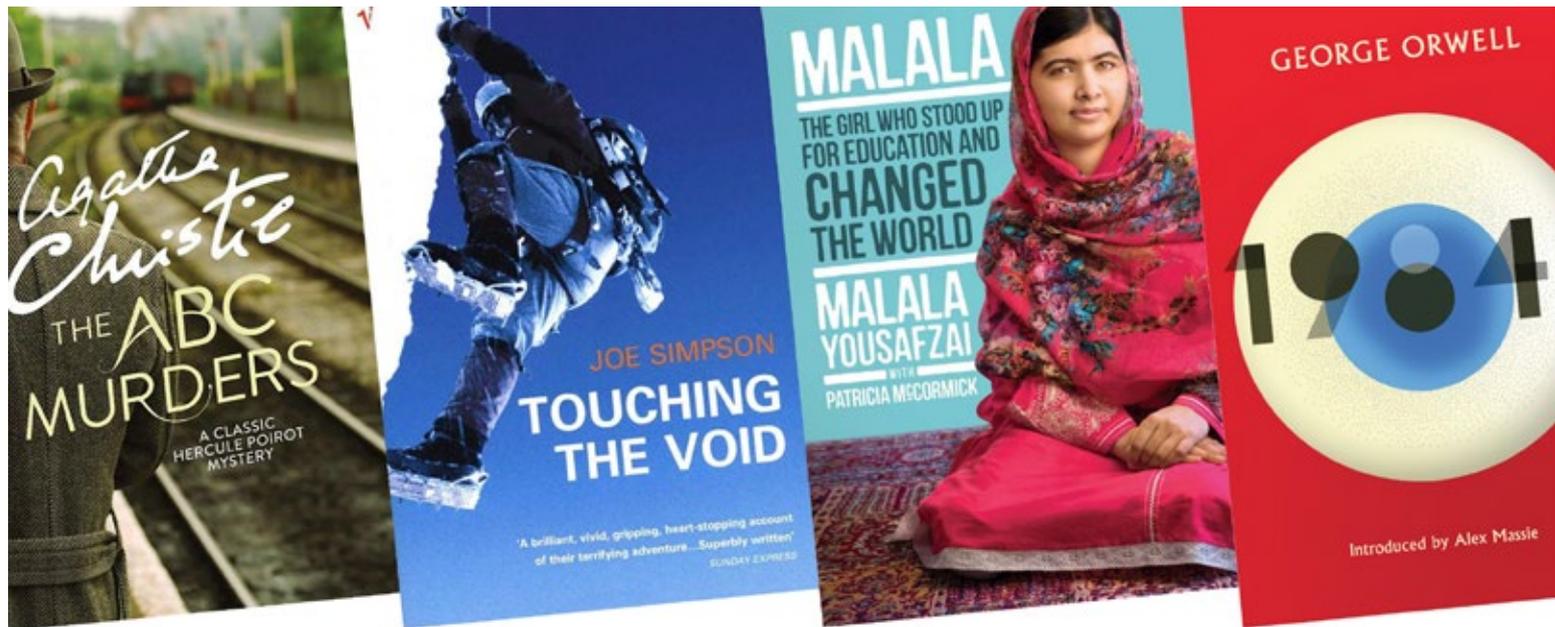
This year the D&T Department has gone big. The students now have access to a Boxford BGL 1390 laser cutter.

Laser cutters give students opportunities to learn and engage in new ways and give teachers opportunities to plan more complex projects that would have otherwise not have been possible. Students are able to see something they have designed on a piece of paper and then manufacture that idea into a real-life object. The new Boxford laser cutter is even capable of creating full size furniture pieces. Moreover, it will really help bridge the skills gap to address the engineering employment deficit. The Royal Academy of Engineering estimates that the UK needs 104,000 STEM graduates per year, and 56,000 technicians, between now and 2021.

The laser cutter will also be used in GCSE and A-Level courses to help push the boundaries of what the design students can construct. Furthermore, it will assist in STEM (Science, Technology, Engineering and Maths) events to strengthen the links between the subject areas. The D&T Department now possibly boast the most impressive CAD (Computer-aided design) and CAM (Computer-aided Manufacture) suite access in Merton, which includes two laser cutters, top of the range 3D printer, and two computer suites. Raynes Park High School is rapidly becoming the school where if you can dream it, you can make it!

**Mr R Harris**  
*Head of Design & Technology*

# TUTOR TIME READING PROGRAMME



This year, students in Years 7-10 have taken part in the first ever Raynes Park Tutor Time Reading Programme.

As the name suggests, students have had the pleasure of being read to by their Form Tutors for three days a week. Each student has a copy of the book their class is reading and is simply asked to follow along with their own bookmark as their tutor reads.

This programme has been introduced to not only promote a love of reading, but to also improve students' reading ability. Research shows that being read to by 'the expert in the room', (in this case our Form Tutors), significantly improves students' own reading as well as their understanding of plots, themes and characters.

Vocabulary that is not necessarily used on a day-to-day basis (Tier 2 Vocabulary) is addressed by tutors when encountered in their class books so as well as providing students with the opportunity to immerse themselves into new worlds and hear new stories, the Tutor Time Reading Programme plays an important role in broadening students' vocabulary.

When asked about the reading programme, Ed in Year 9 said:

*'I really enjoyed reading Agatha Christie's The A B C Murders. It was interesting throughout and full of red-herrings. Being able to read for 20-minutes on three consecutive days really allowed us to get into the book and ensured the story kept moving forward. I can't wait to see what else we'll be able to read in September.'*

As well as fictional classics such as C S Lewis' *The Lion the Witch and the Wardrobe* and George Orwell's dystopian *Nineteen Eighty-Four*, students have also been reading a range of non-fiction titles such as Joe Simpson's *Touching the Void* and Malala Yousafzai's autobiographical *I am Malala*.

We look forward to building on the success of this year's Tutor Time Reading Programme in September and, as always, encourage our students to continue their reading over the summer break.

**Mr S Chick**  
Literacy Co-ordinator



# STEM : FORENSICS WEEK

Scholars Week



S T E M



On arrival in school on Monday 28<sup>th</sup> June Year 7 and 8 students were greeted by a crime scene and news of the murder of (the fictitious) Mr Richards an economics teacher. More shockingly, students knew the murderer – it was one of their tutors!

So started 'Forensics week' as part of the Raynes Park Scholars programme. Lead by STEM subjects (Science, Technology Engineering and Maths) the week had two aims:

1. To develop students' STEM skills, notably their tactile practical skills and their analytical skills.
2. To inspire and inform students for their future careers.

Across the week students were challenged to build a case based on evidence, not mere hunches or gut feelings.

To build their case, students collect forensic evidence from multiple sources.

To investigate suspects' alibis, students used triangulation and applied their knowledge of speed to rule out one suspect who was late to work and to prove another suspect's alibi was false.

They investigated cooling rates to check the alibis of suspects reportedly making tea in their offices at the time of the murder.

To place suspects at the scene of the crime, students completed multiple types of analysis.

Firstly, they used flame tests to analyse the chemical composition of soil on suspects' shoes.

Secondly, they used microscopes to analyse fibres found on the suspects' clothing.

Thirdly, students used loci to show the suspects could reach the crimes scene without being spotted by CCTV cameras.

Students also competed a virtual autopsy from the discovery department of the Australian museum!

Finally, students collated their evidence and built a case against one suspect, remembering that the suspect is innocent until convicted in court.

This did not stop Year 7 dishing out some 'justice' to their prime suspect. Assistant Head of Year 7 Mr Burnett faced a chorus of 'boos' during afternoon line up: Ironic as Mr Burnett is also the Head of Drama!

Through-out the sessions, students learnt about careers, including forensic scientists, pathologists and anatomical pathology technicians. Highlighting that STEM careers are open to all students, not just those aspiring to go to university.

Students really took to their roles as professional sleuths, questioning staff members at every opportunity! They thoroughly enjoyed working in the lab for the first time this year.

**Mr J Johnson**  
Senior Teacher - STEM

*'I liked using the Bunsens the colours of the mud were beautiful'*

Chloe and Rayan (8Y2)

*'I enjoyed using the microscopes to look at the fibres and analyse the evidence'*

Dylan, Isaac and Kapilan (7JJ)



Wimbledon Bookfest Young Writers' competition is an annual contest open to 71 schools around South London and Surrey. The theme set for this year's competition was 'My Name is...'

The challenge was to write a poem or short story of no more than 500 words inspired by the theme. What do names mean to you? How do they define us or reflect our relationships with the people around us? The possibilities for ideas and storylines were endless. All of our students who submitted an entry had clearly put a great deal of thought into their work and were a joy to read. However, this made my task of selecting a final three all the more difficult. The following students made that shortlist:

**Zoe (Year 8)**

**Mina (Year 9)**

**Jonathan (Year 9)**

The judges were looking for imagination, creativity, originality, energy, life and each of these entries had that in abundance. Although very different, the common thread that bound them was the emotional impact that each piece delivered. I am delighted to say that each of the shortlisted students were recognised for their excellent poems. All were entered into the KS3 Senior category and Zoe's poem 'My Many Names' was Highly Commended. Mina's poem 'My Name is' was a Runner Up. It came as no surprise to find out that Jonathan's exceptional poem 'My Name is 2020' was awarded the prize for Overall Winner of the entire competition! I knew straight away that this was a special piece of writing, so timely and able to express so much about the last year and the events we have all lived through. All three poems will be published in an anthology, alongside the other winning entrants. Congratulations to Zoe, Mina and especially Jonathan, it is fantastic to have such talented young writers representing Raynes Park High School.

**Ms S Sharp**  
Librarian

## **My Name is 2020**

**By Jonathan (Year 9)**

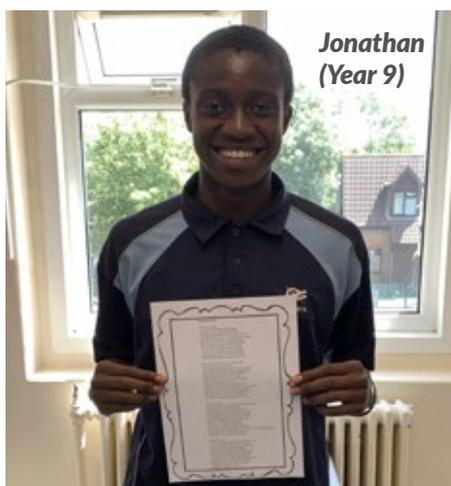
My name is 2020,  
I started many lives but ended plenty,  
A prosperous year inside many prayers,  
And all so determined this year would be theirs,  
Yet tragedy struck and to a name that holds weight,  
The shock of the passing of a basketball great,  
Many thought murder and began to conspire,  
Yet meanwhile Australia was struck by fire,  
Firemen died, the whole world was stilled,  
To honour the firefighters innocently killed,  
In pure disbelief and the whole world stung,  
Little did they know, the year was still young.

My name is said the worst year to be seen,  
From issues of race to COVID-19,  
The pandemic left nations with an enormous task,  
But the world saw a saviour in the surgical mask,  
Restrictions in place and rules were applied,  
It was on Boris Johnson the UK relied,  
Millions glued to the news when they heard,  
The rules imposed on March 23<sup>rd</sup>,  
From cities like London to Paris and Rome,  
The whole world was told that they must stay at home,  
With many in lockdown and death rates rising,  
Many jobs lost but online businesses thriving,  
The public told to lend a hand to a friend,  
And follow the rules as they neared to the end.

My name is 2020,  
With war being threatened and foes far from friendly,  
All was paused including education,  
To fight the real war of today's generation,  
The awkward conversation which we all avoid,  
But was ignited by the death of George Floyd,  
Many campaigned for the whole world to see,  
A powerful message portrayed by the knee,  
Yet in a cry for help not all saw good,  
But simply a message misunderstood,  
Statues of slave owners smashed to a tatter,  
Their whole lives overshadowed by the screams  
BLACK LIVES MATTER,  
The horrid disease remains in the system,  
As the world continues to battle racism.

My name is 2020,  
I'm sorry to everyone who may stand against me,  
I assure you that this was not what I hoped,  
So if it helps in any way I'm glad that you coped,  
A historic time on which we all reflect,  
And to all the key workers my utmost respect,  
In my final few days I must say I'm relieved,  
It's my time to go as I stand here besieged,  
The memories of my life will stay with you forever,  
I hope that you have no regrets whatsoever,  
My back has turned it is now I am done,  
Goodbye and good luck for 2021.

# YOUNG WRITERS' COMPETITION



**Jonathan  
(Year 9)**



**Zoe  
(Year 8)**

## **My Name is ... By Mina (Year 9)**

*A Blessing and a curse  
Six minutes that shook the Earth  
A thousand dead, a thousand fled  
And my name is Chi-Hiro  
- Japan*

*An old boy, from up North  
Sent to fight the Germans hoard  
Was he the boy that played for hours  
Or the man, shot for being a Coward?  
And his name, unknown  
- Britain*

*The same blood, the same skin  
But not the same kin  
To the two boys who loved  
Were beaten for their sins  
Their kin, their blood, their skin  
Their names: Karl and Klaus  
- Nazi Germany*

## **My Many Names**

**By Zoe (Year 8)**

*I have a thousand different names.  
First thing in the morning I am Sleepy Head and Sweetheart.  
Getting changed into my school uniform I am An Elephant Trying  
To Tap Dance.  
At breakfast I am The Jam Thief and Toast Muncher.  
When I pack my bag I am The Girl With The Memory of a Goldfish.  
Half way out of the door I am Poppet or Honey.  
Walking down my road I am Mrs McKinnon's Daughter and Conrad's Sister  
and The Girl Next Door.  
At the bus stop I am One Of Those Teenagers.  
On the bus I am The Girl With The Headphones and The Giver Up Of Seats.  
Almost at school I am That Black Girl.  
At the school gate I am Miss McKinnon.  
In the playground I am A Friend and Geek and Nerd and That Gay Girl  
In Year 10.  
In the Science Corridor I am The Girl Who Will Hold The Door For You.  
In my Tutor room I am A Student and Early Again.  
In English I am A Know It All or Goody Two Shoes.  
In Maths I am The Human Calculator and Teacher's Pet.  
At break I am Gossiper and Sausage Roll Lover.  
In PE I am Always Out Of Breath and Hit In The Face With Another Ball.  
In the canteen I am Darling and A Bisexual.  
When I am in the Library I am Bookworm and The Quiet Girl In The Corner.  
In Geography I am Pedantic and Too Stressed For My Own Good.  
In Music I am Angel Voice and Hander Out Of Books.  
At drama club after school I am An Actress and Script Memoriser and  
Quiet Bohemian.  
On the bus again I am The Girl Doing Her Homework.  
On my road once more I am Cat Rescuer Extraordinaire.  
Just in the door I am Wearer Of Muddy Shoes and Dumper Of School Bags.  
For dinner I am a Moaner About Annoying Boys And Annoying Brothers And  
Annoying Homework.  
While watching TV I am Weepy and Knowledgeable and Conrad's  
Personal Annoyance.  
When I brush my teeth I am The Daughter Who Needs To Floss  
More Regularly.  
Whilst I read I am Quiet and Content.  
When my lights are turned off and I am tucked in I am Sunshine.  
Each of the names above are mine. I am Black and Bisexual and a Bookworm  
and a Geek and an Actress and I am proud of it. I am Adelaide McKinnon.  
  
I am Addy.*



# CREATIVE ACTIVITY DAYS

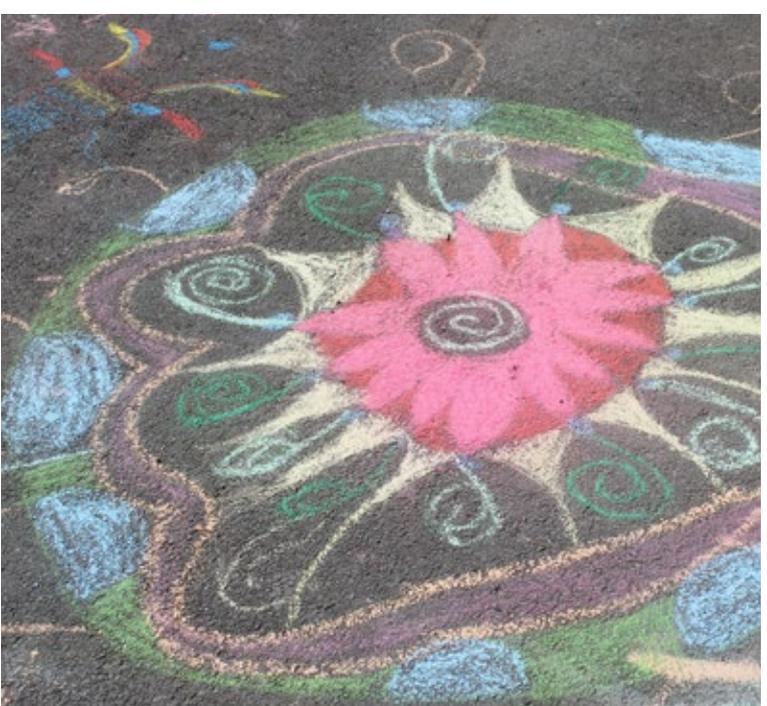
In the penultimate week of term, KS3 students took part in Creative Activity Days. This was a fantastic opportunity for all students to catch up on the missed learning opportunities in creative subjects, which they have suffered due to lockdowns and COVID-19 regulations.

The main activities focused on Art, Music and Design & Technology. Every student in KS3 had a 'bucket drumming lesson' in which they learned how to play the rhythms for *We Will Rock You* by Queen. Students also learned drumstick twirls and how to make different percussion sounds from a simple plastic bucket!

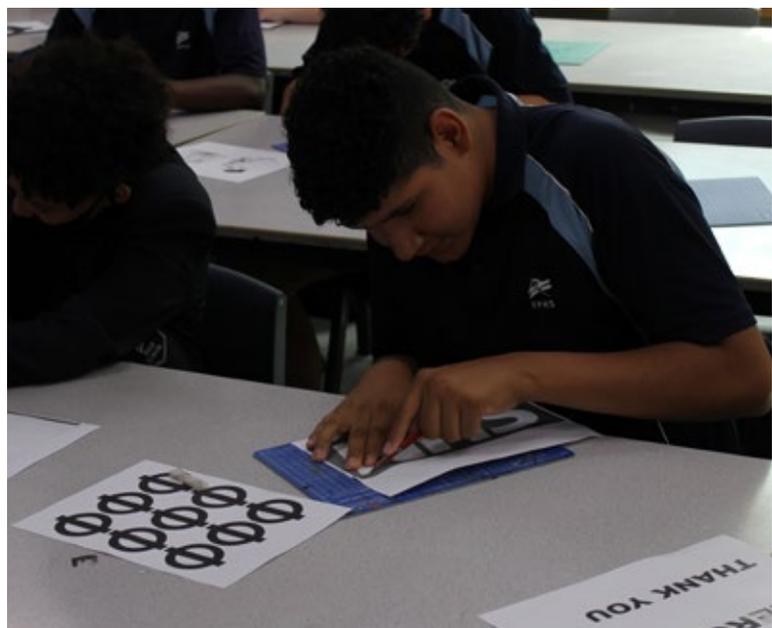
In D&T, students made pizzas, which I know they all really enjoyed eating. These were all individually boxed and looked very professional. In the workshops students made key-rings with their favourite logos on. For Year 7 these two sessions were particularly exciting because it was the first time they had been to the D&T building, catering rooms and workshops.

In Art, Year 7 students created Rangoli chalk drawings on the playground; they produced some fantastic and beautiful designs. These will remain in place until it next rains heavily; so hopefully they will be there a long time! Year 8 made Terracotta Warriors and loved using clay as an artistic medium. Finally, Year 9 students used stencils and spray paint to make logos in support of the NHS. The standard of all their work was amazing and I know that all the students really enjoyed their individual Creative Activity Days.

**Mr L King**  
*Deputy Headteacher*



# CREATIVE ACTIVITY DAYS



CREATIVE ACTIVITY DAYS





# STEM : BRAIN WEEK

Scholars Week



S

T

E

M



Whilst younger year groups tried to find 'whodunit', Year 9 students took part in the inaugural 'Brain week' as part of the Raynes Park Scholars programme. Although lead by STEM subjects (Science, Technology Engineering and Maths) every subject contributed to give students a broad and meaningful experience.

The week had four main aims:

1. To show students what their brain looks like, how it works, and how to keep it healthy.
2. To develop students' STEM skills, particularly those associated with design and analysis.
3. To challenge students to make links between traditional school subjects.
4. To inspire and inform students for their future careers.

Across the week students learnt about different parts of the brain by making brain maps and dissecting a sheep's brain!

They explored brain function by investigating inverted drawings, memory, conditioning and the relationship between brain size and intelligence.

Students were introduced to a range of neurological and mental health conditions including head injuries, Alzheimer's, PTSD and Locked In Syndrome. They learnt about efforts to treat these conditions using therapy, food, music and coding.

Mental health is very important to all of us. Students discovered how mental health care was developed in the UK with case studies looking at Bedlam and shellshock (PTSD). Students were also given the opportunity to practice mindfulness to help with their own mental health.

Students were also given a taster lesson for psychology: a subject we offer at A-level. Here they recreated classic experiments exploring memory, conformity and conditioning.

For careers, we highlighted types of therapists, psychologists and neuroscientists. We also highlighted less obvious careers including architecture, fiction writing and fashion, landscape and set design. Students practiced psychoanalysing characters, writing character driven stories, using brain maps to make diagnoses, designing 3D optical illusions and using evidence to make conclusions.

9X1 and 9X2 also put their STEM skills into practice by designing and making equipment that could measure the volume of a mysterious brain!

Students were fantastic across the week and really engaged with the subject matter. They embodied our three values by being resilient in the face of new challenged, showing respect to remains of dead organisms and getting some amazing results producing stories and models.

**Mr J Johnson**  
Senior Teacher - STEM

***Students were fantastic across the week and really engaged with the subject matter***



# WELLBEING

## How have we been promoting wellbeing in school?

This term the promotion of mental health and wellbeing has continued to be a large priority at Raynes Park High School. A number of external agencies have been working alongside our Pastoral team to provide a variety of 1-to-1 and group support to students amongst all year groups both virtually and in person.

Our Educational Wellbeing Practitioners have been in to run workshops surrounding 'Anxiety Management' with our Year 11s and we have also had the IKWRO charity visit our Year 8s and Year 9s to conduct workshops surrounding 'Healthy Relationships'.

During May we celebrated Mental Health Awareness Week. This year's theme was 'Nature' and we used a whole school approach to promote the importance of interacting with nature for positive mental health. Students and staff were encouraged to intentionally spend some time out in nature throughout the week and to get creative! Students and staff were also invited to participate in our 10k and 15k step challenge. Results of the highest numbers were close but the following students and staff were identified as the winners - well done!

### Staff Winners:

Miss R Ruberry, Mr J Edmondson, Mr A Ahmed

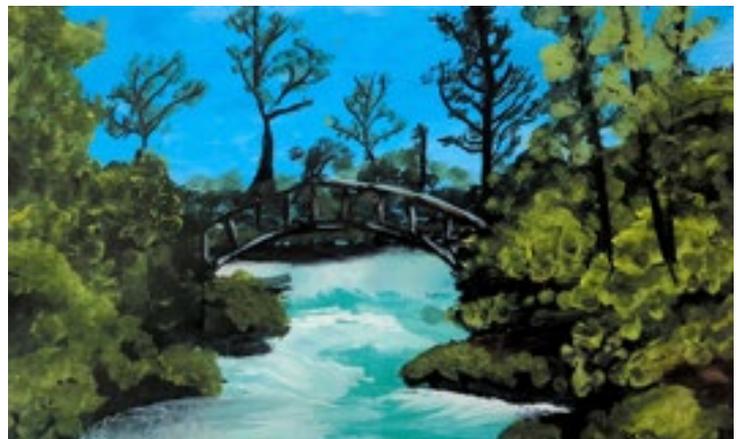
### Student Winners:

Jem (7RR), Keeya (7CM), Noel (9AA)

During mental health week we also had some fantastic submissions of art work from Stefania (9CC) and Maimuna (7MB) in relation to the theme of 'Nature'.



By Stefania (9CC)



By Maimuna (7MB)



# IN SCHOOL

## Working with local services to support our student's emotional wellbeing

Student wellbeing has continued to be a main focus at Raynes Park High School, with this being supported and promoted by in-school interventions supporting issues such as stress, anxiety, loss of motivation and low mood. We have continued to have virtual and socially distanced face-to-face appointments with a number of external agencies.

Below are some of the agencies that we work with and the projects which we have been running in school:

- Jigsaw4U deliver two projects in Raynes Park High School, these are the Headlight Project and the Glasshouse Project.

<https://www.jigsaw4u.org.uk/what-we-do/>

- Off the Record Outreach Service provide intervention for low-level wellbeing concerns. They also offer group work for exam stress and emotional regulation.

For self-referrals:

<https://www.talkofftherecord.org/merton/>

- Spectra support young people with mentoring around safe and healthy relationships and provide counselling for young people who identify as LGBTQIA+
- Catch 22 provide counselling to young people who need support with their mental health and wellbeing needs. Catch 22 also deliver Drug & Alcohol prevention work.
- Educational Wellbeing Practitioners from the Education Wellbeing Service provide emotional wellbeing guided self-help work for low-level anxiety and low mood.

## Support available over the holidays

Understandably the holidays are an exciting time for many young people, however for some this period of time can be stressful and difficult to get through. We want you to know that you do not have to suffer in silence and that there is support readily available should you be interested. Please see below for a list of helplines and websites to visit for some support over the summer break.

We have also launched a new mental health page on our school website, this can be found under the student welfare tab and features a great selection of resources for both yourself and your parents/carers to access.



### Ms Yusuf's summer holiday self-care tips:

**Practice routine** – It is important that we make sure we are meeting our basic self-care needs of sleep, nutrition, hydration and movement every day. Creating a timetable is a great way to ensure that these needs are being met!

**Set goals** – If you are worried you may be bored over the summer, set yourself some goals or challenges! Some suggestions are: learning a new instrument, teaching yourself how to draw or perhaps learning a new football trick.

**Stay connected** – To ensure you are staying in contact with friends and family over the summer holidays, make time every week to do fun things either digitally or safely face-to-face so that you have something to look forward to every day.



## Where to get support for you or a friend when you are not in school

### For support with mental health & wellbeing



[www.kooth.com](http://www.kooth.com) offers online confidential one-to-one support for young people, plus access to online self-help materials.



In non-covid times they offer face to face counselling in Merton, Croydon & Sutton. At the moment they offer a text-based counselling service or telephone/videocall counselling.  
[www.talkofftherecord.org](http://www.talkofftherecord.org)



Childline is open 24 hours a day, 7 days a week. So you can talk to us any time. When you call us on **0800 1111** you'll get through to a counsellor, they're there to listen and support you with anything you'd like to talk about. Or you can have a 1-2-1 counsellor chat online.  
*They can provide help and support for people up to their 19th birthday*



### For support in a crisis



#### Crisis Line 0203 228 5980

For young people or parents/carers worried about a young person's mental health.  
Open: Monday to Friday 5pm – 11pm,  
Saturday, Sunday, and Bank Holidays 9am – 11pm.



Young People can use the Young Minds Crisis Messenger by texting 'YM' to 85258



Call us free 24/7 on  
**116 123**  
[samaritans.org](http://samaritans.org)

or contact Samaritans 24/7 on 116 123

### For support in an emergency



In an immediate health or mental health emergency, contact **999** or attend **A&E**



Safeguarding is a main priority of our school and whilst we have lots of support for students whilst they are in school we do know that during holidays they are more susceptible to online issues and/or issues whilst out with friends. We want families to know and to reinforce with their children that there is a wealth of resources available if needed.

We have been advised that the NSPCC has launched a service to enable children to remove explicit images and videos of themselves which have been shared online. You can read more about this on the website:

<https://www.nspcc.org.uk/about-us/news-opinion/2021/childline-tool-remove-nude-images-online>

Whilst we hope that your child will have no reason to use this facility, knowing that it is available should be reassuring to you.

We also wanted to remind you that many apps which are used by young people are actually age restricted. The NSPCC website <https://www.nspcc.org.uk/keeping-children-safe/online-safety/b/> will help you to understand how young people may start conversations with others, and will give you advice on how to deal

with this. If you have concerns about your child's online usage, please contact the [Child Exploitation Online Protection centre \(CEOP\)](https://www.ceop.gov.uk), log onto [help@nspcc.org.uk](mailto:help@nspcc.org.uk) or please let us know at school via the safeguarding email address; [safe@raynespark.merton.sch.uk](mailto:safe@raynespark.merton.sch.uk).

There is also a wealth of information for young people on keeping safe during the holidays on the Childline website:

<https://www.childline.org.uk/info-advice/home-families/seasonal-events/summer-holidays/>

This offers advice for young people who have just got back into a routine following lock down and may now struggle with no longer having these in place during the summertime. Please take time to look through so you can signpost to your child if you feel they would need advice.

More advice is also available on our school website.

We wish you a lovely (and safe) summer holiday and look forward to September, hoping it will have a much more resemblance of normality.

**Ms L Finan**

*Designated Safeguarding Lead/Assistant Headteacher*

## TALK TO US OFF THE RECORD

**Tuesday 27th July**

**Keeping Connected**  
Online chat group  
Time: 5pm

**Thursday 29th July**

**Managing Low Mood**  
Online workshop  
Time: 5pm

**Tuesday 3rd August**

**Rounders Day Event**  
Venue: Overton Grange School  
Time: 11am-4pm

**Keeping Connected**  
Online chat group  
Time: 5pm

**Thursday 5th August**

**Managing Anxiety**  
Online workshop  
Time: 5pm



# SUMMER TIMETABLE

FREE EVENTS

**Tuesday 10th August**

**Keeping Connected & A-Level Support**  
Telephone support line on 020 8175 6776.  
Time: 9am-1pm  
Online chat support @ 5pm

**Wednesday 11th August**

**Start it Right Project**  
Digital media project (Day 1)  
Time: 10am-4pm

**Helping your child prepare for secondary school**  
Online workshop for parents  
Time: 2pm

**Thursday 12th August**

**Turf 'Art Press'**  
Art workshop  
Time: 10-11.30am

**GCSE Results Day Support**  
Telephone support line on 020 8175 6776  
Time: 9am-1pm  
Online chat support @ 5pm

**Tuesday 17th August**

**Keeping Connected**  
Online chat group  
Time: 5pm

**Go Wild With Us UK**  
Outdoor activities at Forest School  
Time: 10.30am-3.30pm

**Wednesday 18th August**

**Start it Right Project**  
Digital media project (Day 2)  
Time: 10am-4pm

**Turf 'Art Press'**  
Art workshop  
Time: 5-6.30pm

**Tuesday 24th August**

**Mindfulness Walk**  
Beddington Park  
Time: 3pm

**Moving to Secondary School**  
Online workshop for year 6 children moving to secondary.  
Time: 1pm

**Wednesday 25th August**

**Turf 'Art Press'**  
Art workshop  
Time: 5-6.30pm

**The Wilderness**  
Historical garden space  
Time: 10am-4pm

**Thursday 26th August**

**Helping your child prepare for secondary school**  
Online workshop for parents  
Time: 11am

**Book your place by signing up at:**  
[talkofftherecord.org/whats-on](https://talkofftherecord.org/whats-on)

*For info on all our support services for young people, see our website [www.talkofftherecord.org](http://www.talkofftherecord.org)*

# .....Do you shop online?

The school can get a donation when you do, for free! .....

**Raynes Park High School Charitable Trust** raises funds to support our students. The Trust has funded several projects including funding equipment for the Duke of Edinburgh Award as well as small grants to individual students. The trustees are keen to do more and need funds to do so.

One way you can donate to the Trust without it costing you anything is to shop online via 'easyfundraising' which turns your everyday online shopping into free donations for the school. There are over 3600 retailers including many big names such as Amazon, M&S, Sainsbury's, Morrisons, Tesco, John Lewis, Ebay and Argos and many specialist retailers.

So next time you want to do some online shopping please go to [www.easyfundraising.org.uk/causes/raynesparkhs](http://www.easyfundraising.org.uk/causes/raynesparkhs) and click 'support this cause' then register for easyfundraising and find the retailer you want. Once you have chosen your retailer you will go to their website as normal to make your purchase. The retailers then make a small donation to the Trust. The size of the donation varies with the retailer - but every little helps!

It will cost you nothing but will help the school. You will get reminders once registered with easyfundraising.

**Please give it a try!**





Join



Shop



Raise



# easyfundraising feel good shopping

[www.easyfundraising.org.uk/causes/raynesparkhs](http://www.easyfundraising.org.uk/causes/raynesparkhs)

Support this cause

1

Visit [www.easyfundraising.org.uk/causes/raynesparkhs](http://www.easyfundraising.org.uk/causes/raynesparkhs)  
click 'support this cause' and register

2

Choose your retailer and shop as normal

3

Retailers will make a small donation to the Trust  
at no extra cost to you

# NEWS FROM THE Governors

Governors' activities this term have concentrated on three areas: operational continuity within the school; Centre Assessed Grades; and financial management and budgeting.

On the first of these, we have been very impressed with the continued discipline of the bubble system and the one-way plan of moving around the school. I have seen it in action, and the strictness of the regime, and the good behaviour of our students, have been commendable.

The benefits are evident in the relatively low rates of infection among students and staff and our very high student attendance levels – about 6% – 8% above national averages. Governors have received reports on the operation of the systems, and I have kept up to date via regular round-ups with the Headteacher, where this is always item one on our agenda.

Another aspect of pandemic life has been the Centre Assessed Grades used for assessing GCSE and A-level results for our Year 11s and 13s. Advice from the examination boards has been slow in coming, and their demands for examples of students' work have been precipitate. But the school has responded magnificently. Our Standards & Quality Committee has assessed and challenged our senior leaders. They have been pleased to see that teachers, Heads of Department and the Senior Leadership Team are moderating and calibrating grades correctly and securing fair outcomes for our students.

We await this year's results from the exam boards with interest.

Thirdly, our Business Committee has signed off the school budgets for this year and the next two years. The past fifteen months have been challenging because of the extra pandemic-related expenditure, not always matched by timely incoming funds from the Department for Education. But it is good to report that the school finances are proceeding to plan and that we are confident we will remain out of deficit for at least the foreseeable future.

Finally, we are pleased to welcome our three new Parent Governors, who were elected at the end of June. Chris, Oduwa, and Hiren join us at a good time and bring our Governing Body up to full strength. It was great that we had a good contested election, demonstrating the increased parental engagement that we want to see and deepen. We are signed up to the Governors for Schools quality mark, demonstrating our commitment to finding skilled and diverse Governors. Our new Governors will help us meet that aspiration.



A handwritten signature in black ink, which appears to read "Michael Ross".

**Michael Ross**  
Chair of Governors

Find out more about the work of our School Governors here:  
[www.rphs.org.uk/31/governors](http://www.rphs.org.uk/31/governors)

## CONTACT US:

 020 8946 4112

 @officialRPHS

 [school@raynespark.merton.sch.uk](mailto:school@raynespark.merton.sch.uk)

Do you have a story you'd like to share in our next newsletter?

Please e-mail [newsletter@raynespark.merton.sch.uk](mailto:newsletter@raynespark.merton.sch.uk)