



“Do we settle for the world as it is, or do we work for the world as it should be?” Barack Obama

Dear Friends,

Words are incredibly important, they have the power to build up and the power to tear down. School leaders and teachers have been on the receiving end of some deeply unhelpful headlines in recent days, with some accusing us of laziness or an unwillingness to help the nation recover. If only the headline writers could spend a few days tracking the team at Parkfield – that would put them straight!

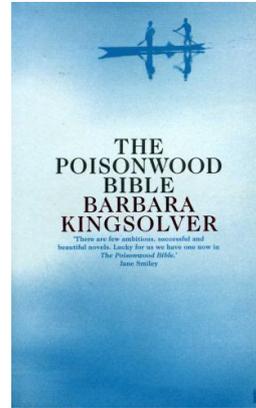
And then we have had the words of Amanda Spielman, the Ofsted Chief Inspector, she said “I would like to hear a much more optimistic approach, it should be about what we can do, not what we can’t do”. No word of thanks from the Chief Inspector, just a slightly stereotypical and rather predictable ‘schools must do better’. I had reports like this as a child – I don’t think they helped!

So, it came as a relief to hear the powerful words of Marcus Rashford (the Manchester United footballer). His campaign around food poverty has forced the Government into a U-turn on their free school meals policy. He commented “This is not about politics; this is about humanity. Looking at ourselves in the mirror and feeling like we did everything we could to protect those who can’t, for whatever reason or circumstance, protect themselves”. Political affiliations aside, can we not all agree that no child should be going to bed hungry? As an ardent Liverpool supporter, it is always difficult to praise anything to do with Man. Utd. However, it is hard not to applaud what he has achieved – Well done Marcus!

Stop press: As I write, the Government has announced a significant investment in tutoring. Whilst this is welcome, the devil is always in the detail! No mention of summer schools at the moment. Right now, I am planning for a full opening in September, we have no guidance just yet, but it seems sensible to plan for this scenario.

Principal & Director of Secondary Education

Book Review



For many years this has been Mrs Golding’s favourite book. She must have re-read it at least five or six times! It tells the story of the Price family and the move to the Congo as missionaries. As acts of imperialism go, this is amongst the insensitive. The father of

the family ‘Nathan’ is the embodiment of western arrogance. He plants a garden as he did back home, rejecting the advice of the locals, only to have it swept away by monsoon rains. He insists on baptising locals in the river, not realising that the river is a source of great fear as many families have lost children to crocodiles.

If the book starts off being about Nathan, it quickly becomes a story of the amazing women of the family. Orleana the mother, and the children Rachel, Leah and Adah. This is a wonderful story of love and loss, of resilience and redemption. It’s not an easy read but, it will last long in my memory.



Pupils of all ages from schools across Bournemouth, Christchurch and Poole are invited to create artwork for reproduction across the area’s seafront and heathlands, encouraging people to behave responsibly and respect the environment. The artwork is a way for schools to get involved in supporting BCP Council’s Leave Only Footprints campaign.

Help us to use peer pressure to appeal to other people your age or to pressure parents, who might be irresponsible, so that the young people of Bournemouth, Christchurch and Poole can join in encouraging responsible behaviour that protects our environment when they are at the beach or in the parks.



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We aim to use as many of the designs as possible. Please design your work in full colour, in A4 or a 3x1 dimension. Hand-drawn / painted or digital submissions are welcome. Be yourself – if you think your artwork idea is a good one, it probably is!

Create innovative artwork to deliver the messages in a way YOU think will work. Think about the following:

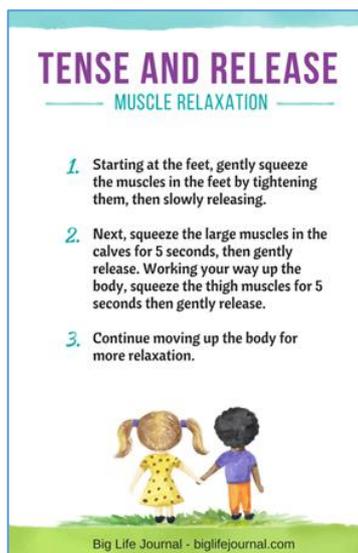
- Who do you think might leave litter or have a BBQ on the heath?
- What message would make them stop?
- What language and images would have impact?
- What can happen to nature and wildlife if people do this? Show this on your artwork.
- It's a serious subject - but do you think humour or clever language will work?
- Can you create an emotional response to the consequences? (sadness, guilt, commitment to change, for example)
- What would you take notice of, if you'd done these things... that will probably work for others too?

We will collate any ideas together and then forward them on to BCP.

Monk's Mindfulness Medley

This week Mrs Monk (our SENCO) is starting a new regular feature on mindfulness.

According to brain imaging research, practising mindfulness can alter brain structure in a way that can improve a child's reaction to stress. It thickens the cerebral cortex, which is responsible for perception and reasoning, and increases blood flow in the brain. And not only do mindfulness exercises reduce stress levels, they can also help alleviate anxiety or depression.



Gratitude diary:

1. I am grateful to Marcus Rashford and his intervention on the food poverty issue
2. I am grateful for the hard work of scientists who have proved the worth of Dexamethasone in treating COVID-19 patients.
3. I am grateful for the team working with our recently returned Year 10 students. They are doing a great job in starting to normalise their school experience.

Important Dates

July

The INSET days planned for Monday 6th & Thursday 9th July, have been cancelled. These are normal school days for those who are currently attending.

Friday 17th July - Last day of term

Monday 20th & Tuesday 21st July - INSET days

September

Thursday 3rd & Friday 4th September - INSET days

Monday 7th September – Reception and Year 7 students start school/return to school

Tuesday 8th September – All students return

August:

The GCSE results are scheduled to be released to pupils on 20th August

Note: at this stage the September dates are contingent on Government guidelines

Happy to be back!

The Year 10 students have made a great start back at school, showing real maturity and a great attitude to learning. They have said:

“It's great seeing your friends again”

“It's nice to get my brain working”

“Loving my bubble, I'm able to get more work done.”

“It's really calm and quiet, which is nice.”

“I'm enjoying being back into a routine.”

“I'm not having to force myself to work anymore. I had lost my motivation, but now it's back.”