

# BGS BUZZ



SUMMER EDITION 2023





# Message from the Editor

Welcome to the Summer 2023 edition of the BGS Buzz! This has been another fantastic year for all of us at BGS, and as always, it gives me great pleasure to put this magazine together and to showcase the amazing talent our school has to offer. I am very lucky to work with such amazing colleagues and students!

School Magazine Editor: Ms Contini

Reporters: Scarlett Barber, Jessica Hine, Kay Whalley, Jesse Oshogwe, many thanks to Mrs Snelling, Mrs Moore, Mr Male, Mr Griffin, Mrs Chan, Miss Martucci, Miss Gabriel, Mr Asker, Miss Thurlow, Miss Bellingham, Miss Fisher, Mrs Haslam, Mrs Howard and the PE department,

Apologies if I have missed out anybody!!

Have an amazing summer!

Ms Contini



# Message from the Headteacher

Hello everyone and welcome to the Summer 2023 edition of the Bexley Grammar School magazine!

Within these pages you'll find a vast array of interesting articles, features and celebrations of all that we do so well here at the school.

Trip reports, sports features, pieces of student work and numerous reviews and articles really demonstrate how much we do, and how eloquently our students articulate that.

Thank you very much to Miss Contini and her editorial team for bringing everything together in such a vivid and imaginative way.

I have thoroughly enjoyed reading the magazine and reflecting on so many of the year's successes. I'm sure you will too!

Best wishes for a lovely summer holiday,  
Mr Gilmore



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**AFTER SERVING ALONGSIDE MR ELPHICK AS DEPUTY HEAD FOR TEN YEARS, IT IS SAFE TO SAY THAT WE WERE LEFT IN GREAT HANDS WHEN MR GILMORE BECAME OUR NEW HEAD TEACHER. AFTER SUCCESSFULLY TRIUMPHING IN HIS FIRST TERM IN HIS DEBUT ROLE, MR GILMORE HAS UNDOUBTEDLY MAINTAINED THE SCHOOL'S OUTSTANDING REPUTATION AND EXCEEDED ALL EXPECTATIONS. WE RECENTLY HAD THE OPPORTUNITY TO ASK HIM A FEW PERSONAL QUESTIONS ABOUT HIS EXPERIENCE SO FAR.**

**HERE'S WHAT HE HAD TO SAY...**

**WHAT WERE YOU MOST SCARED ABOUT WHEN BECOMING HEADTEACHER?**

THE RESPONSIBILITY... OF BEING THE HEAD OF SUCH A GREAT SCHOOL THAT'S HAD VERY GOOD HEAD TEACHERS BEFORE ME. IT'S A LOT TO LIVE UP TO.

**WHAT WERE YOU MOST EXCITED ABOUT?**

HAVING BEEN DEPUTY HEAD FOR TEN YEARS, I ALWAYS THOROUGHLY ENJOYED WORKING WITH MR ELPHICK, BUT THERE WERE ALWAYS ONE OR TWO THINGS THAT I THOUGHT I WOULD DO DIFFERENTLY. AND NOW I HAVE THE OPPORTUNITY TO DO THOSE THINGS.

**WHAT HAS BEEN YOUR FAVOURITE MOMENT IN YOUR FIRST TERM AS HEADTEACHER?**

THERE HAVE BEEN LOTS OF REALLY EXCITING MOMENTS AND LOTS OF ACHIEVEMENTS... ESPECIALLY FROM THE P.E AND THE MUSIC DEPARTMENTS. PROBABLY MY MOST PROUD MOMENT WAS WATCHING AND PRESENTING THE GALA NIGHT AT THE ADDAMS FAMILY PRODUCTION. IT WAS SUCH A FANTASTIC CONTRIBUTION FROM VARIOUS PARTS OF THE SCHOOL COMMUNITY AND A REALLY GOOD EXAMPLE OF WHAT MAKES THE SCHOOL SO SPECIAL.

**IF YOU COULD TAKE YOUR STUDENTS ON A SCHOOL TRIP ANYWHERE, WHERE WOULD YOU TAKE THEM?**

THAT'S A REALLY GOOD QUESTION...(LAUGHTER)...ERM... I WENT TO VIETNAM IN 2006 WITH SCHOOL ON A WORLD CHALLENGE EXPEDITION AND IT WAS REALLY LIFE CHANGING, NOT ONLY FOR THE STUDENTS WHO WERE ABOUT SIXTEEN/SEVENTEEN, BUT ALSO FOR ME. I WAS ABOUT 25. I'VE ALWAYS THOUGHT THAT I WOULD LOVE TO GO BACK AND I THINK IF I COULD, I WOULD DO THAT TRIP AGAIN BECAUSE IT'S SUCH AN EYE-OPENER TO SEE A TOTALLY DIFFERENT WAY OF LIFE IN A TOTALLY DIFFERENT SETTING. IT WAS A BRILLIANT EXPERIENCE FOR ME, AND I WOULD LOVE FOR MY STUDENTS TO HAVE THAT EXPERIENCE.

**DID YOU ALWAYS WANT TO BECOME A TEACHER AND WHAT SUBJECTS DID YOU TAKE?**

THE FIRST PART NO. I WANTED TO BE AN ARCHAEOLOGIST. I THINK IT WAS BECAUSE I WATCHED INDIANA JONES WHEN I WAS SMALL. BUT THEN I REALISED THAT ARCHAEOLOGISTS DON'T FIGHT WARS AND FIND TREASURE... THEY HAVE TO DIG UP COINS WITH WELLINGTONS ON.

I THOUGHT THAT THE NEXT BEST THING WOULD BE TO BE A HISTORY TEACHER BECAUSE THAT'S WHAT I'VE ALWAYS BEEN PASSIONATE ABOUT. AT SCHOOL, MY FAVOURITE SUBJECTS WERE HISTORY AND GEOGRAPHY... I DID THEM BOTH FOR GCSE BUT THEN I HAD TO CHOOSE ONE OR THE OTHER FOR SIXTH FORM. I CHOSE HISTORY.

**OUTSIDE OF RUNNING THE SCHOOL, WHAT DO YOU LIKE TO DO IN YOUR FREE TIME?**

I'M A BIG FAN OF FOOTBALL, I STILL PLAY... WELL TRY TO PLAY... AND I COACH A LITTLE BIT OUTSIDE OF SCHOOL. I THINK IT'S A GREAT THING FOR ALL PEOPLE. BOTH MY CHILDREN PLAY AND I REALLY AM PASSIONATE ABOUT GOING TO WATCH FOOTBALL AS WELL. BUT AWAY FROM FOOTBALL, I LIKE TO COOK. I THINK IT'S REALLY THERAPEUTIC SOMETIMES AT THE END OF THE DAY TO DO SOMETHING TOTALLY DIFFERENT FROM WORK. IT CAN BE QUITE A GOOD WAY TO DESTRESS AND IF I HAVE A QUIET AFTERNOON, I DO LIKE TO DO A JIGSAW PUZZLE... (LAUGHTER)

**WHAT IS THE FUNNIEST EXCUSE YOU'VE HEARD FOR SOMEONE NOT DOING THEIR HOMEWORK?**

THAT'S A GOOD QUESTION... LET ME THINK... WHAT WAS A GOOD ONE? I THINK IT WAS ONE BOY IN MY OLD YEAR GROUP... HE SAID HE'D LEFT HIS HOMEWORK ON THE BUS... AND THEN WITHIN THE SAME WEEK, FOUR DIFFERENT TEACHERS SAID THAT HE'D LEFT HIS HOMEWORK ON THE BUS. (LAUGHTER)... SO WE JUST IMAGINE THAT THERE MUST BE ABOUT TWENTY PIECES OF HIS HOMEWORK IN WOOLWICH BUS STATION. (LAUGHTER)... WE SOON REALISED THAT HE WASN'T QUITE TELLING THE TRUTH.

**AS AN ALREADY ESTABLISHED OUTSTANDING SCHOOL, WHAT'S YOUR NEXT AIM AS HEADTEACHER- IF YOU'RE ALLOWED TO TELL US?**

ERM... I THINK FIRSTLY JUST KEEPING THE STANDARDS AS HIGH AS THEY HAVE BEEN AND KEEPING THE RELATIONSHIPS WITHIN THE SCHOOL COMMUNITY AS POSITIVE AS THEY ARE. I WOULD REALLY LIKE TO IMPROVE THE FABRIC OF THE BUILDING AS MUCH AS WE CAN. I THINK THAT IF THE SURROUNDINGS ARE REALLY NICE AND POSITIVE, THEN THAT REFLECTS ON THE PEOPLE AS WELL. WE DO HAVE SOME WORK TO DO IN DIFFERENT AREAS OF THE SCHOOL AND WE HAVE SOME PLANS FOR DOING THAT IN THE NEXT YEAR OR SO... WHICH HOPEFULLY YOU'LL SEE COME TO FRUITION.

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**HOW DOES THE ROLE OF HEADTEACHER DIFFER FROM YOUR PREVIOUS ROLE IN THE SCHOOL?**

I THINK IT'S HAVING THE FINAL SAY ON THINGS. IT'S A LOT DIFFERENT. THE TWO DEPUTY HEADS I WORK WITH... MR AUCKLAND AND MRS ELLIS ARE REALLY BRILLIANT PEOPLE. THEY'VE REALLY HELPED ME SETTLE INTO THE JOB. BUT THE BIGGEST DIFFERENCE THAT I FELT FROM BEING DEPUTY HEAD... IS THAT ULTIMATELY A LOT OF THE RESPONSIBILITIES AND DECISIONS ARE DOWN TO YOU. YOU HAVE TO MAKE SURE YOU'RE DOING A GOOD JOB TO TRY AND GET THOSE DECISIONS RIGHT.

**WHAT'S THE BEST ADVICE YOU'VE EVER RECEIVED?**

TO NOT WORRY ABOUT THE THINGS THAT YOU CAN'T CHANGE. YOU MUSTN'T WASTE TIME AND ENERGY ON THINGS THAT YOU CAN'T ALTER...INSTEAD YOU CAN CONCENTRATE ON THE THINGS YOU CAN CHANGE AND MAKE SURE THEY GO AS WELL AS POSSIBLE IF YOU BELIEVE IN YOURSELF.

**WHAT MESSAGE DO YOU HAVE FOR YOUR STAFF AND YOUR STUDENTS?**

I HOPE THAT YOU'VE HAD A GOOD YEAR...I HOPE THAT YOU HAVEN'T NOTICED ANY BIG CHANGES SINCE MR ELPHICK LEFT. I WANT YOU TO ALL CONTINUE TO BE HAPPY AND SUCCESSFUL... BE READY TO HAVE A LONG SUMMER BREAK AND THEN COME BACK AND START ALL OF THE HARD WORK AND SUCCESS AGAIN.

**AND LASTLY, WHAT ARE YOUR PLANS FOR THE SUMMER?**

I AM COMING INTO SCHOOL NEXT WEEK...TO MAKE SURE THAT SUMMER SCHOOL IS GOING WELL. BUT I KNOW THAT MRS MALLIN AND MR MACKLE WILL RUN THAT BRILLIANTLY. THEN I AM GOING TO MALLORCA FOR TWO WEEKS... I AM GOING TO LIE BY THE POOL.



**I THINK THAT ON BEHALF OF EVERYONE HERE AT BGS, IT IS SAFE TO SAY THAT THE 'LIE BY THE POOL' IS DEFINITELY WELL DESERVED. WE WANT TO THANK MR GILMORE AND HIS INCREDIBLE TEAM AT BEXLEY GRAMMAR, NOT ONLY FOR A WONDERFUL TERM, BUT FOR A WONDERFUL SCHOOL YEAR OF LAUGHTER, HARD WORK AND SUCCESS.**



# House News

## CURRENT STANDINGS

THE HOUSE YEAR WAS BUSY WITH THE FULL RANGE OF COMPETITIONS WHICH GAVE THE HOUSE CAPTAINS MANY OPPORTUNITIES TO SHOW THEIR CREATIVITY AND ORGANISATIONAL SKILLS. THE CAPTAINS WERE THANKED FOR ALL THEIR HARD WORK THROUGHOUT THE PAST VERY SUCCESSFUL YEAR AND WE WISH THEM WELL IN THEIR FUTURE STUDIES AND CAREER PATH.

THE NEW HOUSE CAPTAINS HAVE BEEN IN PLACE FOR A WHILE, FROM DAY ONE SHOWING THEIR ENTHUSIASM FOR THE ROLE. SPORTS DAY IN JUNE WAS THE FIRST REAL TEST FOR THEM IN WHICH THEY SHOWED THEIR ORGANISATIONAL AND LEADERSHIP SKILLS. THE PE DEPARTMENT WERE ALSO THANKED FOR THE SMOOTH RUNNING OF THE DAY, A VERY BUSY EVENT WHICH SAW MANY SCHOOL RECORDS BROKEN.



1ST MABBS

107 POINTS



2ND WELLMAN

93 POINTS



3RD JOHNSON

90 POINTS



4TH PROTHERO

87 POINTS



5TH COLLINS

74 POINTS



6TH KIRKMAN

57 POINTS

MRS SNELLING  
HOUSE LEADER



# Prothera

## A MESSAGE FROM MISS ASHMAN

MISS ASHMAN WOULD LIKE TO THANK THE CONTRIBUTORS TO THE NEWSLETTER WHO ARE: PRINCESS, ABI AND MOLLIE (JUST 3 OF PROTHERO'S FANTASTIC HOUSE CAPTAINS!), AS WELL AS ALL THE STUDENTS WHO PARTICIPATED IN EACH EVENT AND GAVE IT THEIR ALL OVER THE ACADEMIC YEAR OF 2022-23. IT IS EXCITING TO THINK THAT IT STARTS ALL OVER AGAIN COME SEPTEMBER!



### HOUSE MUSIC (SEPTEMBER / OCTOBER 2022):

PARTICIPATING IN HOUSE MUSIC AND WATCHING THE OTHER FORMS'S PERFORMANCES WAS EXTREMELY FUN. ON THE DAY OF THE PERFORMANCES, WE PERFORMED IN FRONT OF ALL THE OTHER HOUSE MUSIC PARTICIPANTS FROM OTHER FORMS, WHICH WAS A LITTLE NERVE WRACKING BUT IT WAS STILL FUN. WE ALSO DID THE CHOREOGRAPHY THAT WE PRACTISED. WE HAD A GREAT TIME WATCHING OTHER PEOPLE'S PERFORMANCES AS WELL. THE OTHER FORMS PERFORMED DIFFERENT TYPES OF SONGS AND THEY ALL INTERPRETED THEM IN MANY DIFFERENT WAYS. ALTHOUGH PROTHERO CAME IN LAST PLACE, I STILL THOUGHT OUR PERFORMANCE WAS REALLY GOOD. WHETHER WE WON OR NOT DOESN'T REALLY MATTER THOUGH AS WE STILL HAD A LOT OF FUN.

WRITTEN BY PRINCESS MATTHEWS 12ECG



**SPORTS DAY (JUNE 2023):**

**PROTHERO DID EXTREMELY WELL ON SPORTS DAY! EVERYONE WORKED TOGETHER AS A TEAM TO COMPETE AGAINST THE OTHER HOUSES AND IT WAS A LOT OF FUN. ALL OF OUR STUDENTS WERE ENTHUSIASTIC AND MANY AGREED TO COMPETE LAST MINUTE TO COVER ONE OF THEIR TEAMMATES IF THEY WERE UNABLE TO MAKE IT. THE TRACK EVENTS WERE ESPECIALLY EXCITING AS THERE WAS A BIG AUDIENCE WATCHING ALL THE RACES. IT WAS A VERY SUCCESSFUL DAY FOR US AS A HOUSE.**

**WRITTEN BY ABI GRADY 12THW**



**AS HOUSE CAPTAINS WE ARE VERY PROUD OF EVERYONE WHO TOOK PART IN SPORTS DAY. I AM ESPECIALLY PROUD OF MY YEAR 7 PROTHERO FORM AS IT IS THEIR VERY FIRST SPORTS DAY AND THE BOYS MANAGED TO COME AN OVERALL FIRST PLACE AS WELL AS WINNING THEIR RELAY RACE. ALSO THE EFFORT AND CREATIVITY THAT WENT INTO EACH FORM'S STALL WAS AMAZING AND IT WAS GREAT TO SEE EACH FORM WORK AS A TEAM.**

**WRITTEN BY MOLLIE FLANAGAN-MILLS 12THW**



# Kirkman

## A MESSAGE FROM MISS FISHER

KIRKMAN'S YEAR HAS BEEN VARIABLE IN TERMS OF PERFORMANCE, BUT HAS HAD ONE OR TWO KEY EVENTS TO MARK.

FIRSTLY, AND SADLY, MISS KIRKMAN (MRS MEASON) ONE OF THE ORIGINAL TEACHERS AT BGS AND FOR WHOM THE HOUSE IS NAMED, SADLY DIED EARLIER THIS YEAR. SHE CAME IN TO VISIT US A FEW TIMES TO CONTRIBUTE TO ASSEMBLIES ABOUT LIFE AT THE SCHOOL IN THE EARLY DAYS, AND WAS ABLE TO WATCH A RECENT KIRKMAN VICTORY AT THE SHOWCASE. SHE RETAINED AN INTEREST IN THE HOUSE AND ITS STUDENTS OVER 60 YEARS, SO WE WILL MISS HER VISITS.

IN THE HOUSE COMPETITION, WE ENDED THE YEAR IN FIFTH PLACE, BUT NOT FOR WANT OF PARTICIPATION OR ENTHUSIASM! WE DID VERY WELL IN HOUSE DRAMA AND DANCE, COMING A CLOSE SECOND, AND ALSO GOT GOOD SECOND PLACES IN SENIOR COOKERY AND A RANGE OF SPORTS, AND A FIRST PLACE IN THE SENIOR ATHLETICS.

MY OUTGOING CAPTAINS, LED BY MAX AND MARIE, DID A GREAT JOB WITH GREAT DEDICATION AND ENTHUSIASM, AND WILL BE MISSED. I REALLY LOVED WORKING WITH THEM.

THE NEW TEAM: GRACE, NATSUKI, KUSH, SPENCER, OWAIS, TESSIE, JOSEPH, ARCHIE AND ISAIAH ARE ALREADY MAKING THEIR MARK, SO I WISH THEM WELL!





# Wellman

## A MESSAGE FROM MISS BELLINGHAM

AS MY FIRST YEAR OF HEAD OF WELLMAN, I COULD NOT HAVE ASKED FOR A BETTER YEAR. I THINK THAT I HAVE BEEN INCREDIBLY LUCKY TO HAVE THE FORM TUTORS THAT I'VE HAD, THE STUDENTS IN WELLMAN AND MOST OF ALL MY HOUSE CAPTAINS: MAISY, HARIZAKA, DONOVAN, DAISY, HARRY, ADESH, ALBERT, TARA AND KOME. THEY HAVE PUT SO MUCH WORK INTO ORGANISING STUDENTS INTO TEAMS, DRUMMING UP SUPPORT FOR EVENTS AND DEDICATING THEIR TIME TO MAKING THIS YEAR AMAZING. ALL OF THE WELLMAN HOUSE RALLIED TOGETHER AND IT WAS A HUGE SUCCESS TO THEN FINISH THE HOUSE YEAR WINNING THE HOUSE CUP! I THINK MORE IMPORTANT THAN WINNING THROUGH WAS SEEING WELLMAN STUDENTS FROM ALL YEAR GROUPS SUPPORT EACH OTHER IN ALL EVENTS AND WITNESSING MUSICAL, THEATRICAL AND ATHLETIC PERFORMANCES OF STUDENTS THAT I WOULD HAVE NEVER EXPECTED. THIS IS WHY I LOVE BEING HEAD OF WELLMAN. I LOOK FORWARD TO THE NEXT HOUSE YEAR WITH MY NEW HOUSE CAPTAINS AND SEEING EVEN MORE STUDENTS GET INVOLVED!

MISS BELLINGHAM



3RD IN HOUSE MUSIC!



4TH IN HARVEST BOX!



2ND IN STEM!



1ST FOR SENIOR BOYS FOOTBALL!



# Collins

## A MESSAGE FROM MISS THURLOW

DEAR COLLINS,

YOU HAVE BEEN THE MOST WONDERFUL HOUSE COMMUNITY PARTICIPATING IN EVENTS AND SUPPORTING ONE ANOTHER THROUGHOUT THE YEAR. WELL DONE, SO PROUD OF EVERYONE WHO HAS CONTRIBUTED.

ONE OF THE DELIGHTS OF HOUSE EVENTS IS DISCOVERING YOUR TALENTS IN SUCH A RANGE OF ACTIVITIES; I AM ALWAYS INCREDIBLY IMPRESSED WITH YOU WHETHER IT'S DANCE, CRICKET, PHOTOGRAPHY OR MUSIC. YOUR ENTHUSIASM FOR COLLABORATING AND COMPETING ALONG WITH THE FRIENDSHIPS YOU MAKE ACROSS YEAR GROUPS IS THE ABSOLUTE JOY WHICH HOUSE EVENTS BRING. PLEASE KEEP PARTICIPATING!

THANK YOU TO ALL OUR YR13 HOUSE CAPTAINS FOR ALL THEIR HARD WORK AND ENTHUSIASM FOR COLLINS HOUSE. A MASSIVE THANK YOU TO MEGAN AND EMMANUEL WHO KEPT EVERYTHING ORGANISED AND LED WITH SUCH CALM EMPATHY TO ENGAGE ALL STUDENTS IN THE JOY OF HOUSE EVENTS. CONGRATULATIONS AGAIN TO EMANUEL WHO WAS VOTED BY STUDENTS TO BE THE COLLINS JACK PETCHY WINNER. WELL DONE.

HUGE THANKS TO OUR NEW YR12 HOUSE CAPTAIN TEAM - YOU HAVE MADE A FABULOUS START AND MAKE AN EXCELLENT TEAM AND EACH OF YOU ARE DEVELOPING STRONG LEADERSHIP SKILLS. ABLY LED BY OUR SENIOR HOUSE CAPTAINS MADDY AND ISABELLA WE ARE ALREADY LOOKING FORWARD TO EVENTS NEXT YEAR.

WISHING YOU ALL A WONDERFUL SUMMER AND LOOK FORWARD TO SEEING YOU IN SEPTEMBER,  
MISS THURLOW





# Collins



# Johnson

## A MESSAGE FROM MR ASKER

WHAT A YEAR! WE WENT INTO IT AS TWO-TIME CHAMPIONS SEARCHING FOR THE HAT-TRICK. WE FINISHED NOT QUITE WHERE WE HAD HOPED, BUT WHAT A GREAT COMPETITION! STUDENTS FROM ALL HOUSES AND ALL YEAR GROUPS MADE THIS A REAL FIGHT, CONDUCTED IN A FAIR BUT ROBUST MANNER.

THERE WERE MANY HIGHLIGHTS FOR US, BUT PERHAPS THE STANDOUT PERFORMANCE FROM THE YEAR WAS THE JOHNSON DRAMA AND DANCE PRESENTATION OF SLEEPING BEAUTY. THE ACTING WAS GOOD (OR SHOULD I SAY 'GOODIE'? A LITTLE IN-JOKE FOR THOSE IN THE KNOW!) AND THE DANCING WAS BEAUTIFUL. WE EVEN GOT SOME Y10 BOYS ACTING AS TREES - THE ONE TYPE OF WOODEN PERFORMANCE THAT WE'RE OK WITH! JOHNSON CAME FIRST IN THAT COMPETITION, WHICH IS THE FIRST TIME THAT I CAN REMEMBER IN MY SEVENTEEN YEARS AT THE SCHOOL, SO THERE WAS A LOT TO CELEBRATE THERE.

THE MUSIC COMPETITION SAW PHENOMENAL CONTRIBUTIONS BY ELLA AND OMOLADE, TWO OF OUR Y9 STUDENTS, WHO ARRANGED MR BLUE SKY AND 9 TO 5, RESPECTIVELY. ALL PARTS WERE WRITTEN OR ADAPTED BY THESE TWO INCREDIBLE INDIVIDUALS. THE FACT THAT WE WON THAT COMPETITION AS WELL IS ALMOST SECONDARY TO THE DISPLAY OF TALENT BEHIND THE PERFORMANCE. NEEDLESS TO SAY, HOWEVER, WE WERE DELIGHTED TO TRIUMPH IN ANOTHER EVENT THAT, HISTORICALLY, HAS NOT GONE SO WELL FOR US.

A MORE RECENT HIGH WAS EXPERIENCED JUST LAST WEEK, IN THE GIRLS' CRICKET COMPETITION. FIRSTLY, IT WAS GREAT TO SEE, FOR THE SECOND YEAR NOW, THE GIRLS HAVING THE OPPORTUNITY TO TAKE ON THE BOUNDARIES OUT ON THE FIELD. THE ENGLAND WOMEN HAVE EXPERIENCED GREAT SUCCESS RECENTLY, GIVING OUR GIRLS SOME FANTASTIC PERFORMANCES TO TRY TO EMULATE ON THE BGS FIELD. ALONG WITH THE FIERCE AND RUTHLESS PERFORMANCE ON THE PITCH, WHAT WAS PARTICULARLY PLEASING TO OBSERVE WAS HOW WELL THE GIRLS WORKED TOGETHER AS A TEAM. THERE WAS A LOT OF ENCOURAGING OF ONE ANOTHER THROUGHOUT THE GAMES, AND I THINK THAT THIS SPIRIT CARRIED THEM THROUGH A MATCH THAT THREATENED TO BE TOUGH. IN THE 'FINAL', THE GIRLS WERE DEFENDING A TOTAL OF JUST 24 RUNS (THEY SCORED OVER 50 IN THEIR PREVIOUS GAME). TIGHT BOWLING, GREAT CATCHES, AND SOLID STOPS TO PREVENT BOUNDARIES ALL CONTRIBUTED TO AN EVENTUAL VICTORY. THERE WAS EVEN A DIRECT HIT ON THE STUMPS BY SHRIYA, OUR PLAYER OF THE TOURNAMENT. THE SCORING SYSTEM AND THE INCREDIBLE DISPLAY OF FIELDING PROWESS LED TO A 31-RUN WIN.

IT WAS WITH SADNESS THAT I SAID GOODBYE TO THE OUTGOING HOUSE CAPTAINS AT EASTER. THEY WERE A TRULY GREAT TEAM, LED WITH ENERGY, COMMITMENT AND ORGANISATIONAL EXCELLENCE BY THE OUTSTANDING KATIE AND HANNAH. THE NEW TEAM, LED BY ANGEL AND GRACIE, HAVE A LOT TO LIVE UP TO, BUT EARLY SIGNS ARE PROMISING.

AND THAT IS THE END OF OUR YEAR AND THIS REPORT. THANK YOU TO ALL THE STUDENTS WHO HAVE COMMITTED TO JOHNSON'S SUCCESSES THIS YEAR, AND TO THE STAFF WHO HAVE SUPPORTED THE STUDENTS AND ME AS WE WORK TO RECLAIM THE CROWN THAT HAD FELT SO COMFORTABLE. GO JOHNSON!





# Mabbs

## A MESSAGE FROM MISS GABRIEL

ALTHOUGH OUR FINAL POSITION ON THE TABLE IS IN SIXTH POSITION, THIS IS NOT A REFLECTION OF THE MANY SUCCESSES WE HAD, BOTH INDIVIDUALLY AND AS A TEAM. LAST YEAR WAS LEAD WITH ENTHUSIASM AND DYNAMISM BY BY MR HANSFORD AND THE HOUSE CAPTAINS JOE MUTTI, ANNA MURATI, AMY BROWN, ATEMNJI NONJANG LIBBY GARROD-JOBBS, VITTORIA NG, CHRISTIAN TURNER, FINLAY WICKS, GEORGIA HOLMAN AND JUDAH OLORUNNIWO. IT WAS A GREAT WAY TO FINISH THE HOUSE YEAR AT THE SHOWCASE WITH THEIR MAGICAL AND RATHER LONG ADAPTATION OF CHARLIE AND THE CHOCOLATE FACTORY.

THIS YEAR WE HAVE STARTED WITH A BANG. SPORTS DAY SAW MABBS SUPERSTARS WINNING LEFT, RIGHT AND CENTRE AND AS A RESULT WE WERE IN SECOND PLACE. WE HAVE ALSO DONE EXTREMELY WELL IN HOUSE ROUNDEES AND TENNIS AND GIRLS' CRICKET WITH THE JUNIORS SMASHING IT IN FIRST PLACE. THE MFL SONG COMPETITION IS ON FRIDAY 14TH JULY AND WE ARE HOPING TO SECURE A PLACE IN THE TOP SPOT. I AM LOOKING FORWARD TO THE RANGE OF EVENTS AND HOPEFULLY SUCCESS TO COME IN MARCH 2024 WITH MY NEW HOUSE CAPTAINS: BETHANY BAKER, ROSIE BARNWELL, AMOS HANSFORD, DHARA BRACKEN, TOBY SUTTLE, LILY HEWITT, SOFIA DI FABIO, BRADLEY OLATEJU, MATTHEW SWANN, KRISHA BC AND TIYA PLAYA.



# The Jack Petchey Report

THE JACK PETCHEY ACHIEVEMENT AWARDS CELEBRATION EVENING WAS HELD IN JUNE AT THE ORCHARD THEATRE DARTFORD WHERE OUR AWARD WINNERS FOR THIS ACADEMIC YEAR WERE PRESENTED WITH THEIR JACK PETCHEY MEDALLIONS BY COUNCILLOR AHMET DOURMOUSH, THE WORSHIPFUL THE MAYOR OF THE LONDON BOROUGH OF BEXLEY:



TOMIWA ADEBISI -  
JUNE AWARD -  
HEAD TEACHER'S  
CHOICE KS3



DANIEL AUSTIN -  
MAY AWARD -  
HEAD TEACHER'S  
CHOICE YR12



CAITLYN OSEI-  
TUTU - APRIL  
AWARD - HEAD  
TEACHER'S  
CHOICE YR 9



TOMMY BRIMBLE -  
MARCH AWARD -  
JOHNSON



ATEMNJI  
NONJANG -  
FEBRUARY AWARD  
- KIRKMAN



EMMANUEL  
OLIECH -  
JANUARY AWARD -  
COLLINS



ANNA MURATI -  
NOVEMBER  
AWARD - MABBS



MIA NGUYEN -  
SEPTEMBER  
AWARD -  
PROTHERO

## Congrats!



# *The Jack Petchey Report*

JACK PETCHEY LEADER AWARD.



MR GRIFFIN

EACH YEAR THE STUDENTS OF THE SCHOOL ARE GIVEN THE OPPORTUNITY TO VOTE FOR A MEMBER OF STAFF TO BE NOMINATED FOR A JACK PETCHEY LEADER AWARD. UNLIKE THE OTHER NINE AWARD WINNERS NOMINATED THROUGHOUT THE YEAR WHERE THE STUDENTS' CHOICE IS THE AUTOMATIC WINNER, THE LEADER AWARD HAS TO BE APPROVED BY THE JACK PETCHEY FOUNDATION. THESE WERE THE REASONS HE WAS NOMINATED: MR GRIFFIN IS ALWAYS EMPATHETIC AND HE ENCOURAGES STUDENTS TO CONTRIBUTE IN CLASS, HE ALWAYS HAS A SMILING FACE. HE IS PASSIONATE ABOUT ENGLISH AND HE PASSES THIS ON TO THE STUDENTS, HE KEEPS BOOKS ALIVE. MR GRIFFIN MAKES ENGLISH (A COMPULSORY SUBJECT IN THE IB) ENJOYABLE FOR THE FIRST TIME FOR ME AND HE SUPPORTS LITERACY ACROSS THE SCHOOL. HE IS KIND AND CONSIDERATE AND EVERYONE ADMIRES AND LIKES HIM, BOTH STUDENTS AND STAFF. HE NEVER GETS FLUSTERED, EVEN IN THE FACE OF OFSTED.

THIS HONOUR, SURELY THE MOST IMPORTANT ACCOLADE A TEACHER CAN RECEIVE, IS WELL DESERVED: MR GRIFFIN HAS BEEN A KIND, TIRELESS AND SUPPORTIVE MEMBER OF STAFF FOR THE ALMOST 20 YEARS HE HAS BEEN AT THE SCHOOL. AS HEAD OF ENGLISH, HE HAS A DIRECT ROLE IN THE CAREER OF EVERY SIXTH-FORMER AND SHOWS THE UTMOST CONCERN FOR EACH AND EVERY ONE OF THEM; HAVING SINGLE-HANDEDLY SET UP THE IB FILM COURSE, HE HAS ENABLED GENERATIONS OF STUDENTS TO RESEARCH AND CREATE WITHIN THIS FIELD; AS A FORM TUTOR, HE IS A TREMENDOUSLY IMPORTANT DAILY FIGURE IN THE LIVES OF HIS TUTEES, FOR WHOM HE IS A ROCK. HE HAS WRITTEN MANY UCAS REFERENCES OVER THE YEARS AND IT IS CLEAR THAT EACH IS METICULOUSLY CRAFTED, AND SHOWS HOW WELL HE KNOWS EACH INDIVIDUAL STUDENT. A VITAL SKILL THAT HE BRINGS TO HIS TUTEES IS THE CONSCIENTIOUSNESS WITH WHICH HE ADVISES THEM ABOUT THEIR CHOICES, THUS PREVENTING DISAPPOINTMENTS AND WRONG DECISIONS. MOST OF ALL IT IS HIS INNATE GOODNESS AS A PERSON THAT THE STUDENTS RESPOND TO: HIS SHEER KINDNESS, UNFLAPPABILITY, GENEROSITY AND INTEGRITY SHINE OUT. HE WILL BE OVERJOYED TO RECEIVE THIS AWARD - CHARACTERISTICALLY, HE WILL ALSO BE VERY SURPRISED.

*Congratulations and thank you,  
Mr Griffin!*



THROUGHOUT THE CELEBRATION EVENING STUDENTS FROM ALL THE SECONDARY SCHOOLS IN THE BOROUGH WHO TAKE PART IN THE JACK PETCHEY ACHIEVEMENT AWARDS SCHEME HAVE THE OPPORTUNITY TO PUT FORWARD A PERFORMER AND FOR THE VERY FIRST TIME WE HAD A BEXLEY GRAMMAR SCHOOL PERFORMANCE, CAITLYN OSEI-TUTU IN YEAR 9 WHO PERFORMED A FANTASTIC SOLO; 'NEVER ENOUGH' FROM THE GREATEST SHOWMAN.



MRS SNELLING  
HOUSE LEADER



The background of the entire image is a solid, vibrant blue. Scattered across this background are several triangular slices of watermelon. Each slice is cut with a green rind and a bright red, juicy interior. Some slices have a single black seed visible. Several of the watermelon slices are mounted on light-colored wooden sticks, which are visible extending from the bottom or side of the slices. The slices are arranged in a casual, non-uniform pattern, with some overlapping slightly.

# Current affairs and issues



# PRIDE MONTH 2023

A YEAR IN REVIEW



As June rolled around this year, so did an opportunity for our school community to celebrate and support the LGBTQ+ community during Pride Month. Pride Month is not only a time for revelry and vibrant parades but, more importantly, a chance to stand together and advocate for equality, acceptance, and love for all. In 2023, our school has taken the initiative to create an even more inclusive environment where diversity is embraced, and everyone is respected and celebrated for who they are. Our amazing LGBTQ+ Alliance held a bake sale to raise money for the Albert Kennedy Trust, a charity that supports young LGBTQ+ people who are facing homelessness. Our headteacher, Mr Gilmore, championed two important initiatives: the raising of the Pride Flag at Bexley Grammar school, and a raffle to raise money for the MindOut, a charity run by and for LGBTQ+ in need of mental health support. The raffle raised almost £200, and Miss Bottomley was the lucky winner of a 1.5l bottle of prosecco!



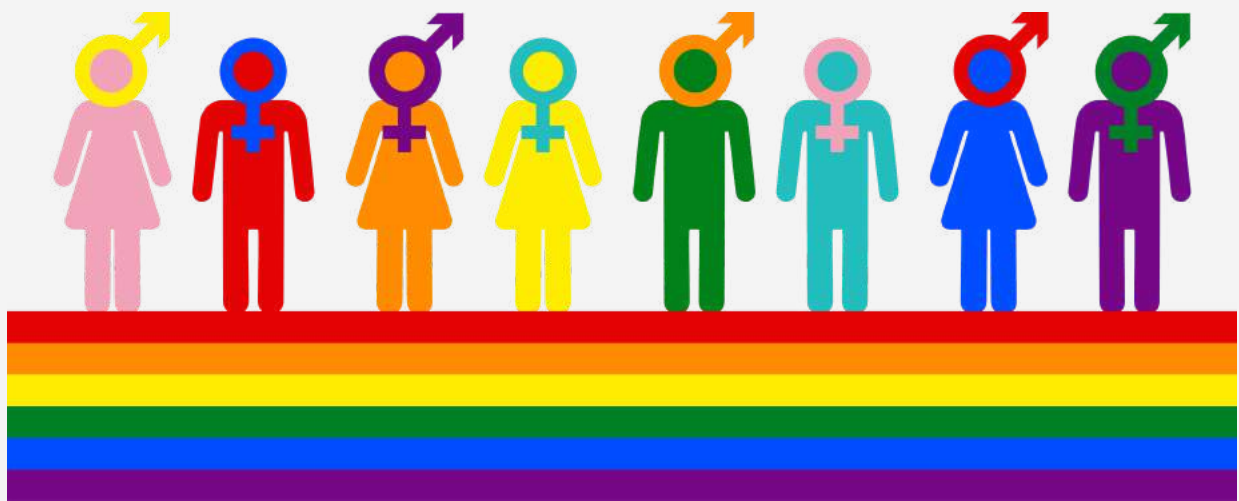
There have been many significant developments and challenges that have unfolded in the realm of LGBTQ+ rights across the globe over the past year. During this period, numerous countries have taken significant steps towards inclusivity and recognition of LGBTQ+ individuals, while others have faced persistent obstacles and regressive policies. Let's explore these key occurrences, shedding light on the progress made and the work that remains ahead.

Several nations have made commendable strides in acknowledging and protecting the rights of the LGBTQ+ community. Notably, Antigua and Barbuda, Barbados, and St. Kitts and Nevis have taken a historic step by decriminalising homosexuality.



This progressive move ensures that individuals can express their sexual orientation without fear of legal repercussions, fostering an environment of acceptance and respect. Moreover, Spain has displayed a commitment to advancing LGBTQ+ rights through comprehensive legislation, including a provision enabling legal gender recognition based on self-identification. In parallel, Hong Kong's Court of Final Appeal made a landmark ruling that deems the government's requirement of "full sex reassignment surgery" for transgender men unconstitutional under the Bill of Rights, affirming the principle of autonomy and self-determination.

Taiwan, having achieved marriage equality in 2019, continues to exemplify progress by revising the process for joint adoption in the civil code. This revision ensures that the adoption procedure is now identical for all married couples, regardless of sexual orientation or gender identity. This commendable step fosters equal rights and opportunities for LGBTQ+ individuals to build loving families.



Conversely, some nations have witnessed setbacks in their approach to LGBTQ+ rights. Russia's President Vladimir Putin and the Orthodox Church drew on "traditional values" to rationalise the invasion of Ukraine, while the Duma expanded the "gay propaganda" law to encompass all age groups, restricting the advocacy of LGBT+ rights. Similarly, Uganda's President Yoweri Museveni sanctioned extreme anti-LGBTQ+ legislation that even includes the death penalty for repeat offenders, reflecting a profound challenge to human rights and inclusivity.

Furthermore, various states within the United States have encountered contentious debates concerning LGBTQ-related education and literature. Bills restricting the teaching of LGBTQ+ issues and bans on books that address LGBTQ+ themes have emerged, sparking concerns about the well-being of LGBTQ+ students and limiting educational inclusivity. These developments emphasise the importance of nurturing an environment in which diversity is celebrated and individuals are empowered to express their identities freely.

In conclusion, the past year has witnessed both triumphs and tribulations in the realm of LGBTQ+ rights. The decriminalisation of homosexuality in certain countries, legislative advancements in Spain and Taiwan, and the ruling against compulsory surgery in Hong Kong underscore the growing recognition of the importance of inclusivity and acceptance. Simultaneously, challenges persist in the form of regressive policies and discriminatory laws in Russia, Uganda, and certain US states. As we navigate the path towards a more equitable and compassionate world, it is incumbent upon us, as global citizens, to advocate for the fundamental rights and dignity of every individual, irrespective of their sexual orientation or gender identity. Only through collaborative efforts and unwavering support can we forge a future that embraces the beautiful diversity within the LGBTQ+ community and beyond.

# TWO TRAGEDIES AT SEA

AND THE DISPROPORTIONATE AMOUNT OF MEDIA ATTENTION



*BY SCARLETT BARBER, YEAR 12*

In the past few weeks, the media coverage has been consumed almost exclusively by the missing OceanGate sub vessel, following every update there was to be found. Whilst viewers have been invested in this saga, the mainstream media seemed to almost forget about another tragic story ongoing - the tragic missing migrant boat.

On June 13th, a plane belonging to Frontex - the EU border agency - spotted a fishing boat on the waters near Greece which was said to be "heavily overcrowded" and moving slowly. The United Nations migration agency estimated there to be anywhere between 400 and 750 migrants on the boat. The agency claimed that it notified both the Italian and the Greek officials of the boat's sighting and location after returning for refuelling. Greek officials requested Frontex to send a drone to another migrant rescue incident off the coast of Crete.

The Greek Coast Guard claimed that it asked nearby vessels to assist the fishing boat and even dispatched one of its own boats to the location of the fishing boat in the evening but the people aboard the boat rejected the assistance offer.

Early in the morning on June 14th, the Greek Coast Officials announced that the fishing boat had capsized and sank roughly 47 nautical miles from the coastal city of Pylos due to "engine failure". The rescued survivors were transported to Kalamata - a city on the Greek mainland. The UN Refugee Agency said that migrants on the boat were from countries such as Afghanistan, Egypt, Libya, Pakistan, Palestine and Syria.

As of June 28th, Greek authorities have confirmed the rescue of 104 survivors and the recovery of 82 bodies. All 104 people rescued were men and over 500 bodies are said to still be missing and are assumed to be dead. Those rescued were treated for hypothermia, dehydration and psychological trauma and many were taken to hospital before being transferred to an immigration detention centre in Malakasa.





Survivors of the disaster have said that the Greek authorities tried to tow the boat, causing it to move back and forth, partially blaming the Greek Officials for the tragedy. Despite this, Greek Government Officials have denied their attempts to tow the boat, claiming the sinkage was due to engine failure and movement from the migrants. The UN as well as other officials have claimed that Greek authorities had a duty to intervene earlier regardless of their refusal for assistance. Many have said that rather than treating it like a rescue mission, the Greek officials treated it more like a law enforcement operation - the team on their boat included 4 masked, armed men which would likely intimidate anyone.

Over recent years, cases of smuggling from North Africa have risen. People are crammed onto shoddy vessels and European Coast Guards often postpone rescues out of the fear that by helping, smugglers will send more people on even more flimsy ships. As a result, despite passengers aboard the fishing board calling for help, authorities listened to the Captain who said he wanted to continue to Italy - smuggling Captains are typically paid only when they reach their destinations.

During the final moments before sinking, the only witnesses were the survivors and the 13 crew members aboard the Coast Guard ship. Coincidentally, the ship's night vision was switched off at the time and court documents show that the Captain gave the authorities video recordings, however the source of the recordings remains unclear and hidden from the public.

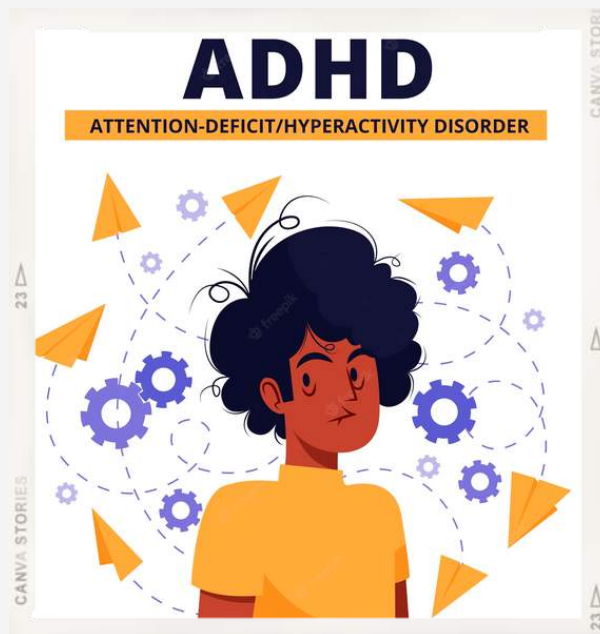
9 Egyptian survivors from the ship - named the *Adriana* - were arrested and charged with Smuggling as well as causing the Shipwreck. In sworn testimonies, survivors said that many of these 9 brutalised passengers, however at least 1 of those men had paid more than \$4,000 to be on the ship. Collectively, passengers aboard the ship paid over \$3.5million to be smuggled to Italy. Aboard the ship was a class system ; Pakistanis at the bottom, women and children in the middle and Palestinians and Egyptians at the top. For an extra \$50, you could earn a spot on the deck which turned out to be the difference between life or death.

"Didn't I tell you we were going to die? Didn't I tell you we were already dead?" - the last words from Kamiran Ahmad, a teenager hoping to study in Germany, to his older Cousin Roghaayan just before they went into the water. Kamiran's body has not been recovered and Roghaayan is situated in a Migrant Centre in Greece.

Whilst there are contrasting views on what really happened to the *Adriana*, it is unanimous that the consequences of this disaster were tragic. Possibly considered to be the Mediterranean's "worst ever tragedy" due to the sheer number of deaths and missing people. Investigations into the background of the boat are still ongoing and authorities worldwide are questioning whether Greece could have prevented the catastrophic events. The media coverage on the sub vessel and the billionaires aboard in comparison to the coverage on this fatal disaster is a stark contrast and forces us to question whether money and status makes us worth more, not only as a human being but also as a person.



# THE MISDIAGNOSIS OF ADHD



**BY KAY WHALLEY, YEAR 12**

## **What is ADHD?**

ADHD - or attention deficit hyperactivity disorder - is commonly associated with its symptoms. These can include; difficulty concentrating, restlessness, and finding it hard to respond to interactions. While these are the most common symptoms of ADHD, the condition can be associated with a multitude of other symptoms that are often masked by individuals or are harder to notice. Due to the complexity of this condition, it can easily be misdiagnosed as other disorders and conditions that express similar symptoms.

In this article, I will be exploring all the ways that ADHD is commonly misdiagnosed and how Social Media can influence these misdiagnoses. I will be exploring this in order to raise awareness about ADHD and the importance of a medical diagnosis.

## **How is ADHD commonly misdiagnosed?**

According to an article written by 'Medical News Today', ADHD is most commonly misdiagnosed due to three factors. These are; Age, Sex, and confusion with other disorders.

As mentioned in the previous section, ADHD has many symptoms which tend to commonly appear in other conditions and disorders.

The most common mistake that medical professionals can make when diagnosing an individual with ADHD tends to be labelling ADHD as ASD - Autism Spectrum Disorder. This occurs because the symptoms of ADHD tend to mirror those found in autism, such as ADHD difficulty concentrating, mirroring ASD hyper fixations on certain topics and withdrawal from others.

The second common way that ADHD can be misdiagnosed is due to the age of the individual.



There is a higher rate of younger children who are misdiagnosed with ADHD than with adults. According to a study that was conducted by the 'National Library of Medicine' in 2015, younger children tended to be more commonly diagnosed with ADHD when they did not have the disorder than with older children.

Due to ADHD not being influenced by an individual's age, this study proposed that doctors commonly mistook a developing child's immaturity and hyperactivity as early signs of ADHD. This is important to recognise as it shows that the diagnosis of ADHD should not be based entirely on whether or not an individual mainly acts 'hyperactive' as this feeds into a common misdiagnosis of the disorder that could prevent the individual from realising any other conditions or disorders that they may have that aren't ADHD.

In addition to these points, ADHD tends to be more recognised and diagnosed in young girls than in young boys, with 9 boys being diagnosed with ADHD for every one girl diagnosed.

This typically occurs because young boys tend to exhibit the 'hyperactive' symptom of ADHD which is the easiest for medical professionals to recognise, whereas girls tend to exhibit inattentiveness which is often mistaken for 'daydreaming'.

Additionally, most studies conducted by psychologists on ADHD and its effects on the brain have been conducted on young boys, rather than young girls. Since these studies often form the medical diagnosis used to diagnose ADHD, medical professionals tend to recognise ADHD in boys more than girls. As individuals with ADHD become more mature, this statistic tends to even off. With women and men being diagnosed with ADHD at similar rates.

While women in later life are able to get an ADHD diagnosis more easily than in earlier life, women who have lived with ADHD for longer tend to have more mental health issues than their male counterparts. This is key to understand as this tells us that if we suspect that we have ADHD when we are younger, we should get an assessment with a professional to protect ourselves from any future mental health problems that undiagnosed ADHD can cause.

### **Does Social Media help or hinder diagnosis?**

Recently on Social Media platforms, awareness of ADHD and similar conditions has become a lot more prominent.

According to a discussion I had with a student in year 12, Social Media can be a very useful tool for gathering information about ADHD from influencers who have and post about their experiences with ADHD. However, Social Media can also be quite dangerous as this student noticed that many videos on Tik Tok encourage individuals to self-diagnose in 'put a finger down if...' videos.

While being able to self diagnose yourself through Social Media can provide a sense of community and 'belonging' with an established collection of ADHD influencers, most individuals do not act on their self diagnosis. This is quite problematic - as discussed above - as if ADHD is left without a diagnosis, it can cause more issues for the individual.

Due to this, it is recommended by many professionals that Social Media platforms should be used to inform individuals about ADHD and not to diagnose.

This view about social media both helping individuals to understand ADHD and also influencing individuals to self diagnose was shared by 'The ADHD centre'. In their article, they make it clear that Social Media such as Tik Tok should be treated more as a way to gain awareness of ADHD instead of a way of diagnosing yourself. Social Media should be treated in this way because while self diagnosis can help a person understand that they may have ADHD, it cannot provide that individual with any medical help which could improve their lifestyle.

Due to this, 'The ADHD Centre' recommends that if you notice similar symptoms between yourself and any Social Media influencer, you should contact a medical professional first before making a self diagnosis.

Below, I have included some helplines and websites where you can find further information about ADHD and have someone to contact if you feel that you may need some guidance.

### **Helplines available**

Betterhelp.com

The ADHD centre  
[enquiries@adhdcentre.co.uk](mailto:enquiries@adhdcentre.co.uk)

Childline  
0800 1111

ADDISS  
<http://www.addiss.co.uk/>

# IS AI ART, ART?



*BY JESSICA HINE, YEAR 12*

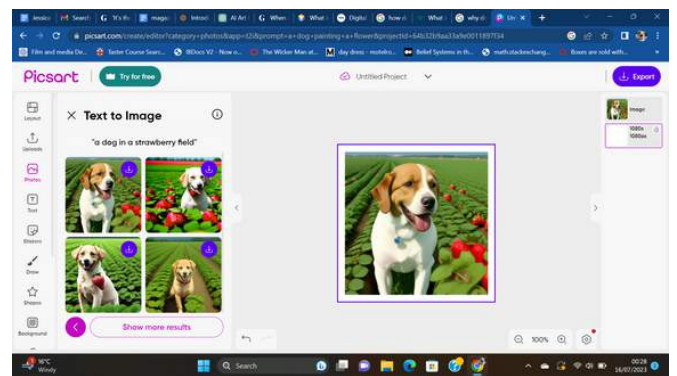
Across countless generations, art has always been an important and irreplaceable part of life itself. It is a powerful medium through which one is able to translate their emotions and ideas into a visual creation, and is forever renowned for its ability to capture the essence of the human experience. But what happens when art is no longer created by...well, humans. The emergence of AI art has pushed the boundaries of artistic expression, and has since become a rapidly evolving technology that has allowed millions of people to experiment with a number of different art styles and prompts, making their imagination a reality in a matter of seconds.



The earliest iterations of AI art appeared in the early 1960s by Harold Cohen, a British artist who was noted as the creator of AARON, a robotic machine with a computer program designed to produce art autonomously. The machine was designed to make drawings on sheets of paper placed on the floor, and Cohen continued to fine tune the AARON program for many decades as technology developed. It is only in recent years, however, that AI art has truly taken a step forward and become a popular tool used by many, with 2022 being the year that AI art went mainstream, which has notably become popularised by various TikTok trends. It utilises machine learning algorithms in order to create new artwork, yet uses existing images of drawings, paintings and other art to help the program differentiate between styles. What is so interesting about the rise of AI is that whilst it has left many people in awe at the sophistication of the technology, others feel that it lacks the authenticity and emotion of a human-made piece of art, and has copyright issues by using real artists' work without their knowledge or consent. This article will explore the pros and cons of AI art, shedding light on the complexity of forever evolving technological developments whilst providing a comprehensive understanding of the potential impacts on the art world and the future of aspiring artists.

### The Pros

As an IB visual art student, there have been many cases where AI art has specifically been useful for developing the basis of an idea, fast. For example, as a class we were advised to use the AI art generator in PicsArt, selecting a specific style we wanted the artwork to be made in, and writing a prompt for the program to follow. In many cases this groundbreaking tech was perfect, as it allowed us to visualise objects from our imaginations, and experiment with different prompt statements generating different pieces of art. Below is an example of artwork created when a specific prompt is typed in.



"A dog in a strawberry field" - a prompt entered into the PicsArt AI art generator

Nigerian AI artist Malik Afegbua is an "unapologetic champion for the use of AI art", and creates incredible images using his imagination in close conjunction with AI technology, even being recognised by the oscar-winning costume designer for Black Panther Ruth Carter after he posted his creations on social media. He wanted to create a fashion series which would combine, "traditional African Nigerian fashion with something futuristic, something Afro-futuristic", specifically using AI generated old people to model the AI generated clothing. He says that "Artificial intelligence learns from us and learns from the World Wide Web. I try to learn from it as well. I try to learn how to talk to it, how to communicate better to get exact results from it." As AI is such a great tool for developing and finalising ideas, the future of the involvement of AI with art seems bright, whether that be in visual art, film, music and so on.



An example of some of Malik's work

### The cons

Although seemingly brilliant in its efficiency and effortlessness at generating free art for everyone to enjoy, there has been a lot of backlash after many people have argued its flaws. For example, in countless cases AI art generators have used real artists' work without their permission, becoming an ethical problem due to the fact that artists can do little to reclaim their property and stop the engines from taking even more. Artists are even losing revenue as business turns to AI in order to receive artwork that is free and easy to use. As it is still a complicated technology that is in its infancy, it is hard for lawmakers to decide how to deal with the situation; gradually, lawsuits are being filed against AI algorithms that have stolen from artists without their permission, including the AI engines DeviantArt, Midjourney, StabilityAI, OpenAI, and even Microsoft. Away from the legal repercussions of AI, many people agree that the technology lacks the emotional depth and personal touch that traditional art often has. Although it possesses the ability to create realistic images, it sometimes lacks the emotions and nuances often conveyed by art made by a person with their own thoughts and feelings. Some critics argue that using AI devalues the importance of human creativity and skill in the creation of art, and will leave people unable to harness and develop their own creativity which is necessary for broadening perspectives in closed-minded people.

I asked Miss Harrison, an art teacher at Bexley Grammar, for her thoughts on the significance of AI in the art world, and whether she had any concerns about its impact.

"I believe that AI can be a threat to specific disciplines in Art such as Photography, film and digital art (animation). These are areas that rely so heavily on digital imagery which could, over the years, reshape the world of Art in Technology. As a fine artist, I feel that AI is a useful tool for generating new ideas which can then be processed and adapted in many ways to produce interesting concepts. In the world of Fine Art, the tactile qualities of texture, colour and form have always been a relevant part of viewing art and although AI does generate the image, much is lost in the emotion and meaning behind the work. Therefore, this is why I believe that for those that are 'making' and using a 'process' to produce real life work which interacts with the viewer on so many levels through these 3 formal elements, I don't believe it is a threat just yet."

What do you think the future of the artworld will be?



AI generated landscape



A top-down view of several triangular slices of watermelon with green rinds and red flesh, some containing black seeds. Each slice is mounted on a light-colored wooden stick. They are scattered across a solid, vibrant blue background. The text "Awesome current and past students" is written in a black, cursive script across the center of the image.

*Awesome current  
and past students*



BGS Homegrown talent.

ZACH KING:  
INSTITUTE OF ENGINEERING  
DESIGNERS  
ANNUAL PRIZE AWARD  
BEST FINAL YEAR PROJECT





FOUNDED IN 1945 AND CHARTERED IN 2012, THE IED IS THE PREMIER MEMBERSHIP BODY REPRESENTING ENGINEERING AND PRODUCT DESIGNERS. THEY AIM TO SUPPORT AND INSPIRE MEMBERS TO ACHIEVE THEIR CAREER GOALS AND PROFESSIONAL ASPIRATIONS.

ON THE 7TH JULY THE YEAR 12 IB HIGHERS AND YEAR 10 GCSE DESIGNERS WENT TO VISIT THE NEW DESIGNERS EXHIBITION IN ISLINGTON, NORTH LONDON.

IT WAS AN ABSOLUTE DELIGHT TO DISCOVER THAT ZACH KING (BGS CLASS OF 2020) HAD BEEN CHOSEN TO WIN THE ANNUAL PRIZE FROM THE CHARTERED INSTITUTE OF ENGINEERING DESIGNERS. WE CAUGHT UP WITH ZACH AND ASKED HIM HOW HE LANDED HIS AWARD AND WHAT HE HAS BEEN UP TO SINCE LEAVING.

### **WHICH SUBJECTS DID YOU TAKE IN THE SIXTH FORM?**

MY HIGHERS WERE **PHYSICS, DT AND MATHS.**

### **WHERE AND WHAT DID YOU STUDY?**

I WENT TO LEICESTER AND STUDIED A BSC IN PRODUCT DESIGN.

### **WHAT ADVICE WOULD YOU GIVE TO YOUNG PEOPLE WANTING TO PURSUE A CAREER IN DESIGN?**

KEEP DOING PROJECTS AT HOME AND AT SCHOOL  
EVERYTHING YOU DO IN YOUR FREE TIME HELPS TO TEACH YOU FOR YOUR TIME IN UNIVERSITY, WHETHER THAT BE DRAWING AND SKETCHING, PROGRAMMING, DIY AROUND THE HOUSE, 3D MODELLING AND PRINTING, ALL OF THESE SKILLS END UP COMING IN VERY USEFUL. IN YOUR DEGREE YOU END UP CHOOSING HOW YOUR DESIGN LOOKS AND WHAT TO SPEND YOUR TIME ON, SO IF YOU WANT TO SPEND A YEAR DOING SOMETHING SPECIFIC YOU CAN, TESTING DESIGNS AND IDEAS WITHIN THAT FIELD. THESE PROJECTS WILL ALSO LOOK AMAZING IN YOUR PORTFOLIO, WHICH IS MORE IMPORTANT THAN YOUR CV IN PRODUCT DESIGN, WHETHER IT BE A DIY RC-CAR OR 3D PRINTED MODELS YOU HAVE MADE.

### **WHAT ARE YOUR BEST MEMORIES OF SCHOOL?**

SOME OF MY BEST MEMORIES IN SCHOOL ARE PLAYING VIDEO GAMES IN THE IT LABS DURING BREAK AND LUNCH, WE WOULD OFTEN GET TOLD OFF BUT WE DID IT ANYWAY, SETTING UP MINECRAFT SERVERS AND CREATING MINIGAMES FOR EACH OTHER WHICH EVERYONE ELSE WOULD JOIN AND PLAY TOGETHER.



# TEENAGE PROBLEMS

by Jesse Oshogwe, Year 10

## LOVING THY NEIGHBOUR

As we all know, being a teenager is pretty hard in this day and age. With constant pressure from exams and the lack of likes we get on our posts, a lot is bothering us. On a more serious note, young people often have their worries, fears and problems ignored - or even worse - infantilised. Adults often write articles about the problems teenagers go through, which leaves their advice unrelatable. But have no fear - because now you have me to expose these common and severely undermined issues.

Welcome to Issue 3 of Teenage Problems (by Jesse Oshogwe), and thank you for reading this section once again! This term's topic is - "Loving Thy Neighbour", so stay attentive to find out what I really mean by this!





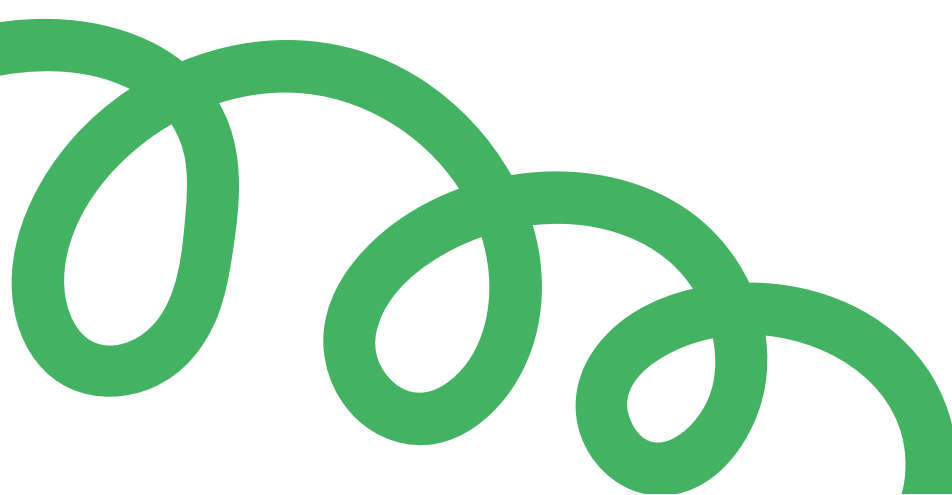


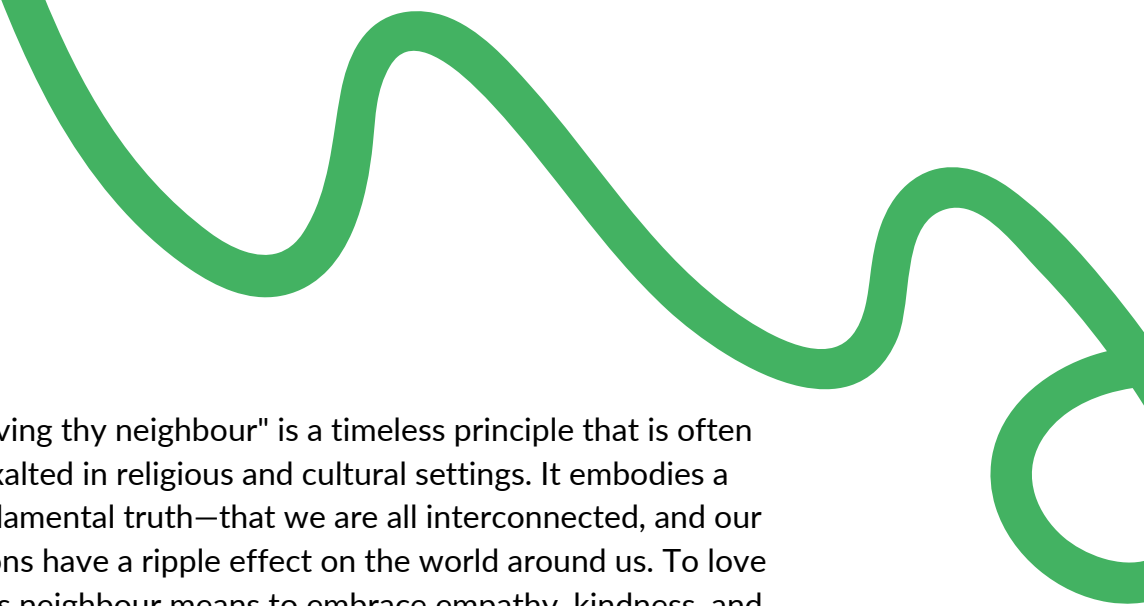
In today's fast-paced and highly digital world, it seems that negativity has become a welcome and well-known friend in both online spaces and real-life interactions. It is no longer rare to see death threats, unneeded insults or just general animosity towards others on a daily basis.

Despite the rise of such negativity, positivity is slowly on its rise to popularity. The most popular incarnation of this would be the quote "I have no enemies.". Taken from Vinland Saga, the internet has been blowing up this quote whilst simultaneously upholding a desire for their "peaceful, heroic arc".

In recent years, the power of positivity has gained significant attention, permeating various aspects of our lives. From inspirational social media accounts to mindfulness practices and self-help books, people are increasingly embracing the idea that a positive mindset can bring about profound changes in their lives.

The emphasis on self-care and personal growth has also contributed to this shift, as individuals recognize the importance of fostering positivity within themselves before spreading it to others.

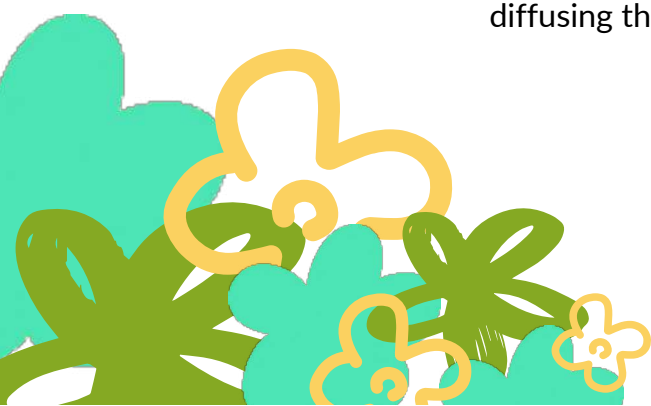




"Loving thy neighbour" is a timeless principle that is often exalted in religious and cultural settings. It embodies a fundamental truth—that we are all interconnected, and our actions have a ripple effect on the world around us. To love one's neighbour means to embrace empathy, kindness, and understanding toward all individuals, irrespective of their differences. It challenges us to go beyond mere tolerance and actively seek to build bridges that foster unity and respect. Whilst we may not agree with others' life choices - we still must love those around us, understanding and respecting everyone.

Empathy lies at the core of loving thy neighbour. It is the ability to understand and share the feelings of another person, placing ourselves in their shoes. By cultivating empathy, we develop a deeper understanding of others' experiences, struggles, and triumphs. It allows us to recognize that each person carries their own unique set of circumstances and challenges, shaping their choices and actions. With empathy, we can break down barriers and foster connections, creating a sense of unity and common humanity.

In a world consumed with individualism and heavy competition, the concept of "having no enemies" may seem like idealistic garbage. However, it is precisely during these challenging times that embodying this philosophy becomes crucial. Having no enemies does not imply that we naively ignore or condone harmful behaviours; rather, it urges us to view those who perpetuate negativity not as adversaries but as individuals who may be lost, hurt, or misguided. By approaching them with empathy and understanding, we can contribute to their growth and transformation, ultimately diffusing the negativity that surrounds us.







Loving thy neighbour has a positive impact on our own well-being and mental health. When we approach others with kindness and compassion, we genuinely feel good! Making other people feel good about themselves is the best way to boost your mood. Studies have shown that acts of kindness and positive social interactions contribute to improved mental health, lower stress levels, and increased overall happiness.

Whilst online platforms have become a breeding ground for negativity, with the anonymity they offer, we can strive to create a positive and uplifting environment. Simple acts of kindness, respectful dialogue, and genuine support can counterbalance the negativity that tends to dominate online spaces. By consciously choosing to spread positivity, we become catalysts for change, fostering a culture of love, empathy, and understanding.

In a world grappling with the perils of negativity, the rise of positivity offers a glimmer of hope. Embracing the principle of loving thy neighbor and striving to have no enemies can lead to profound transformations both in ourselves and in society. As positivity becomes trendy, let us remember that its true power lies not in mere trends but in the genuine connections we forge, the empathy we extend, and the love we share. By choosing to embody these values, we can create a ripple effect that has the potential to heal our communities and nurture a brighter future for all.





Staying positive 24/7 can be hard, but taking the effort to create a welcoming and friendly atmosphere around you can work wonders to how people view you, and who decides to interact with you. This will lead to deeper relationships, a more fulfilling feeling and overall, a happier you.

Thanks for reading.

# TEENAGE PROBLEMS

BY

## JESSE OSHOGWE





Diep Anh, Eva, Anshika,  
Hana, Caitlyn, Angela



Nimrat, Millie, Ella, Lucy,  
Isabelle, Lucy



Ava, Angel, Lily, Diana



Daniel, Devin, Oli,  
Aaron, Jay



Berad, Lydia, Astarti, Anastasia,  
Rafael, Lucas, Sofie, Isabella



Tasie, Nalin, Kaden,  
James



Christine, Sienna, Ava,  
Layla



Following an incredibly challenging and rain-soaked practice expedition, I would like to extend my congratulations to all the students who successfully completed their Duke of Edinburgh Bronze Qualifying Expedition. Over the course of two days, students had to traverse more than 30 km on foot, relying solely on a map, while carrying their entire equipment. Everyone showed perseverance and resilience! Congratulations!  
Miss Bellingham



George, Udi, Zakariya,  
Kieron, (Caleb)



Finlay, Adi, Nadid, James



Zack, Cameron, Caspar,  
Finley, Oscar



Samy, Martin, Lewis,  
Maxim, Keir, Omar



Anagha, Ruby, William,  
Theo, Shudhit, Dexter



Jerzy, Fope, Austin, Lev,  
Christian, Adam



Selasi, Harry, Daniel, Lenny,  
Liam, Krishaal, Henry



Hafsah, Charis, Ayaka,  
Madison, Sophie, Abigail



Tymon, James, Sam,  
(Sebastian)



Rotimi, Arjan, Aashraya,  
Rohan



# EAG

## News



The first year of the newly reformed Environmental Action Group, headed by the ever versatile Mr Male, has definitely been a busy one. As part of our efforts to reduce our schools' impact on our valuable climate, we have held discussions with a number of relevant groups and people in order to reform the way that recycling is dealt with. From Bexley Council to the Senior Leadership team, we have negotiated a new method of dealing with paper waste. From September, each form will be responsible for paper recycling of their own room (and other adjoining rooms if necessary). This will ensure that paper is properly disposed of - something that hasn't been happening since the school's temporary closure in 2020.

In addition, we have undertaken other projects to help offset our schools carbon emissions - including planting a new tree in order to celebrate the coronation of King Charles III. Other projects currently underway include a more widespread change of bins, such as introducing more collection points for plastic bottles and other plastics in corridors, as well as aiding the canteen with complying to new legislation preventing the use of single-use plastic cutlery. Moving forward, the Environmental Action Group will continue to explore innovative ideas and work with relevant stakeholders to further reduce the school's environmental impact. We are committed to creating a greener, more sustainable environment for both current and future students at this school.



The background of the entire image is a solid, vibrant blue. Scattered across this background are several triangular slices of watermelon. Each slice is cut with a green rind and a bright red, juicy interior. Some slices have a single black seed visible. Several of the watermelon slices are mounted on light-colored wooden sticks, which are visible extending from the bottom or side of the slices. The slices are arranged in a casual, non-uniform pattern, with some overlapping slightly.

# News from departments



BEXLEY GRAMMAR SCHOOL'S PRODUCTION OF:



# The Addams Family

A NEW MUSICAL  
COMEDY

4 - 7 July 2023

Book by MARSHALL BRICKMAN and RICK ELICE

Music and Lyrics by ANDREW LIPPA

Based on Characters Created by Charles Addams

Originally produced on Broadway by Robert Olen, Roy Furman, Michael Leswitz, Five Cent Productions, Stephen Schuler, Decca Theatricals, John Sander M. DeLeon, Stuart Ditzky, Terry Allen Kramer, Lella, Stephanie P. McClelland, Janet L. Nederlander, Sen. Ed. Wyden, Theatricals, Mary LaRuffa, Pittsburgh CLO/Gastmann-Swinsky, Vivid Tiwary/Gary Kaplan, The Winston Company/Clerico, LLC, Adam Zolnick/True Theatricals & Lella

By Special Arrangement with  
Elephant Eye Theatrical





As you may have seen in recent newsletters, our school Musical production took place in the first week of July, after months of hard work from students and staff.

In fact, we had started work on this show back in 2019 before Covid struck, so it has been almost four years in the making!

We hope many of you had the chance to see the show, or some of the photographs on the screens around the school.

Director Mrs Goddard, Musical Director Mrs Casling, producer Mrs Snelling and Mr Asker with the lighting design and Mr Ross on sound pooled their skills to create a feast for the eyes and ears, along with student choreographers and lots of other support..





WE HAD AN AMAZINGLY  
TALENTED CAST, AND IT WAS  
A PRIVILEGE TO WORK WITH  
THEM. HERE ARE A FEW  
WORDS FROM SOME OF OUR  
CAST MEMBERS:

Mary Mawdsley says...  
It's honestly such an amazing experience and I love doing  
it so much. The people you meet are all so incredibly  
talented and kind and it's so lovely to meet people who  
share your interests. Every moment building up to the  
show is so amazing and after every show I just think how  
it's all worth it. You honestly couldn't find a better  
atmosphere than in the shows and every moment is so  
much fun.



From someone who has been in the musicals since year 7, I can certainly say that they are the highlight of the year and this year was certainly not any different! From auditioning for the musical in December to finding out the cast list after Christmas, this year's spooky and spectacular 'The Addams Family' could not come quickly enough for us all and we could not wait to perform it for everyone. From working with people from all year groups during rehearsals to learning all the harmonies on a weekend together in the middle of Summer, seeing how it all pays off at the end is the best experience. The dedication displayed by all of the teachers involved and the team-work involved is something that is incredible to witness. Show week is undoubtedly the highlight of the year with all four performances being something for us all to be proud of. My favourite part of being a student here at BGS is getting the chance to be involved with these musicals as it gave me the opportunity to meet my family here at BGS and these memories will be something that I look back on every year. For anyone thinking about auditioning next year, definitely do it, you will certainly not regret it! From all of the cast, we would like to thank all of the teachers and staff who worked on The Addams Family: we are truly proud of how amazing our show was!

Grace Taylor (Wednesday Addams)





Millie Warner says...  
I was very doubtful about auditioning at first, however I'm so glad I did! Being part of the show was a phenomenal experience and everyone is always so positive and brilliant. This is the first musical I've taken part in, but I will definitely participate in many more! The actors are amazing and the atmosphere is always so exciting and positive, before the show and during rehearsals! But obviously we can't forget the band- they are absolutely fabulous! Also thank you to anyone working with sound effects or lighting: you made the show absolutely brilliant! I'd definitely recommend participating if you love singing, dancing, and acting.



Claudia Baker says...  
This has been the first musical that I have taken part in and due to how amazing this experience has been I will definitely be taking part in more. It has been a huge privilege to have this great opportunity. I have loved every part of it from the dancing, to the singing and even the go bananas backstage! It is clear that everyone has put in so much effort and I am so proud to be involved in it. Addams family has really made me want to continue for two reasons, (1) I feel so much more confident now and (2) I have made so many new and amazing friends that I 100% feel I will stick with, even if some of them are leaving I know that they have played a huge part in my life even in such a short amount of time - everyone is like a huge, happy family and I honestly think that that is my favourite part about it! Thank you so much to all of the teachers who took time out of their weekdays and weekends to make the whole thing come together and to all of the dedicated cast members who have made this such an awesome experience. It has been great!

Louie Sanford says...  
Being part of this musical has been such a great opportunity and I have loved every single part of it from the teachers, the cast, and the overall experience. This year I auditioned for the chorus/ensemble, however I got the role of being someone in the moon troupe which I am so happy about, as they are a group of ballet dancers, and I love dancing so much so I love that I got to be a part of this group. In this play I have also been able to do a variety of other things as well ranging from cheerleading, to tango, to ballet, and lots of other things. This has been a great production and thank you to everyone who has made it so much fun and thank you to all of the teachers who have put this whole musical together.

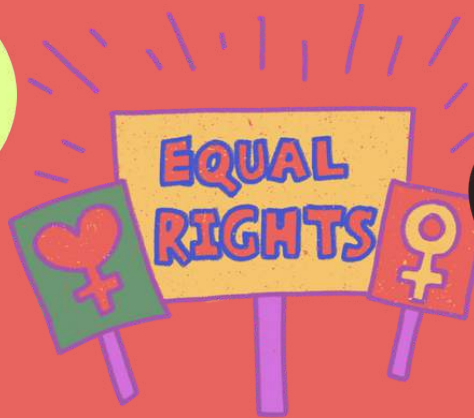


# FBCS News

## 8ERE reflect on the past two years.

As another school year draws to a close, the lovely 8ERE reflected on the wealth of topics we have covered in year 7 and year 8, and the importance of having acquired such knowledge and awareness. Here are some of their reflections!

This year, I have learned that in real world case studies, there will always be 2 or more conflicting opinions, and that it is important to explore and try to understand the reasonings and evidence for each side. Doing this in class has helped me to become more tolerant and informed about current issues. This is not only useful for FBCS, but also in other subjects such as geography and history.



I think it was important to learn what we learnt this year because it made us aware of signs of abusive relationships and what to do when you are in one. I also think it was important to learn about identity because it is important that everyone feels safe regardless of their background and identity. All that we have learnt in the past year has been very beneficial because it has really improved my understanding of our society. I think the whole of 8ERE believe this is very, very beneficial for now and in future life.

The topics we have learned are important to know, as this helps us to understand other people's lives. At first, I thought that transgender only applies to those who have physically changed in some way, like with transitional plastic surgery. However, I now understand that it's not about what you look like, but what you identify as. It is also important that we know that consent is necessary and the boundaries of abuse. Overall, I am very grateful that I have this important knowledge and am able to understand the importance of these topics.

I think that the topics that we have learnt in FBCS this year are important for our understanding of the world and of each other. I believe that it was important to learn about people's different identities, so that we can learn more about them and help others understand. It was important for us to learn about race and racism, so that we understand how they affect people's lives in different ways, and how we all have different experiences due to race and racism. It is important for us to learn why refugees leave their country and their home, and why we need to help them. It is important for us to learn how sexism affects people in different ways, and how people are put in danger from it. These are all important so that we can understand how the world works for different people.

I believe that the topics that we have learnt in FBCS are important because it broadens our view of other people and how they are treated. This is important because we if we didn't learn about other religions and cultures we would grow up learning that we are right and they are are wrong even though we both have equal right to believe what we want to believe. dd a little bit of body text

This year in FBCS, I have learned many important things that would help me through life. One of these things is the situations that some people find themselves in, and want to escape to a better place. I have learned to be tolerant and accept them, as this is their only neccesaty, and to not be against them. Another thing is learning about intersectionality, and sexual orientation. I now understand all the important key terms and I have learned more about what I am.







I think that what we learnt is very important as it teaches to do and be a number of things.

1. Understand our world around us.
2. Empower us and teach us what rights we have and can use.
3. Form opinions on topics.
4. Recognise and diminish unacceptable behaviour, like racism and sexual assault.

These things are very important as they help us to do a number of things, like mitigate bad behaviour, understand people, understand your rights and be a part of democracy by voting, and writing letters to an MP

Personally I think that it was important to learn about everything we learn in year 8, starting from gender identity all the way up to immigration. I have learnt that there will be always some difficulty living with differences such as problems in their own country which made them to flee, the struggles people have to face due to their identity or even problems in relationships. I have also learnt that there will always be 2 or more people that would have different opinions.

All the topics covered in year 8 were very important especially equality and human rights. Human rights are something that everyone should have access too so everyone can be treated equally and fairly. Without human rights and equality, people would not have the same opportunities that we have at the moment.

This year in FBCS we have learnt plenty of important topics crucial for us to better understand our society and the world in general.

We have learnt about identity and how it is important for us to respect each other for who we are and to be proud of ourselves and our heritage

We learnt about the dangers of racism and how to stop it from happening in our society.

We learnt about how to spot abusive relationships at a young age and we learnt how democracy works to better understand our society.

Overall this year has greatly helped us understand society as a whole and live a happier, more understanding life.



In FBCS this year, we have covered many topics but I think all of them have importance and have made an impact on the way we think. We have gone through democracy and that has allowed us to understand our society and how it works. We have covered identity and has allowed us to understand how it forms who we are. Overall, FBCS has helped us handle real life problems and situations and can further help improve our understanding of serious issues.

In FBCS, we learnt several topics about our community: examples include identity, democracies, racism, immigration and sexism. Our lessons were in-depth, accompanied with open discussions about the impacts they have on people. With these discussions came many different opinions, which diversified our class. These subjects are extremely important to be educated and talked about because the knowledge gained helps us, as a whole, flourish in many different ways.



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In year 8 we learnt about Abusive relationships and healthy relationships, I believe that this is a very important topic because we need to be educated about what an abusive relationship is and what it does to people so that we can prevent it in the future and help people who are currently in one. Many people do not know that they are in an abusive relationship and think that it is normal as they have not been educated about it, this is very dangerous as not only can it harm the person in the relationship but it will also make the abuser think that this is okay and they are allowed to do this to people.

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Through out this year in FBCE I have realised more the importance of learning the topics we have. Learning about diversity and equality helped to educate us on different cultures and people. It has also helped me to be able to respect others more. Learning about refugees was also important as I appreciated what people go through to be able to live a better life. Being educated on relationships was also good as I learnt about boundaries and what is wrong. It also showed how important consent is.

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# ***Social and Cultural Anthropology trip to the V&A and East London.***



On Friday 14th July, a group of Social and Cultural Anthropology students visited the Victoria and Albert Museum, looking specifically at the Design exhibition and analysing what objects and materials tell us about the social, cultural, historical and political landscape in which they are produced. After that, they travelled to the City of London, where they went on a walking tour through the City ending up in Brick Lane, led by the Migration Museum guides. During the walk, students learned how migration stories are woven into the streets of London, and how complex global phenomena and shameful parts of history, such as colonisation and the transatlantic slave trade, have shaped this part of the country, like so many others.

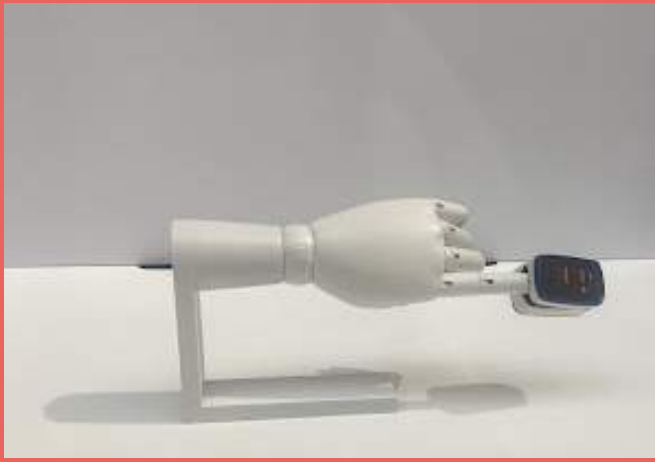
This was definitely a very eye opening experience for our students in many ways.

Here are some of the things our students learned about at the V&A:



## ***Women in the workplace***

***As more women entered the workplace over the course of the last 100 years, they faced challenges around pay and authority. Rising to positions of power, women needed new types of workwear to reflect and emphasise their status. Edina Ronay designed a suit in the 1980s which drew on menswear but featured a skirt instead of trousers.***



### *Device to measure blood oxygen levels*

*This device is used to measure a patient's blood oxygen levels in their finger using light technology. It played a crucial role in the covid pandemic as covid affects someone's blood oxygen levels but as it uses light technology, it doesn't work as well on people of colour - highlighting the health disparities between races and starting a campaign for more equal treatment*

*The Hello Barbie is a wi-fi enabled doll with built in voice-recognition technology, allowing it to listen and respond when played with. Conversations are recorded and transmitted to servers where they are analysed and stored to inform future interactions. Hello Barbie's release in 2015 was met with widespread concern after its servers were hacked. Privacy groups advocated for the manufacturer Mattel to recall the doll. It was discontinued in 2017. This relates to the ethical issue of informed consent as it was recording people without them knowing therefore it relates to power and inequality as the powerful are able to exploit the customers (powerless) by getting the to buy the doll and then record them. In this way it relates to Foucault's theories.*



### *Equal rights behind the wheel.*

*Mohammed F. Khoja designed this jacket to celebrate the lifting of the 61-year ban on women driving in Saudi Arabia, Emblazoned with 'June 24 2018' in both English and Arabic and styled to appeal to women and men, the jacket's lining also features text explaining the date and its significance. All 250 jackets produced sold immediately, showing the power of design to reflect positive social change.*





*The Volksempfänger was introduced in 1933, the same year Adolf Hitler came to power in Germany. It was specifically designed to serve as an affordable mass-communication tool for the new Nazi government. It was intended to be accessible to the general population, costing only a third of the price of other radios at that time. By 1941, approximately two-thirds of German households owned a Volksempfänger.*

*The Volksempfänger's materiality extends beyond its physical form as a radio. It played a crucial role in enabling the spread of fascist propaganda through Nazi-controlled radio stations. Its design and affordability were intentional strategies by the Nazi government to facilitate mass communication and disseminate their ideologies. Therefore, the Volksempfänger is not just an object but also a medium that carried social relations and practices tied to the propagation of Nazi propaganda.*

*The juban (right) was worn by a man underneath another kimono and signifies allegiance with Japan's colonial ambitions during a period when the country was aggressively expanding its territory in Asia. The fabric of the juban features designs of planes, searchlights, battleships, and Japan's red and white 'rising sun' military flag. These elements represent the materiality of the juban, as they embody the cultural and social context of Japanese imperialism during the Second World War.*

*The juban serves as a tangible artefact that provides insight into the historical and cultural dynamics of Japan during that era. It showcases the materiality of objects, as it not only functions as a piece of clothing but also carries symbolic significance and reflects the social and political climate of the time.*



*Varvara Stepanova and Aleksander Rodchenko created this outfit in response to the call for a new Soviet identity after the Russian Revolution. After the revolution, Russia transformed into a communist state and was renamed the Soviet Union. To establish a distinct Soviet identity and promote state-owned industry, the Russian government sought the assistance of designers and artists. Stepanova aided in the promotion of state-owned industry by creating the chevron pattern showcased on the fabric swatch.*

*The materiality of the outfit lies in its representation of the evolving Soviet identity and the socio-political aspirations of the time. The pattern conceived by Stepanova carries cultural significance, serving as a visual symbol of the emerging Soviet Union's identity and the artistic response to the call for a new national aesthetic. The outfit serves to symbolise the integration of art, industry, and the collective spirit associated with the new Soviet ideology.*



The trip to the V&A enlightened us to the historical, social and cultural backgrounds behind everyday objects that may otherwise seem mundane. It was interesting to find out about the paramount role that design has played throughout history and how it reflects the socio-economic status of the country at each given time.

It was really interesting to see how much of a large role design plays in our everyday life, and how design can be used to express political views. I also enjoyed looking at the oldest versions of certain items that are more developed now such as the MacBook, because it shows how technology and clothing through design has developed and changed over time.

It was nice to look at the different materials that were used to invent new things. The evolution of clothing from pre modern to postmodern was interesting to see.



The walking tour was also interesting because we got to immerse ourselves into the migration history of London and learnt about the history of England that mainstream curriculum doesn't include. We found out about the influences of migration that affect the London we live in today - even down to our banking system.



The walking tour with the Migration Museum was also very intriguing because I learnt about how prominent migration was in making London the city it is today. Seeing certain buildings and monuments that related to migration was also very insightful and engaging because it made me aware of the political views behind them, and how much migration had an impact on London and our society today.

## What did our students get out of this trip?

I enjoyed learning about the history of fashion and how it has changed over many centuries. It was interesting to compare the history of fashion to modern fashion and highlight the similarities and differences between them. Seeing past fashion was amazing and something I had never experienced.



The tour was unlike anything I have done before, I found it extremely eye opening about London's past with migration and how that affects us in today's society. It was fascinating to learn about certain buildings and statues which have a past in migration and the politics behind each event that occurred.



I found the trip to the V&A museum very interesting because it reminded me of how every-day objects can reveal a lot about the culture and society it was made in. I was particularly interested in how a radio, that is seemingly rather boring, can become a tool of mass control by the use of propaganda.

I thought that the walking tour was very informative, as it opened my eyes to the massive impacts migration has had on London and I particularly enjoyed learning about the cyclical nature of society. I also enjoyed the background information on statues that I would usually walk by without a second thought. I learned that history has made a visual and societal impact that still lingers today.





# P.E. *news*

CONGRATULATIONS TO THIS YEAR'S  
SPORTS AWARDS WINNERS!

# Sports Awards 2023

This year students across year 7 to 13 have competed in a huge amount of fixtures against other schools and weekly training sessions this year. Students have shown great dedication and commitment to improve their own and team's performance and we would like to say a huge well done and thank you to everyone who has been involved. Many students also have commitment outside of school and our thriving honours board displays the array of activities that our students compete in.

Each year we select some students who deserve a little extra recognition. This could be due to their extra-curricular activities, their attitude within lessons & training or for the successes they have achieved.

Award	Winner	Reason
GCSE Student of the Year	Megan Wooton	Outstanding attitude to lessons and practical in GCSE PE.
IB Student of the Year	Harrison English	Outstanding performance in the theoretical aspects of Sports Science.
Team of the Year- Boys	Year 9 Rugby	Participation in training and fixtures.
Team of the Year- Girls	Year 7 Netball	
Sportswoman of Year 7	Matilda Sargent	Outstanding contribution to school sport within training, fixtures and/or leadership roles. These students may also excel in sports outside of a school setting.
Sportswoman of Year 8	Adebola Olateru	
Sportswoman of Year 9	Eloise Newton	
Sportswoman of Key Stage 4/5	Daisy Rowland	
Sportsman of Year 7	Ethan Silley	
Sportsman of Year 8	Jamie Hawney	
Sportsman of Year 9	Stelios Kyriakakis	
Sportsman of Key Stage 4/5	Henry Bush	
Sports Leaders of the Year- Key Stage 4	Layla EvansSubhan Saeed	These students have shown outstanding dedication to leading within BGS and the wider school community and have been Young Cricket Leaders also.
Sports Leaders of the Year- Key Stage 5	Sam BrownHannah Monksfield	These students have shown outstanding dedication to leading within BGS and have helped to coach younger students.
Don Wellman Award	David Langley	Outstanding contribution to school sport, within practical aspects, leadership roles and within theoretical sports science. David has been a wonderful student!
Fundraising Champion	Adam Howard	For raising the most money in sponsored events.
John Collins Cup for Outstanding Achievement in Football	Alvyn Fiador	Outstanding contribution to school Football- Alvyn was also the first team captain.
Lesley Gentry Memorial prize for Cricket	Will Benedict	Outstanding contribution to school junior cricket.
Lesley Gentry Memorial prize for Tennis		Outstanding contribution to school junior Tennis
Year 12 Sports Science Award	Scarlet Barber	Outstanding work in year 12 sports science.





A huge congratulations to our sports awards winner and to everyone who has participated this year! We look forward to welcoming you all back to extra-curricular activities again in September (remember its never too late to join in!!)

The PE department





# Running club

This year the running club has seen great attendance, come rain or shine, many students have woken early to start their Friday with a run around Danson Park. The build to longer loops and hills reps has been impressive and not only that, the chance to run with friends and be present in a beautiful green space has been equally as important. This group has truly reaped the physical and mental rewards that can come from running in our local beautiful park. Here are some of the thoughts of our run clubbers and reasons for setting that early Friday alarm:



"It's a way to make new friends and socialise with more people. It gives a great mindset for the rest of the day."

"It makes me feel better and more prepared for the day."

"It gives me more energy throughout the day and makes me energised for my lessons."

"Running club has helped me improve my stamina in the sports I enjoy, particularly in rounders and cricket."

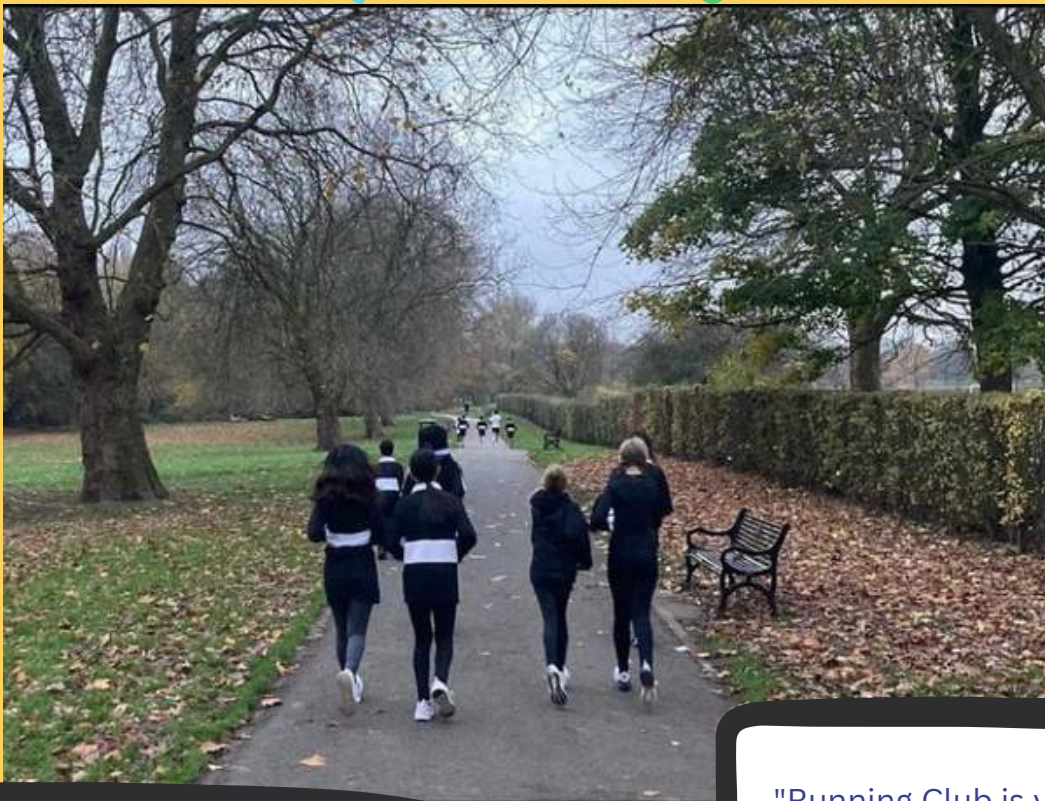




"Running club is a chance in the morning to chat and socialise with your friends whilst staying fit."

"The cold, fresh air in Danson Park."

"Whilst running, you can look around and see the greenery."



"My week's highlight is running club. It motivates me to move and gets me psyched up for the upcoming school day. My energy and happiness levels are usually low in the morning, but as I start running, they increase."

"Running Club is very fun and physically demanding. Every Friday, I look forward to running club as it is very active, good for your mental and physical health and also is just good every now and then to get your brain and body active on a Friday, 1 hour before school."

Big thank you from me run clubbers. It has been a great start to my Friday mornings too! Keep running over the summer. Mrs Howard

# BGS AND THE UK MATHS CHALLENGE

## March 2023: Intermediate Maths Challenge Success



**United Kingdom  
Mathematics Trust**

The UKMT Intermediate Mathematical Challenge (IMC) is a 60-minute, multiple-choice challenge which takes place once per year.

It encourages mathematical reasoning, precision of thought, and fluency in using basic mathematical techniques to solve interesting problems which are designed to make students think.

On the 16th March, 41 BGS students across Years 9, 10 and 11 participated in the IMC and achieved 22 Gold, 8 Silver and 9 Bronze certificates - congratulations to everyone!

Seventeen of these students also qualified for follow-on competitions, meaning they were in the top 9 500 out of 290 725 students who took part! The Maths Department would like to give a special mention to the students below for participating in the following rounds:

- The Grey Kangaroo - Diana Androschuk and Lev Griffin
- The Pink Kangaroo - Jason Stoyanov, Freddie Morgan, Ethan Abbate, Sebastian Guaydier, Rebecca Elkins, Edgar Fedorcenko and Eashan Patel
- The Mathematical Olympiad - Ashna Adhikari, Diep Anh Nguyen, George Miao, Sam Bowring, Haris Dalipi and Andy Yu

Sam Bowring in Year 11 received a Distinction in the Maclaurin Olympiad and had this to say:

"On the 16th of March, I had the opportunity to participate in the Maclaurin Maths Olympiad. This is one of the two follow-on rounds available to high scorers on the Intermediate Maths Challenge. We were given 2 hours to answer 6 questions which focussed heavily on logical reasoning and problem-solving. Unlike most conventional exams, each question required a full written solution with a thorough explanation of the logic behind each proof, which made for an interesting challenge as I had never come across such a format before. Although I was unable to answer all six questions within the time allowed, it was still a stimulating and challenging way to improve my problem-solving skills."





Andy Yu 11LC with his medal

If you're feeling like a stimulating challenge, here is Question One from the Maclaurin Olympiad paper that Sam and Andy took part in:

A plank of wood has one end,  $A$ , against a vertical wall. Its other end,  $B$ , is on horizontal ground. When end  $A$  slips down 8cm, end  $B$  moves 4cm further away from the wall. When end  $A$  slips down a further 9cm, end  $B$  moves a further 3cm away from the wall. Find the length of the plank.

Here is a [link](#) to the full paper, and here is a link to the [solutions](#).

Andy Yu in Year 11 won a Bronze medal and book prize in recognition of his incredible achievement in the Maclaurin Mathematical Olympiad 2023. This places him in the top 100 mathematicians in the country. In his own words:

"On Thursday 16th March, I took part in the Maclaurin Mathematics Olympiad as a second round to the Intermediate Maths Challenge. It's a 2-hour paper consisting of 6 questions of increasing difficulty, in which creative problem solving skills are needed.

I think it was quite enjoyable because instead of in an exam where the questions are quite expected and rather formulaic, the questions in this challenge force you to think more outside the box. It felt like actual puzzle solving, which made reaching the final answer to a question all the more rewarding (my personal favourite was question 5 - it's vaguely similar to a sudoku puzzle, and requires no formulas or calculations!)

I'm very happy I achieved a bronze medal with a score of 35/60 (sounds lower than it is), and I hope to succeed in future Maths competitions to come!"

## April 2023: Junior Maths Challenge success!

On April 26th, our intrepid BGS Mathematicians once again stormed the UK's most famous school maths contest. This time it was the turn of Years 7 and 8 to step up to the plate and test their mettle against the fiendish intellect of the UK Maths Trust (UKMT), the inner circle of question-posing boffins whose mathematical interrogations can turn even the most able young minds into a panicky jelly of incoherent innumeracy.

The results speak for themselves:

Group	Entered	Gold	Silver	Bronze
Year 7	11	4	3	3
Year 8	32	16	10	4

Bearing in mind that to get a "medal" of any colour, students need to be in the top 50% of the country, and Gold only goes to the top 8%, this is a stunning achievement. Below are some of our high-achieving Year 8s.



The very top-scoring students were invited through to the next rounds. Best of all was Matilda Sargent 7FIM, who, despite being a year younger than most participants, achieved the highest score in the school. Matilda went through to the Maths Olympiad, a gruelling two-hour paper which she flew through with flying colours - achieving a Merit, which makes her one of the top mathematicians in the country for her age. Mr Gilmore kindly took time out of his busy schedule to present her with her certificate.



Mr Gilmore presents Matilda Sargeant with her certificate

Also receiving a special commendation are the students who went to the "Kangaroo" round. Named after the UKMT's historic ties with Australia, this is a challenging competition, where the candidates are invited based on achieving a very high score in the first round. The following BGS students were invited: Ibrahim Khan 7NRC, George Barnes 8MPM, Greg Hall 8MPM, Kika Jones 8STA, Andrei Mocanu 8CED, Bhavin Mulchandani 8STA, Max Perez 8STA, Edwin Salyga 8JMP, Binisa Subedi 8CED and Raphael Swaroop 8ERE.

The Kangaroo competitors all put in a wonderful effort. Ibrahim and George achieved Merit; here they are with their Kangaroo certificates.

George says:

The Kangaroo maths challenge was a fun and really worthwhile experience. I was delighted to receive this result and would encourage younger students to have a go. The key is to keep calm and think logically under pressure - and try and enjoy it!

George Barnes 8MPM



George Barnes 8MPM and Ibrahim Khan 7NRC

Ibrahim says:

When I found out I got through to the Kangaroo round, I felt really happy and so did my parents. And then when I found out that I got a Merit, I was OVER THE MOON! It was a nerve-wracking experience at the beginning, but it was such an enjoyable experience, especially the Kangaroo. The shape questions really reminded me of the 11+ non-verbal reasoning questions. I would really recommend people to take part in the Maths Challenge.

Ibrahim Khan 7NRC

Our congratulations to all the students who participated across the school. If you would like to have a go at the JMC yourself, please see the [UKMT questions archive](#): a treasure trove of mathematical pleasure and discovery.



# STEM NEWS



## HIGHLIGHTS

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### OLYMPIADS

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### HOUSE STEM COMPETITION

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### **A very busy and exciting Summer Term!**

Following on from an eventful Spring Term within the Science Department, which included the successful British Science week, we would now like to showcase some of the amazing events that have taken place during the Summer Term. Thank you to all of the students and staff involved in these extra-curricular opportunities.

Mrs Moore Head of Science

### ARKWRIGHT ENGINEERING SCHOLARSHIP

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### **Arkwright Engineering Scholarship**

Three year 11 students successfully completed two rounds of application for the Arkwright Scholarship, to be invited for an interview. Even getting this far is a huge achievement. Interviews took place just not long before their exams started and I was very proud of how they coped with the added stress and pressure at such a challenging time in their school careers. We now have an agonising wait to see if they were awarded scholarships. Good luck to Theodore Graham, Aaron Kiley and Edward Bourlet who have all worked extremely hard on individual projects over the last year as part of their applications.

## Biology Intermediate Olympiad

This year 24 of our brightest Biology students took part in the Biology Intermediate Olympiad competition. Over 14,000 students from over 700 schools globally took part. Over half of our students scored 45%, which is staggering considering we made up less than 0.2% of the participants. We even had three students achieve a silver award putting them in the top 15% of all those involved and five students awarded a bronze medal, putting them in the top 25%. A super achievement from our Year 12 BGS Biologists. Well done! (Silver awards to Rosie Bellamy, Jay Chin & Gracie Speak, Bronze awards to Maya Loison, Nia Nyandusi, Kosi Ibeme, Laurel Broughton & Zara Shameem).

## KS4 Biology Challenge

Over 43,000 students took part from all over the world and all of our students (19 of BGS's year 9 & 10 students) achieved over 75%; all of them were awarded a medal; 10 of them a gold! Well done!

Alisha Ahmad - Gold

Jack Cotton - Gold

Paul Despabiladeras - Gold

Alfred Kin Ching Li - Gold

Jesse Oshogwe - Gold

Soahasina Ramanoelina - Gold

Hari Rehal - Gold

Viktors Gabriels Sokolade - Gold

Jason Stoyanov - Gold

Andy Whitmore - Gold

Adeleke Gabriel - Silver

Davina Gordynska - Silver

Victoria Karasimova - Silver

Amber Starkie - Silver

Tomas Stanzys - Silver

Grace Taylor - Silver

Matilda Jackson - Bronze

Farhan Neehan - Bronze

Poppy White - Commended





### KS5 Chemistry Olympiad

Niamh Boyle	Silver
Favour Amurukonye	Certificate of participation
Kiera Lincoln	Certificate of participation
Christabel Masaba	Certificate of participation
Eloise Perry	Certificate of participation



### KS4 Chemistry RSC Chemistry Challenge

The following students took part in the Royal Society of Chemistry (RSC) Top of the Bench competition and were selected to take part in the SE Chemistry Challenge Day- RSC Regional Final.

#### Year 9

Clements, Bess  
Mendjeli, Naima  
Luckman, Louis  
Pigott-Denyer, Hattie  
Quin Daniel  
Nguyen, Diep Anh

#### Year 10

AHMAD Alisha  
JACKSON Matilda  
WHITMORE Andy

#### Year 11

BOWRING Sam  
FEDORCENKO Edgar  
ROWLAND Daisy

I was invited to take part in the RSC's Top of the Bench chemistry competition. We met after school and worked in teams of four: two year 9s, one year 10 and one year 11. The regional heats consisted of a variety of chemistry-related questions. Some of these were trivia (but always related to chemistry in some way), some involved puzzles like anagrams while others were more closely-linked with the concepts covered in GCSE chemistry. Overall it was a fun experience, and a great opportunity to work as a team to tackle some slightly different problems to the ones typically seen in class.

Samuel Bowring Year 11



## House STEM competition

This year's House STEM competition saw the return of the race car challenge. Teams had to build and race a model race car and, as usual, the results were incredibly impressive. Each car was decorated in the house colours and I always love seeing how hugely varied the final products are.

However, I can tell you that after a photo finish Mabbs won the race, with Johnson second and Wellman third. Well done to the Mabbs' pit crew Jesse Oshogwe and Behzod Marufou (Y10) and Caleb McCann (Y9).



## House Science Spelling Bee

This year's House Science spelling bee took place in Year 8 lessons during the week commencing 10th July. Students were required to learn 100s of science words until the final two contenders were decided per form to take part in the grand finale on Thursday 13th July to represent their House. Mrs Moore is happy to announce that the winner was Teddy Jerome of 8JMP. Well done Mabbs House!

## SCIENCE CLUB

Science club this year was a busy one with lots of enthusiastic participation from our eager year 7's. We asked a few of them to reflect on their experience this year.

### Why did you decide to go to science club?

"It seemed fun to me with the experiments that occurred, since I didn't do experiments in primary school and it also counted as a club I visited."

"I really enjoy science and secondary school science is way more exciting"

"I just wanted to blow things up with a responsible teacher present!"

"I liked science, however I did not do much science in primary school."

"It seemed like a fun club that would help me complete the clubs part of my diploma."





### What were your most memorable experiments?

“Definitely dissecting a kidney. I thought I was going to pass out, but luckily I didn’t”

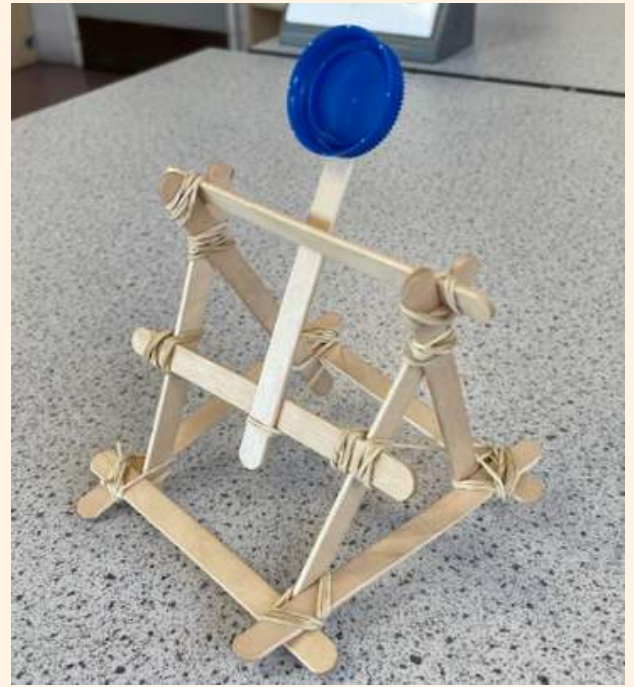
“ When we got to make the sugar rainbow, I was so chuffed mine worked!

“Exploding nappies!”

“Scribble bot, that was the first time I actually got an experiment to work as it should”

“Bursting a lambs kidney open with a knife, BLOOODDDDD!!”

“When the slime got a bit too messy, the borax balls that got on our hands covered them in slime!!”



### ...And the one experiment you could write an instruction manual for?

“Mine would be the king kong hand’s. It was simple but effective”

“Bouncy balls, I’ve done it a few times now and feel like I am an expert”.

“I think mine would be the fruit cells, because we got to do it before the actual class practical and I had remembered what we had done”

“Fruit cells as it was very simple but very fun!”

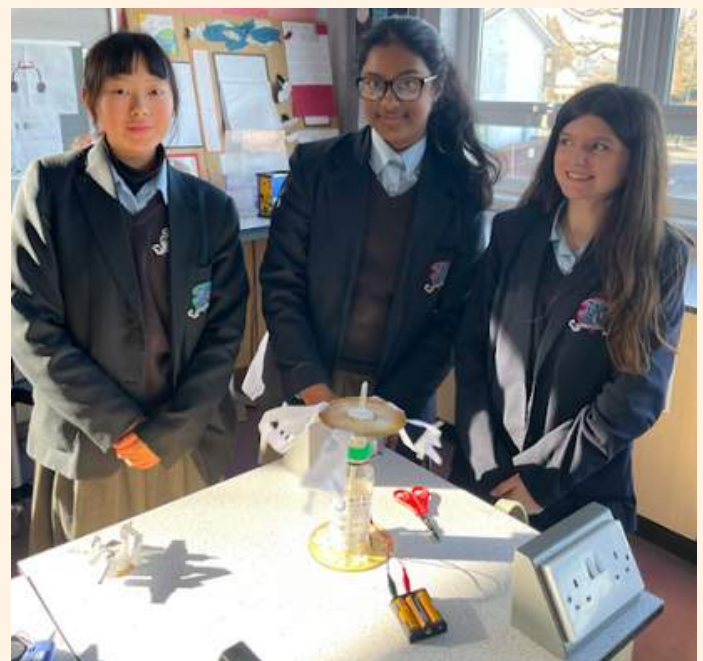
“Dancing raisins was simple but so funny”



Thank you to everyone who made science club fun this year and a very special thanks to all our regulars and best attending form; 7NRC!

## STEM CLUB

STEM club have had a very busy year completing projects in their groups. Projects included a lollipop catapult, programmable traffic lights and a spinning chair-o-plane. All made from recycled materials. The year culminated in the building of two large games which were used on the STEM stall at the summer fayre.



## SENIOR SCIENCE SOCIETY

Senior Science Society offers a unique platform for passionate year 12 students studying higher science subjects to come together and expand their scientific horizons beyond the confines of the classroom. Meeting fortnightly, our society provides an engaging space for students to share their love for physics, chemistry, and biology, while delving deeper into current scientific affairs. Each meeting involves thought-provoking debates on important topics, in-depth discussions about the latest scientific advancements, and exploration of relevant articles that shape the field of modern science. We actively examine scientific discoveries and advancements, their impact on public policies, and their potential to address critical global challenges. Additionally, every week a student brings forth a new and exciting topic, ensuring a continuous stream of fresh and intriguing science news. Previous discussions have covered diverse subjects such as psychedelics, the science behind mental health, COVID-19, and infant mortality rates. Join us for another successful year as we eagerly anticipate even more captivating conversations and unique insights!

## ENGINEERING CLUB

The Year 10 engineering club members have been very useful this year fulfilling requests from both the drama and the music department to build props. If you were lucky enough to see Emil and the Detectives then the not so sturdy looking vintage bike was upcycled by the engineering club to turn a modern kids bike into a 1940s vintage stunner. It definitely wouldn't be road legal but they had a great time and learnt a lot in the process!

For the Addams Family production, the terrifying looking rack for Wednesday to torture Pugsley was also made by the engineering club. A lot of brute strength was required to reclaim the wood from some old pallets that the site team donated but getting to break them up with hammers, crowbars and a lot of elbow grease proved quite fun!





## ENTHUSE PROJECT

Science Leaders have been visiting four local primary schools to deliver science clubs to year 5 students over four weeks this term. The local schools involved are Hook Lane, Crook Log, St Stephen's and Danson Primary.

Here is Nabi Amnlani reflecting on one of the sessions:



On Thursday, BGS Science Leaders stopped by Hook Lane Primary School to deliver a lesson on creating fruit cells and conductivity of metals. Through this week's session, the enthusiastic and eager Year 5 students got to experiment with using lemons as batteries and testing the conductivity of different metal electrodes. The session helped students understand the topic and importance of conductivity - exploring how the metallic bonding in wires enables it to carry electricity through circuits. The BGS Science Prefects at Hook Lane - Eire, Nabi, Lyla and Maya - helped participants fiddle around with testing electrodes made from Zinc, Aluminium, and other types of metals. The session ended with a science quiz testing students' general scientific knowledge - as well as an inspiring quote from one of the Science Club students: "When life gives you lemons, you make lemonade and batteries".

Nabi Amlani Year 12





## Drama Department News

# Twelfth Night



The Year 7-9 Shakspeare play is in its 14th Year and you can see from the many students that have participated in the production (57 people) how special it still is. It has been a challenging time competing with all the other extra curricular and curricular activities that have taken place during the rehearsal process, but the students' tenacity has shone through. "Twelfth Night" was a success!

As always, the students are a talented bunch: casting the plays becomes increasingly more difficult as every year more pupils shine in their auditions. They have worked so hard in the last few weeks to show their full potential and deliver one of Shakespeare's most successful comedies.

We were able to perform this wonderful adaptation 6 times, which included three primary schools, Danson Primary School, Hook Lane Primary school and Sherwood Primary School. To see an array of Year 7-9 students rise to the challenge of performing in an unfamiliar background in front of Year 4- 6 was amazing. The schools were captivated by the performance.

The show would not have got to this standard without the help and support of Mr Webb and Mr Otley. Behind these two fine men are the best Year 10 and 11 Drama Prefects you could ask for who directed scenes, fixed scenes, brought the energy and vibes that this show exudes. My immense gratitude goes towards Aleks, Rowan, Matilda, Clara, Ify, Lou, Vicky K, Vicky G, Freddy and Joseph P, Grace and Aqua.

My sincere thanks and praise also extends to a great set of Year 8 and 9 who designed and operated the lighting, props, sound and costume: Wyatt, Yu Xuan, Jack, Madison, and Tadana. They should all be proud: I am.

Thank you for supporting us and I look forward to see you in the audience of the upcoming shows.  
Miss Gabriel



This year, as the Shakespeare 7-9 production, we performed "Twelfth Night". This play took about 2 or 3 months to get ready for with a hugely talented cast of 50 or more!

It took us a while to get into the right energy when making this play but because of people like Miss Gabriel, Mr Otley, Mr Webb, and the Year 10 & 11's helping out we really excelled. A huge thank you to the actors, light technicians, costume designers, and of course everyone backstage. My role was Duke Orsino, and I met some wonderful new people. Sadly, This was my last 7-9 play, but I'll definitely help out next year!

Lucas Schreiner Year 9



I absolutely loved performing in "Twelfth Night". Going on tour to the primary schools was very fun, but also tiring. I loved performing in front of the primary schools (and even missing lessons as-well). I was in both casts so got to perform on both nights. It was pretty much chaos before the show: K10 was filled with people dancing and doing karaoke whilst backstage was filled with laughing and Just Dance!

Altogether, the experience was amazing and will definitely do the next Shakespeare play!

Grace Shaw Year 7

This was my very last year doing the school's Shakespeare plays. So I told myself I had to get a decent role- imagine my surprise when I was given the lead! "Twelfth Night" was easily one of the best experiences I've had with the Drama plays and it was all thanks to Miss Gabriel, Mr Otley, Mr Webb and the Year 11s and 10s who were amazing and helped us all.

I am excited and cannot wait until "Alice in Wonderland"!!!

Caitlyn Osei-Tutu Year 9



It was amazing to play the Feste, a jester and the play's comic relief, in "Twelfth Night". I learned important skills from playing this part, including improvisation and comedy. I had the chance to be a part of such a wonderful community because of this show. Going on tour was even better since I got to relive my childhood by performing in front of primary schools and getting noticed on Welling High Street with my friends!

Princess Otto Year 7



### The plot:

**The play begins with a shipwreck on the coast of Illyria where siblings Sebastian and Viola are separated.**

**Viola has to disguise herself in this new town as Cesario and falls in love with her master- Orsino.**

**Orsino is at first superficially 'in love' with Olivia and so is Sir Andrew and Malvolio!**

**Olivia takes a liking to Cesario (Viola).**

**In the end couples are made and poor Sir Andrew and Malvolio are heartbroken.**





# ART DEPARTMENT NEWS

## *The Art Exhibition 2023.*

by Miss Harrison

THE ART EXHIBITION SHOWCASED AN IMPRESSIVE RANGE OF ARTWORK CREATED BY STUDENTS FROM KEY STAGE 3 THROUGH TO KEY STAGE 5. THE STUDENTS DEMONSTRATED THEIR CREATIVITY AND ARTISTIC GROWTH BY EXPLORING A DIVERSE ARRAY OF MATERIALS. THE ART DEPARTMENT IS EXTREMELY PROUD OF THEIR ACCOMPLISHMENTS.

THE EXHIBITED PIECES DISPLAYED A REMARKABLE LEVEL OF MATURITY AND SKILL, REFLECTING THE STUDENTS' ADVANCED UNDERSTANDING OF COLOUR THEORY AND THEIR ABILITY TO MANIPULATE VARIOUS MATERIALS.

THE ART EXHIBITION SERVED AS A CELEBRATION OF THE STUDENTS' OUTSTANDING ACHIEVEMENTS THROUGHOUT THE ACADEMIC YEAR. IT PROVIDED A PLATFORM TO RECOGNISE THEIR DEDICATION AND TALENT IN THE VISUAL ARTS. THE EVENT WAS A TESTAMENT TO THE VALUE OF FOSTERING CREATIVE SKILLS AND THE POSITIVE IMPACT IT HAS ON STUDENTS' OVERALL DEVELOPMENT.

THE ART DEPARTMENT EXTENDS ITS CONGRATULATIONS TO THE STUDENTS FOR THEIR REMARKABLE ACCOMPLISHMENTS AND EXPRESSES GRATITUDE TO EVERYONE WHO SUPPORTED THE EXHIBITION. IT WAS A JOY TO SEE SUCH A WONDERFUL VARIETY OF ARTWORK AND TO WITNESS THE GROWTH AND SUCCESS OF THE STUDENTS' CREATIVE ENDEAVORS.



## Some pictures of our students' work:



Jessica Hine, year 12



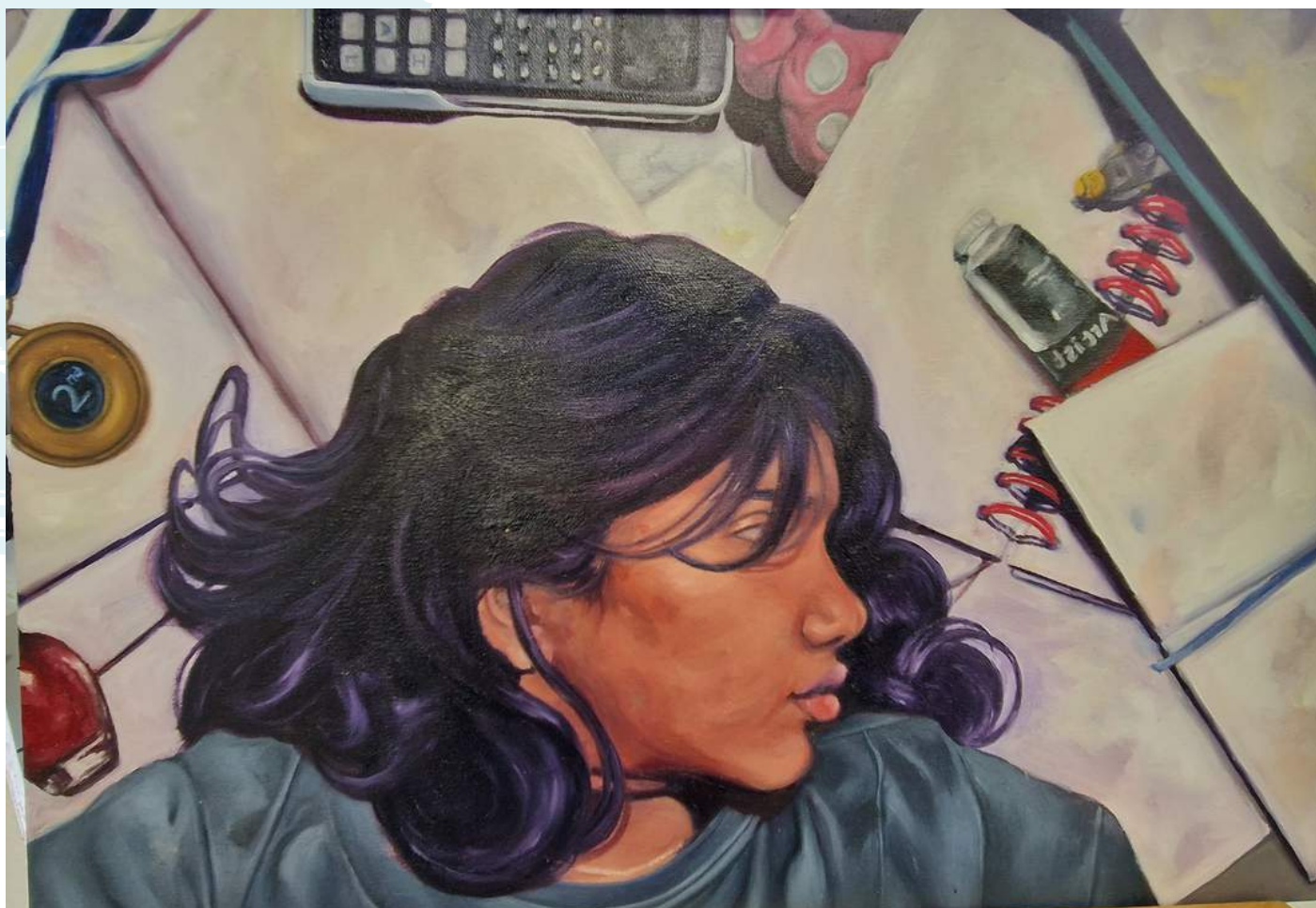


Yusuf Asimi, year 12



Cynthia Gong, year 12

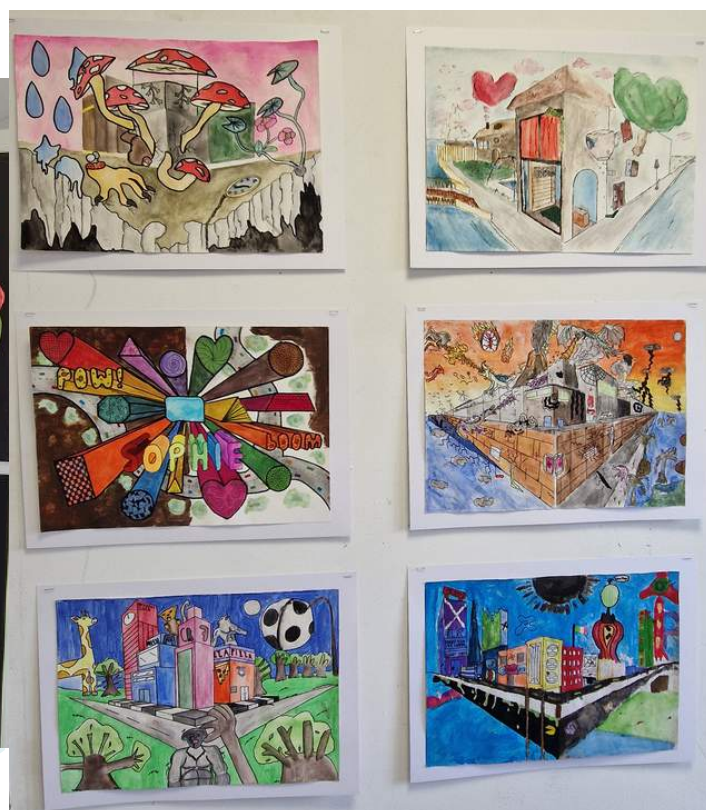
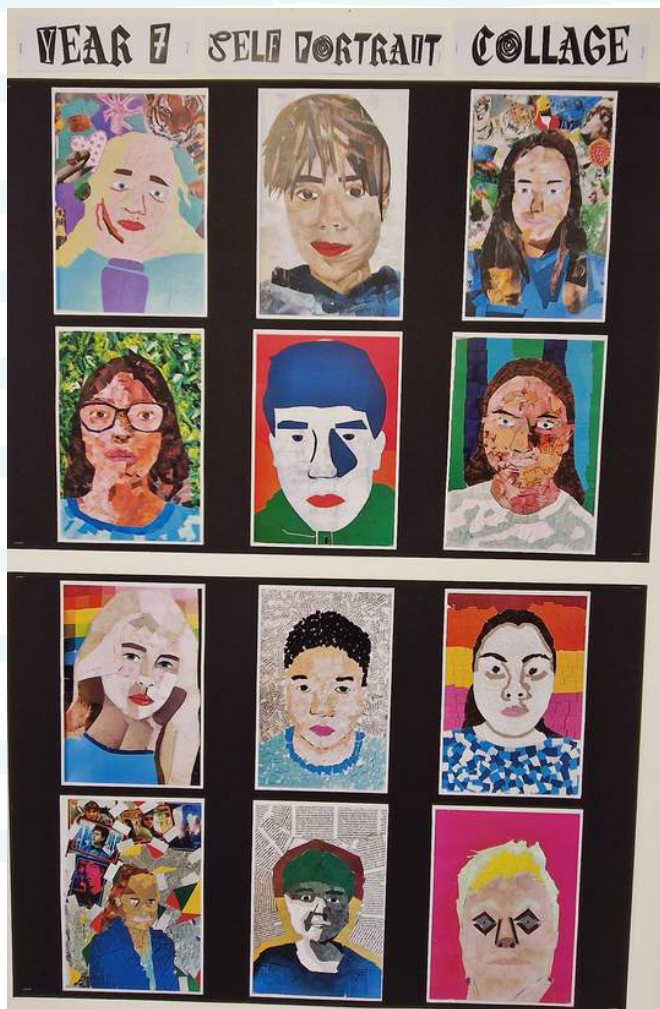




Sai Varshita Vajrapu year 12









# MFL NEWS

## *Making tagliatelle with Miss Martucci*

by Sofia and Isabella Di Fabio, Year 12

This past Friday, my class with Miss Martucci used our Italian lesson to make our own tagliatelle - a type of pasta that has a long flat ribbon shape. None of us had ever made pasta from scratch before so this was a new experience for all of us! We all thought it would be a lot harder than it was, but it was so simple and all the ingredients can be found in any kitchen, I'm surprised none of us had ever tried it before. Although we didn't have as much time as we would've liked or needed, the final results were still delicious and it helped a lot to have Miss Martucci guide us through the steps. I never would have thought to try making my own pasta before this, but now that I know how easy it is I would love to try making it again.

**HERE IS A BRIEF DESCRIPTION OF THE RECIPE THAT WE USED FOR 1 PORTION:**

- 1. MEASURE 100G OF FLOUR**
- 2. MIX IN 1 EGG WITH THE FLOUR UNTIL YOU GET A BALL OF DOUGH**
- 3. IF THE MIXTURE IS DRY, YOU CAN ADD SOME WATER OR OIL TO HELP FORM THE DOUGH**
- 4. WRAP THE BALL OF DOUGH IN CLING FILM AND LET IT REST (PREFERABLY FOR 30+ MINUTES)**
- 5. ONCE IT HAS RESTED IT CAN BE ROLLED OUT INTO A THIN SHEET (REGULARLY SPRINKLE FLOUR TO STOP THE ROLLING PIN FROM STICKING)**
- 6. FOLD THE SHEET OF DOUGH OVER ON ITSELF SEVERAL TIMES**
- 7. GENTLY CUT THE DOUGH INTO SLICES THAT ARE ABOUT 1CM THICK (OR HOWEVER WIDE OR THIN YOU WOULD LIKE YOUR TAGLIATELLE)**
- 8. NOW IT IS READY TO BOIL, ONCE COOKED YOU CAN ADD WHATEVER SAUCE OR TOPPINGS YOU WOULD LIKE!**





# design and technology news



# design and technology news

On Friday 7th July, my DT class and I, along with a group of Year 12 students embarked on a trip to the Business Design Centre in Islington. In order to get there, we walked from our school to Welling train station, where we took a train to London Bridge to take the Northern line to Angel, where the Business Design Centre is located. Inside the building there were many displays, showcasing the numerous concepts for products and designs, including lots of architecture, and lots of specialised products. The main purpose of my class in Year 10 was to potentially gather inspiration for our NEA Projects, which form 50% of our GCSE grades, and I believe that we successfully achieved this. Additionally, we received many books and brochures from designers, also contributing to the inspiration for our NEAs, some even of possible universities or colleges. Some examples of designs that caught my eyes were 'Carry', by Michael Seaton (a bicycle seat with simple buckles and straps to allow users to attach goods to what would be dead space) just catching by eye due to its simplicity, yet convenience, the 'Koenigsegg Geminore', by Deinial Clwyd, the 'Cypher Yasura Electric Hypercar', by Anees Khan, and the 'Nissan R400 Le Mans Hypercar', by Michael Coyne, all of which are cars, catching my eye due to their sleek and simple, yet still interesting designs. To conclude, this trip has inspired many potential designs for our NEAs, and was also a lovely way to finish this year.

Bao Nguyen, 10ELS





# design and technology news



# English Department

World Book Day

Aayaan Mohamud's  
visit!

Ultimate reading  
competition



## Aayaan Mohamud's visit

by Scarlett Barber, Year 12 English Prefect



On Monday the 15th of May, Aayaan Mohamud - a debut novelist and medical graduate - visited BGS and delivered a speech to a group of avid book lovers. Aayaan is a British-Somali woman who wrote her first ever book during lockdown which later became her debut novel named "You Think You Know Me" whilst studying medicine at the University of Birmingham. Whilst she focused her studies largely on sciences, Aayaan told the group that she still found herself drawn to English, specifically creative writing and so despite dropping it after her A-levels, she eventually returned to it. People often say that you can't be a writer if you're not a reader but Aayaan reassured us that this is not always the case - during University, she barely read or wrote due to a lack of motivation and yet she returned to it and is now a debut novelist.



“You Think You Know Me” is a touching novel which follows the life of 17 year old Hanan who’s family escaped the Somali civil war and came to the UK as a child refugee. Whilst preparing for her medical school entrance exams, a crime committed by a Muslim upsets the equilibrium of society and people turn to Islamophobia and racism in the wake of the event. “The world is angry at us again” - a quote from the book which seems to perfectly depict the experiences faced by not only Hanan and her family, but also people like her in our contemporary society. The question this time is, will Hanan keep quiet like the good girl she’s been her entire life or will she finally step up and say something?



A book Ayaan said inspired “You Think You Know Me” is “The Hate You Give” written by Angie Thomas which follows a similar storyline of the racism and discrimination faced by the African-American protagonist Starr Carter. For Ayaan, focusing on characters who are Somali is a vital part of her work as she feels as though she can relate to them in some way and portray that throughout her work. Despite her next book - set to publish in 2024 - not focusing on islamophobia, it still features a Somali family. During her speech, Ayaan explained how growing up there weren't very many books with Somali characters so she felt that sense of otherness and so by writing these books, she offers this generation the opportunity she never had.

One of the main points conveyed by Ayaan was the idea that despite living in a secular society, people may still choose to follow a religion and this doesn't make them any less human - a critical storyline in the book is the idea that people simply misunderstand religions such as islam and so its easier for them to turn to means such as racism than challenge these ideals. Because of this, Ayaan explained to us how important Hanan’s character development was to her. She wanted her to be a realistic and relatable teenage girl who’s religion was simply a part of who she was rather than an excuse for her experiences dealing with discrimination.



Finally, another crucial part of her visit was the vast number of routes into publishing there are. Contrary to popular belief, becoming an author isn't the only pathway into publishing. There's a long list of jobs from editorial, sales advisors, advertising and accountancy to illustrator and even sensitivity readers for some books (to name but a few). The key thing to remember is that being academic and creative don't have to be separate entities, you can enjoy both and there are many routes that allow you to be involved in both.

There are copies available of "You Think You Know Me" at school and I think that everyone should read this educational yet touching book if they have the time. Having the opportunity to speak to a published author was both an enlightening and valuable experience, learning not only about the processes behind writing and publishing but also the experiences faced by others in society.

### **World Book Day**

One of the most exciting events for the English Department was undoubtedly World Book Day. BGS we celebrated it on Friday 3rd March. There were lots of activities for students from all year groups to take part in, creating an opportunity for everyone to get involved by encouraging students to read. Some of these activities included our 'Drop Everything and Read', as well as the Ultimate Reading Challenge and the Post it note story competition.

Year 7 and 8 students were given the opportunity to dress up as a character from their favourite book and it was incredible to see everyone dressed up in some fantastic costumes that truly demonstrated everyone's love for reading. The Year 12 English Prefects and the English Department also took part in the fun, where they showed off their favourite book characters too!



**Can you guess the World Book Day costume winners?**



## Ultimate Reading Challenge

At BGS, World Book Day is a big deal and we try to find extraordinary ways to celebrate it; and it usually involves a lot of competition. One of the ways we chose this year was the 'Ultimate Reading Challenge': students had to submit photos of themselves reading in a funny or unusual position or setting and the student whose picture raised the most eyebrows would be considered the winner. A lot of funny and interesting photos were submitted, and it was nice to see so many students take reading to the next level, however there can only be one winner, and the student we chose was Daniel Lambin.



Finally, every year, to coincide with World Book Day, all Year 7s enter the 500 word Short Story competition. The year 12 English Prefects had a tough time picking the winner from the 6 finalists (one per form), but in the end decided on Lawrence Macharia's story in 7ERR. They were impressed by his clever use of multiple narrative voices and the astute, mature psychological insight into his characters - an ambitious and original piece of writing.

Take a look at Lawrence's brilliant story 'Two-faced' here!

### Two-faced

Lawrence  
Macharia

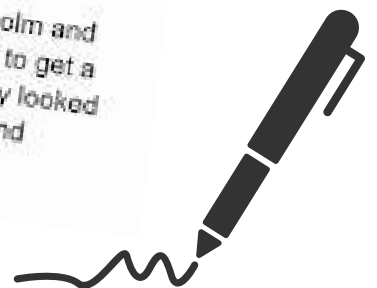
Today is my birthday; I brought my friends or, should I say, friend. Now you see, I only have one friend, my best friend, Malcolm. It's quite awkward. I can't see if they want to be here or not because most of the people here were invited by my overprotective mother's work friend's children which I rarely see. I can't even name the people who came to my own party. I guess she must've felt pity for me. Anyway, I'm in the middle of my party waiting for this to end. Putting on a fake smile is tiring but I must do so in order to please my mother, I don't want to be here. ✓

In some kind of way, I feel bad for him. I know all these smiles are fake and nobody really wants to be here as nobody but me has a strong friendship with him. Everybody is glancing at each other trying to remember if they've seen themselves. I tried to cheer him up (as his best friend) but he knew I was his only friend. ✓

I don't know why I'm here. I heard there was going to be cake so I reluctantly decided to come. I barely know the guy; I saw him at my mum's workplace once but that's about it. Singing happy birthday for someone you barely know is strange. Everyone seemed quite happy (unlike me). By the way, the cake wasn't even that nice. They chose a vanilla cake over chocolate. I guess I get bored easily but this is way more than boring. Definitely without my phone. I don't want to be here! ✓

How much I hate this. Always the one with all the gifts and presents. Pathetic. I wish my family could afford that. I don't know why he invited me but he did and I only came so that I could take the leftovers so maybe I could have a meal tomorrow. Like he would care. With all that money maybe he could buy himself some new friends. His mum asked me how school was but I'm just lucky education is free in this country. My mum couldn't make it; she wasn't feeling well so she told me to walk here - it took 30 minutes - and to stuff everything I could in the bag. If you think about it, it isn't stealing just taking their unwanted stuff. I don't want to be here. ✓

My son is rather lonely. It sounds harsh but that's the truth. He has one friend, Malcolm and thank God for him because I don't know where my son would be without him. I tried to get a good picture with all of the people I'd invited (for my Facebook obviously) but nobody looked excited enough so it wasn't social media worthy. One of them was dressed in rags and looked like she picked her clothes from our recycling. Disgusting. Everyone kept to themselves and the mood wasn't great. I don't want to be here. ✓





## Year 10 Jack Petchey Competition

To give our Year 10s a chance to get involved in public speaking, they all took part in the Jack Petchey 'Speak Out' competition, where each student had to pick a title and topic and write a speech based upon this. This was an incredible opportunity for the students to become more confident with speaking in front of large crowds and get better at writing speeches that they could deliver to their friends and teachers. Having completed their GCSE English Language Presentations before Christmas, 50 students put their names down for further training by visiting Public Speaking experts from the Jack Petchey foundation.

The winners of the school based competition that happened in these two workshops then went forward to a final and performed their speeches in front of their whole year group and several teachers. All of the judges were thoroughly impressed with all the speeches given and it was extremely hard to choose a winner. The head judge, Mr Husbands, spoke of how the standard was incredibly high this year, before announcing the winners: Aleksandra Valchanova (1st), Andy Whitmore (2nd) and Namir Anowar (3rd). They all gave terrific speeches. After this, Aleksandra and Namir went on to perform at the regional finals, which is an amazing achievement!

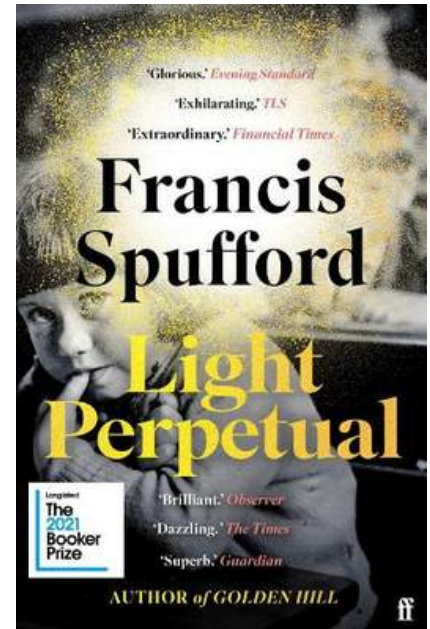


## English Department Recommended Summer Reads:

Mr Griffin

*Light Perpetual* by Francis Spufford

I really enjoy books that combine social history with great characters and stories. This ambitious and often very funny book by a local author charts the imagined adult lives of six children killed by a German bomb in WW2 in Woolwich. We revisit them every nine years from 1944 to the early 21st century, and their lives are gripping, unpredictable, fascinating and ultimately all very moving in their own way.

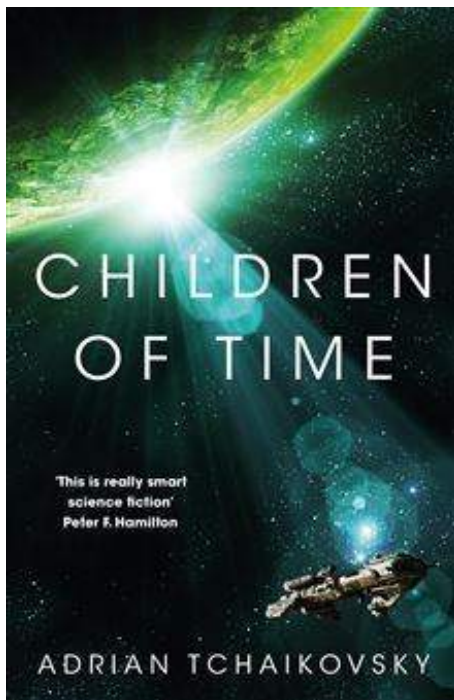


Mr Husbands

*Children of Time* by Adrian Tchaikovsky

Thousands of years before the opening of the novel, humanity realises that their best hope of survival is to find a new planet which they can 'terraform' to be capable of hosting human life. As part of this process, humanity releases a virus upon this planet which speeds up evolution along with a group of primates who – if all things go to plan - will have evolved enough to help humanity rebuild society when they finally arrive. Fast forward a few thousand years to the present day and it turns out the monkeys didn't make it, but the virus did. And it found a new host to evolve. Spiders.

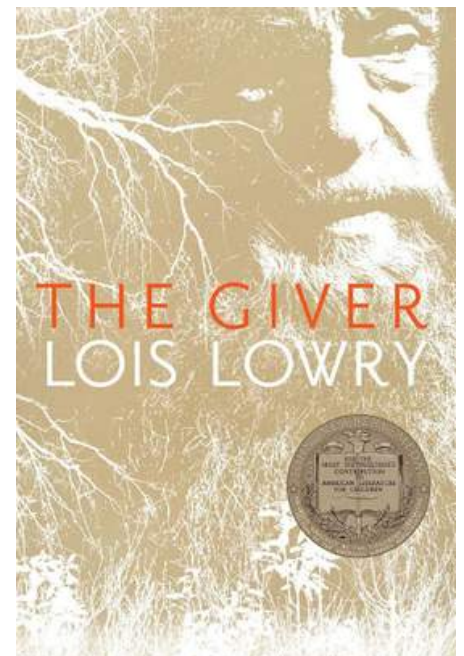
Sounds dumb, but it really isn't. This is one of the most thoughtful books I have read in years, exploring accepted notions of civilisation, technology, gender, religion and humanity itself.



Mrs Moreton

*The Giver* by Lois Lowry

If you're a dystopian fan, this is a powerful read. The thought of all knowledge being administered by only one person, is both enthralling and frightening. The book challenges you to ponder the important things in life, as you confront the reality that not all is what it seems...

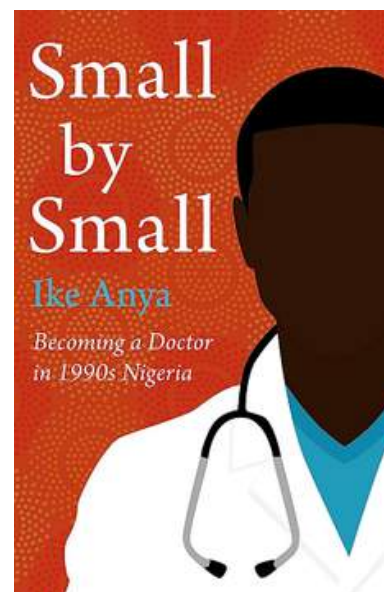




Ms Adeaga

*Small by Small* by Ike Anya

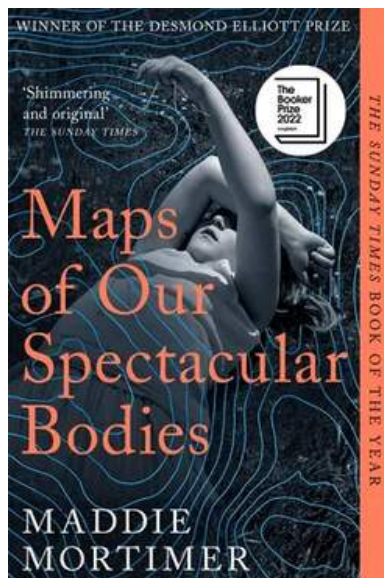
Ike Anya is a consultant in medical public health in the UK and Nigeria. In his memoir, he writes powerfully about his time training to become a medical doctor in Nigeria in the 1990s. I have to be honest - it was not a subject I would have ordinarily gravitated towards, as I am a bit squeamish and there were some parts that were a little too graphic for me. Nonetheless, I was really captivated by this book! I particularly liked the fact that he was able to give so much insight into how gruelling the process was for him and how he continued in spite of so many different challenges, some that were completely out of his control. Furthermore, he was able to weave in aspects of the complex political climate in Nigeria and this was explained so simply and clearly. I thoroughly enjoyed reading this and was lucky enough to meet him at the book club where his ideas for writing his memoir were birthed! I thoroughly recommend this book to anyone interested in medicine.



Mrs Underwood

*Maps of Our Spectacular Bodies* by Maddie Mortimer

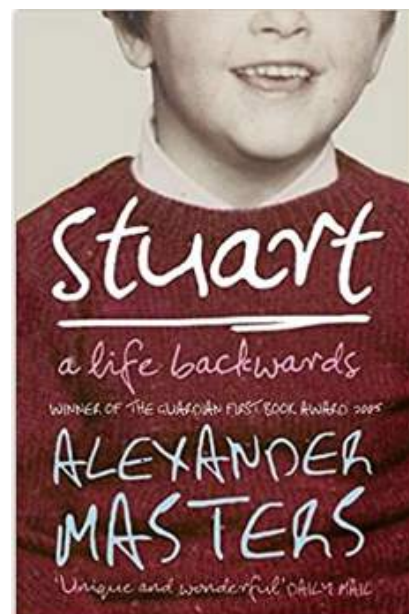
'Maps of Our Spectacular Bodies' was recommended to me by a past BGS student who is now studying Literature at university. It charts Lia's life and her battle with cancer, which is personified as a character in the text. My recommendation comes with a trigger warning; it is a difficult read, dealing with assault, addiction and terminal illness. However, the beauty and originality of Mortimer's style of writing is hypnotic and so worth the emotional investment. The physical layout of the words on the page is a real part of the experience of reading this text, as Mortimer employs calligrams to chart the movement of cancer through Lia's body. A poetic, tragic feat of a debut novel, which stayed with me for a long time after I turned the last page.



Ms Hanington

*Stuart: A Life Backwards* by Alexander Masters

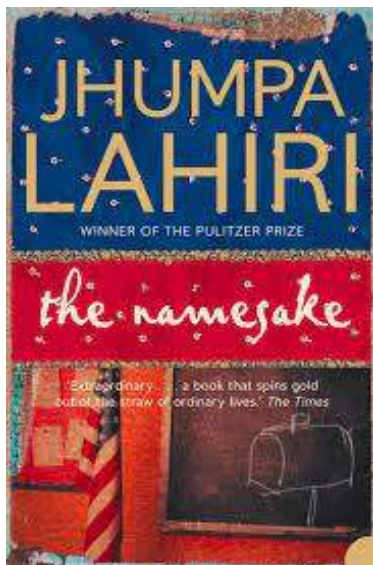
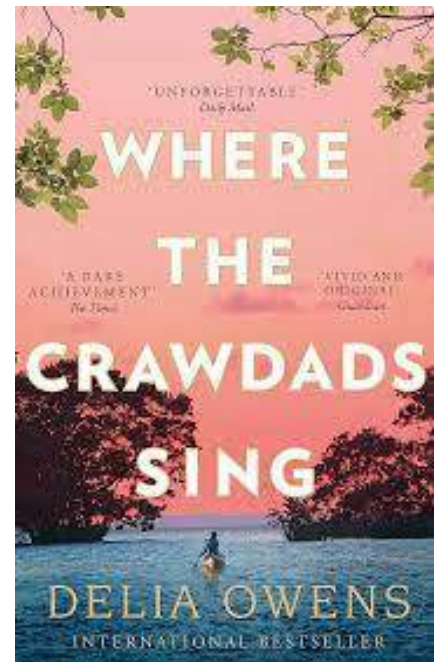
I love reading non-fiction, and in particular biography and autobiography, that tells the tale of ordinary people. This brilliant biography starts with the author's first meeting with a charismatic homeless man, 32 year-old Stuart, and describes their developing friendship. What's so interesting is how this life story is told: we start at the end and circle back through time to arrive at the cheeky 12-year-old boy full of hope for the future. As we build a relationship with this colourful character, the choice to take us back to the beginning rather than start with it, makes Stuart's homelessness all the more heart-wrenching once we see what's been lost.



Mrs Coller

*Where The Crawdads Sing* by Deila Owens

This delightful novel was given to me as a gift for my birthday! It's a story of a young girl, Kya, abandoned by her family, and her fight for survival in the isolated marshes of North Carolina. Essentially a murder mystery, the story also explores themes such as prejudice and social division. It begins with a dead body found in the swamp and the finger is firmly pointed at Kya, known locally only as 'swamp girl'. Owens focuses our attention on the investigation with flashbacks to Kya's youth and young adulthood. Her fascination with the natural world provides her with an insight into human behaviour as she develops into a young woman. I loved Kya's sheer strength and her resilience to survive-it makes her a compelling character to read. Make sure you read this and avoid watching the film!



Mrs Tarrant

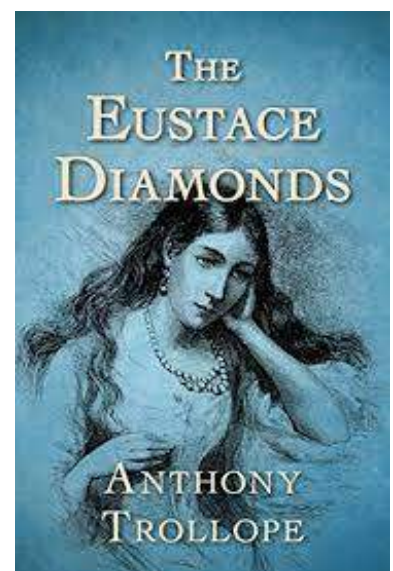
*The Namesake*, by Jhumpa Lahiri

This book tracks the story of 2 generations of a family. Ashima and Ashok, once married, leave Kolkata and make a new life in Massachusetts. Their children grow up in an American society far removed from Indian culture - despite the best efforts of their parents and the Bengali community they are part of. The novel beautifully presents the complexities of balancing two very different cultures, and considers how the characters' perspectives change as they mature. It is a highly emotive novel: I couldn't put it down!

Ms Stoddard

*The Eustace Diamonds* by Anthony Trollope

I am currently re-reading a mid-Victorian novel which feels remarkably modern. The beautiful but greedy Lady Eustaceo married her husband because he was rich and likely to die soon. Now she is a widow who claims that he left her the family diamonds. His family, of course, disagrees. Add ambitious and unscrupulous lawyers, conniving politicians, a huge row about a disputed will and everyone gossiping about everyone else, and the pages simply fly by.





***Thank you to everyone who took part in  
all of these events this year, and  
especially to the amazing English  
teachers for arranging them. See you  
next year!***



**\* STOP THE PRESS! \***

**Finally, here is the winner of the annual Year 8 Magazine Competition. The Year 12 English Prefects were so impressed with the quality of all the finalists this year, and had a hard time picking the winner. They eventually decided on 'Runaway', a bright, catchy, well-written fashion-themed piece by Freda, Yasmin and Erin in 8MPM. Well done you three!**





*Leaving staff*



# Leaving staff.

This end of year, we say goodbye to some truly amazing and inspirational individuals who have contributed to making BGS the wonderful school that it is. Some of them shared some thoughts and parting words with us:



**Miss Underwood**

I have been an English teacher at Bexley Grammar for the last four years, although it seems like much longer (in the most positive of ways!). BGS felt like home from the start and it has been an absolute privilege to work within such a wonderful department. If it were not for the fact that I moved to the Kent coast a couple of years ago, I'm sure I would have spent many more happy years here. As it is, I am leaving to become Head of English at another IB grammar school closer to home, which is a fantastic opportunity. I will always think of these past few years with great fondness and just hope I can replicate a little bit of what makes BGS such a special place to work as I move forward with my new department.

**Mrs Cann**

I've been here as a Psychology and FBCS Teacher since January 2020, just before the lockdown. I've enjoyed every single day I've been at Bexley Grammar, it's been a pleasure to teach all the students I have taught over the last 3 years. I am particularly impressed with the work ethic of students and the politeness of everyone, both staff and students. I will genuinely miss being here, especially my work family aka my department, I couldn't have done my time here without their support.



**Mr Cullen**

BGS has been the best school I have worked in, by quite a long shot. The students are polite, fun and enthusiastic, and my colleagues have been consistently welcoming and supportive. I regret that I didn't find my way here earlier in my career, but I'm glad I've had some time working here. Thank you everyone at BGS for giving me a really positive last couple of years in teaching!

We also say goodbye to Mrs Butterworth, Mrs Miotti and Mrs Milbank and wish them all the best!

# MRS HASLAM

Our wonderful SEND and Inclusion Manager, Mrs Haslam, is retiring at the end of this term. This is such a huge loss of our school, both from a professional and a personal point of view. Our headteacher, Mr Gilmore, aptly described Mrs Haslam as "the closest thing we have to Mary Poppins", which really encapsulates quite how skilled but also loving Mrs Haslam is. Two of our amazing year 7 students, Edith Ryan and Guin Homfray, who worked closely with Mrs Haslam this academic year, have interviewed her for the BGS Buzz.



QUEEN ✨

## **What is your favourite thing about your job?**

I think my favourite thing about my job is feeling at the end of pupils' journeys here at Bexley Grammar I made a difference to their lives.

## **What are you proud of?**

My department are amazing. We rarely have staff leave and when we do get new staff they are always amazing. Every single one of them puts the pupils first in every aspect of their work



**How long have you been working here?**

27 years.

**What is your favourite memory here at BGS?**

Too many to count. All the amazing young people that have come and gone and seeing how their lives turn out. It makes me very proud. Just watching you two girls doing the assembly presentation to their whole year group was very emotional for me. I was bursting with pride.

I also loved running the Girls' football teams for 15 years > getting them through and winning the Kent under 18s cup was wonderful.

**What do you love about BGS?**

The teachers, colleagues and young people. It is the absolute best place to work. I have never had the Sunday night blues when thinking of work just really happy to come to school

***"I am leaving not with a spring in my step but with quite a heavy heart as I absolutely love this place!!"***

**How many trips have you been on?**

Endless trips all around Europe. Many with the languages and Geography departments and so many with PE and all of my own Water Sports trips that I organised to Greece and Spain

**What's your favourite thing about your students?**

Every single one of them are unique and wonderful.

**On behalf of all of us at BGS, we would like to wish Mrs Haslam a very happy retirement, full of fun and excitement. We will miss you loads, please come and visit us from time to time! In the words of Mary Poppins herself, you truly are Supercalifragilisticexpialidocious!**





*Have an amazing summer break!*