



Carre's Grammar School

Newsletter



Foreword by Mr N Law, Headteacher

It has been a very busy term, and there are many things to celebrate as we head for the Spring break.

The “long-awaited” - though I would not like to say “eagerly anticipated” - visit of OFSTED finally happened in the penultimate week of term. The Inspectorate has yet to publish its report, but I am able to tell you that they were very impressed with the school, its staff and students. Particularly singled out for praise were the care, guidance and support that we offer our students and the way that the school caters for the needs of the students’ personal development and well-being. This is testimony to both the hard work and efforts of a dedicated team of staff and to the way your sons respond to all of the opportunities afforded them at Carre’s. A full report will be sent to you early next term, along with the school’s response to it , as we look forward together in driving up standards and effecting improvement.

Once again, our 1st XI have excelled in the national competition, reaching the quarter final stage this year. In a close game against Maghull High School we took a two goal lead, but then turned around in the teeth of a gale and eventually lost 2-3.

In the game played with the odd shaped ball, we are on the road to Twickenham in Year 9 and Year 7 and, hopefully next term, I shall be able to report success at the home of rugby.

Ms Cain’s Schools Challenge Quiz Team (Year 7 & 8) have once again reached the Regional Final, after beating Skegness Grammar School on Tuesday 620 - 400 points in the East Midlands and Northern Regional Semi-Final. The Team will play either Lincoln Minster or Queen Eleanor School, Gainsborough after the two week break. We obviously wish them luck in this.

I had the pleasure on Monday evening of attending the school’s Spring concert, in which we were able to enjoy an eclectic mix of music, from classic Chopin to the heavy rock of Guns and Roses. It was great to be able to listen to so many talented young men, both individually and in groups. I would like to give a special thank you to Mrs Quinton who works so tirelessly to nurture the talents of so many, almost single-handedly. I look forward to her next production, which will be a Year 7 musical adaptation of “Jungle Book” in the Summer term. This promises to be feast for both eyes and ears and I would warmly recommend it to you.

Many students have received stunning grades in both GCSE, AS and A2 modules. This bodes well for the summer. For those who may have been disappointed, hopefully they can learn from this and use the coming weeks to put in some focused revision. It may mean making sacrifices in the short-term, but this can reap rich dividends in the future.

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April 2008

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Make Poverty History

It may be a cliché but, like the weather, the poor are always with us and governments have been caught between a rock and a hard place in knowing how to deal with them. In the 1830s, the government engaged in some blue sky thinking, ran some ideas up the flagpole and tried to go the extra mile in order to put this one to bed. Their response to this crisis situation and compassion overload was the Poor Law Amendment Act of 1834. This was the result of the work of the government spin-doctors on the investigative journalism of the Royal Commission on the Poor Laws which unpacked the key issues and looked at the unit cost effectiveness of the existing system. The bottom line of this was to create Workhouses which reflected the Oliver Twist syndrome of stigmatising poverty and develop a result driven system.

Were these Workhouses pauper palaces or bastilles? Did they play hardball with

the poor, or was it to be a client-based system? Year 12 Historians wanted to find out. Along with their facilitators, they visited such a Workhouse at Southwell as part of their ongoing in-depth investigation of the topic. In fact, Southwell Workhouse was set up before 1834 and was widely seen as a flagship. It was used by the Government as a template for the whole national system in order to create a level playing field in the treatment of the poor across the four corners of the United Kingdom.

Historians are people persons and through the inter-personal skills of the guides and working with original documents, they opened a window of opportunity to be able to empathise with the people of the time and hear what they say. Even then the past can be a foreign country. The core business of people throughput managed to tick the boxes and create a win-win situation, at least for those who were not financially challenged or

victims of the credit crunch, when the economy went pear-shaped.

Basically, to be fair, at the end of the day, I, myself, personally, am bound to say, with all due respect that, honestly, the hands-on experience of visiting the Workhouse enabled the students to impact the key issues and will empower, enfranchise and enable the students to go forward, gaining insight into the workings of the Poor Law and to enhance their learning curve at AS Level ahead of their exam.

(below Adam Beanland Picking Oakum (money for old rope?!))



Southwell Workhouse - by Rebecca Grice and Emma Griffith

On Friday 5 March the Lower 6th History class went to Southwell Workhouse in Nottinghamshire as part of our AS course.

This Workhouse is the best preserved Workhouse in England, where you can explore workshops and dormitories of this imposing early welfare institution.



The Workhouse was built for the Poor Law Act in 1834 as people did not have enough money to live in their homes and could not look after themselves. It was a very complex building and had many strict rules, such as there being a complicated system of double stairs. This meant that none of the inmates in one group ever came into contact with inmates in another group. This kept the ill and old males away from the ill and old females, and the able males and females kept apart from each other.

We spent the morning touring the building. Each room looked the same, but each had an interesting story. The inmates' rooms had tiled floors and were cream, whereas the master had wooden floors. We even got the chance to see the "dead" room. This is the room where bodies were left if they had died in the Workhouse.

After lunch we went into the dining room to learn a bit more about the punishments that were used in the Workhouses. Some cases were very fascinating. For example, if someone kept running away from the Workhouse they would end up losing a meal, were flogged and finally reprimanded, and then on the final attempt of running away they disappeared!

The day ultimately came to the end and we thanked the National Trust for showing us round. We felt that the trip was well worth it as we learnt a lot of new information that applied to the course.

A World War I Throwback - By Frazer Cobb and Rajarajan Gowribalan

On 10 March all Year 9 students from Carre's Grammar School and Kesteven and Sleaford High School witnessed a spectacular performance made by seven actors and actresses. This play was viewed as part of the World War I curriculum to show a different way of learning history.

This play started with a team of excavators a thousand years into the future, discovering what seemed to be a museum. However, they were not able to find out what time they were from and where they came from. This was a very imaginative way of leading into a storyline that is entertaining yet informative. By

using a scanner, they were able to project an image of how these objects were used and the series of clips from the past gave an interesting plot.

The story of the war was told through the "Doomed Youth" of two boys who left school in 1914, Thomas Dyson and Paul Fischer and two girls, Ellie and Grace.

The characters involved were many different stereotypes of both the people in the war and characters simply for entertainment. Through these characters, you could relate to their feelings, when the war was in full force. Their outstanding

comedy and concise information made for a pleasant and enjoyable experience. At times their use of sound and props meant that they could

"All in all it was an enjoyable occasion..... an appreciated yet diverse way of learning"

include the audience at emotive times. All in all it was an enjoyable occasion, a valued part of theatre and an appreciated yet diverse way of learning.

The Time Tunnel Reviews

On Monday 10 March a group of lucky Year 7 students from Carre's Grammar School got the chance to see a play at Kesteven and Sleaford High School and I have been asked to write a review about it!

The play started off by talking about Robin Hood and how he was a legend and also how he robbed the rich to give to the poor. Later on in the play they started to talk about the murder of Thomas Beckett. It was interesting because it showed you how he was murdered. Some monks tricked Pilgrims into parting with their money when they paid to do impossible tasks (challenging and charging the Pilgrims to lift effigies that were impossible to lift). They then started to talk about how doctors could not cure the plague, but they thought they could. What the doctors did in an attempt to cure it, involved a series of urine and blood tests. They also said that every village had its own healer that had lots of strange remedies.



I thought the play was very good, but at the beginning it got a bit off the point with a strange alien! I interviewed someone from the Girls' High School who said "it was funny, but also had some very brutal things in it". **By Charlie Swan 7L**

Roddy Munro of 7L writes – On Monday 10 March, Time Tunnel visited KSHS to perform a play about Medieval times and the events which happened. Carre's Grammar School was also there to watch the performance. The performance showed the murder of Thomas Beckett, how life was for peasants and also showed Robin Hood meeting with the King who wanted to capture him.

Many Year 7 students from both schools enjoyed and acknowledged the performance. An unknown student from Carre's Grammar School, who wanted to remain anonymous, had this to say about the play "I think the play was brilliant, the way they had to change their clothes very quickly as they only had 6 actors to play lots of different parts. I also liked the way they mixed a lot of the real history into a lot of amusement. If I could, I would see this performance over and over again". Another student from Carre's Grammar School, who also doesn't want to share their name with us, said "I think the play was brilliant, the background voices and music was very cool and interesting. I hope the next Year 7s enjoy the show a lot". That's what some of the students had to say, and how they liked it.

Mission to Mars - by Tom Barringer

On Monday 17 March, six selected students from Year 8 went on a day trip to the Kesteven and Grantham Girls' School to compete against five other schools in a series of science-base challenges. These boys were **Tom Barringer, Harry Parke, Greg Atkinson, Calum Gray and Jack Doughty**. The schools were KGGs, The King's School, St Hugh's, the Grantham Church School and Walton Girls' High School. Let the challenges begin!

Carre's represented Russia in a race against other world super-powers, America, Europe, India, Japan and China to colonise Mars. The challenges that were faced included a warm-up activity involving a terrorist bomb plot in which five out of our six team members died (fortunately, we were able to pay Beelzebub 10,000 credits not to collect our souls until the end of the day - that's right, money CAN cheat death)!

The next challenge was a micro-

sciences lesson in which we reduced copper oxide using hydrogen made from reacting magnesium ribbon with hydrochloric acid. I can definitely say that the best part of the experiment for me was to hear the signature "squeaky pop" that hydrogen makes when it's near a flame!

We then split up - Harry and I went on an electronics course. While Greg and Calum built a moon-lander made with plastic bags and polystyrene cups. Meanwhile, both Jacks were making a bridge to cross a Martian chasm. After lunch, the bridges and landers were tested; the raw egg put into our lander remained intact when dropped from a balcony and the bridge passed its test.

After a short moon-buggy route-planning exercise and a test to see what we'd retained about Mars, it

was result time. We had won "credits" during the day and we had



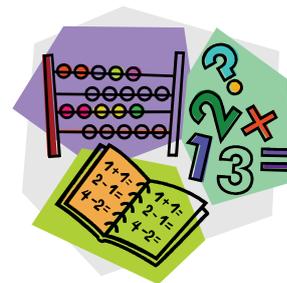
spent some on the bridges/landers. Bizarrely, it turned out that although we had won the most credits from prizes (92,100 in all), we had also spent far, far more than anyone else (35,100 credits). In the end, we came third, with KGGs (Europe) in first (there were some comments about jiggery pokery), and King's (India) in second. All in all, it was a very informative and interesting day, which Gregory Atkinson described as "completely spoiled by Jack Doughty's inability to stop spending those credits".

Below - the boys enjoying their "Mission to Mars"



News from the Maths Faculty

It's the time of year again when our brightest and best Mathematicians from Years 9, 10, 11 take part in The University of Leeds Maths Challenge. This is now entered by over 200,000 students nationally and internationally. The top 1500 from each year group progress to the next stage and this was achieved by **Sam Short** and **Stephen Carey** from Year 11. A separate next stage, for the top 400 was achieved by **Charles Butler** from Year 9. Many congratulations to these three and to the following who all achieved special certificates:



Gold:	Year 11	James Hoyes, Charles Smith
	Year 10	Cory Stobart, Keiran Hardern, Conor Shanahan-Kluth, Richard Wood, Ross Godbolt
	Year 9	Nolan Tairu, Luke Cozens, Liam Dales, Arron Pilgrim
Silver:	Year 11	Bowen Xiao, Harley Stevenson-Cocks, Thomas Monson, Jonathan Senior, James Garriock, Jonathan Richards, Oliver Kemp
	Year 10	Tom Watson, Jason Savage, Charlie Ward, Kyle Brown, Conor Rankin, Ben Goacher, Sam McDonald
	Year 9	Harry Woodcock, Alexander McConnell, Ryan Maclachlan, Rajarajan Gowribalan, William Conyers, Isaac Myers
Bronze:	Year 11	Matthew Taylor, Nick Britten, George Grant
	Year 10	George Holden, Austin Wellbelove, Stephen Dunks, James Lloyd, Luke Riddoch, Luke Tupholme, Nicholas Regan
	Year 9	Max Bucknell, Conor Harrison, James Constantine, Alec Foster, Matthew McIntyre, Thomas Hodge, Alistair MacPherson, Harley Bedford, Sam Barbour, Oliver Vince, Joe Richards.

....and one of the questions they had to answer:

A solid wooden cube is painted blue on the outside. The cube is then cut into 27 smaller cubes of equal size. What fraction of the total surface area of these new cubes is blue?

a) $1/6$ b) $1/5$ c) $1/4$ d) $1/3$ e) $1/2$ (answer on back page)

Interesting Maths Fact of the Month:

Take any solid shape with flat faces, such as a box or a Toblerone packet. Now count how many corners there are, how many edges and how many faces.

The Faces + Corners - Edges will always equal 2.

(So for the Toblerone packet 5 faces plus 6 corners minus 9 edges equals 2).

This will always work!



Key Stage Updates

Year 7 Charity Projects

The Year 7 students have embraced their charity project with enthusiasm and various fund-raising events are scheduled to take place. 7C have been busy selling cakes and our thanks go to all of the cooks involved in supporting the boys in this event.

History Scene

The whole of Year 7 joined with the Girls' High School to experience a potted view of history entitled "Time Tunnel". The actors delivered an entertaining perspective of English history through the medium of a visitor from another world!



In the afternoon it was the turn of Year 9 to head down to the High School to see a performance of "Doomed Youth". This presentation dealt with the events and experiences of the Great War which is a major focus of the Year 9 History course. The performance was both enjoyable and thought provoking.

Our thanks go to the High School for hosting these events and to Mr Fenton who co-ordinated the visits for our students at Carre's.

Year 8 Enterprise Day

The Year 8 students spent a day this term working with a team from the local Education Business Partnership (EBP) on an Enterprise Day. Their task was to construct a structure similar to the Eden project from paper, metal screws and bolts. They then had to explain the merits of their design to the EBP team in a short presentation.



Co-op Fairtrade Contest

The Year 9 students will have submitted the first part of their entries by the time you read this newsletter. The first part requires them to produce an information leaflet about Fairtrade and its benefits.

Once they have completed their SATs, they will concentrate on putting together the final part of the task: a presentation on their proposal for advertising their chosen Co-op product. In the past we have enjoyed specially composed songs and plasticine figure animations. We are looking forward to seeing what the boys come up with this year. Each team will have five minutes allocated to present their campaign to a panel of judges composed of school staff, Governors and a local business representative. The winning team will then go forward to represent the school in the regional competition at the University of Lincoln on 6 June.

Key Stage Updates - continued

Art Visit to Barcelona

Ms Angus is taking a party of our talented artists on a visit to explore the artistic merits of this famous city during the first week of the Easter break. They will spend their time engaged in a range of activities and visits that will expand their understanding and skills.



Year 9 Options Process



We have changed the process slightly this year to include personal interviews for each boy to review his option choices. This has proved very worthwhile. We have been able to offer specific advice to those students who were still undecided and discuss individual preferences with those students who have encountered clashes in their subject choices. Initial discussions with Mrs Green and Mr Moss, who has the unenviable task of compiling the timetable, suggest that solutions can be found for the vast majority of students who faced a clash in their subject choices. Confirmation of final choices will follow next term.

We also introduced the self-evaluation form to the process this year. The purpose of this form was to enable students and parents to see if the student's own assessment of progress matched that of his teachers and to provide a record of the information gleaned at Parents' Evening. From the discussions that took place during the interviews, it would appear that this form also helped with the decision process.

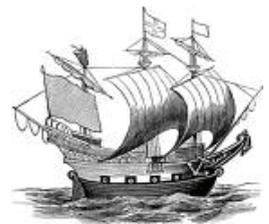
Year 9 SATs

These will take place during the week commencing 5 May from Tuesday through to Friday. Students are required to sit the tests at specific times and we are not able to accommodate students taking the tests at different times. It is therefore advisable to avoid medical appointments during this week.

Whilst providing the DCFS and schools with data relating to national progress, the SATs also provide the boys with a very valuable experience that should prove to be very valid preparation for the GCSE examination process. Having to produce considered answers under the pressure and constraint of a specific time period will have to be repeated on several occasions during Year 10 and 11. Indeed, the very first GCSE Science exam for this group of students will take place in the Autumn term of Year 10. Boys would also be well-advised to take the opportunity to put their revision skills to the test with some planned revision.

The Tempest Theatre Workshop

As part of the preparation process for the Shakespeare paper, the students studying "The Tempest" enjoyed an educational theatre workshop during this term. A lively performance from a team of actors brought the key scenes to life and hopefully will enable the boys to approach this text with greater insight and understanding.



Key Stage Updates - continued

Reward Assembly

So who won those coveted awards last term? The SMART award for the form with the greatest tally of Progress Awards went to 7C. The Oscarre Award for the form with the highest tally of merits went to 9W. In Year 10, 10W achieved the greatest number of Performance Awards.

Mis-use of Mobile Technology

We have recently dealt with two cases of students recording images of events involving other students and teachers and then posting them on a public website without their knowledge or consent. The students concerned have been spoken to and warned that such practice is inappropriate and undesirable. It is our view that any recording of an image, still or moving, should only be made with the person's knowledge and consent. The same proviso applies to the posting of material on social network sites like Bebo and Facebook. Students should also be aware that offensive comments directed at, or made about, members of the school community on a public website bringing the school into disrepute and could be deemed to fall under the category of bullying and harassment. In such cases, sanctions could be applied. Students must use the mobile technology at their disposal responsibly.

Uniform Issues

A few students seem to be struggling to recognise the colour black when it comes to choosing a belt to wear to school! Hopefully, now the mornings are much lighter, they should be able to find their black belt. We are also disappointed at the number of students who are turning up dressed in hoodies of various colours. Hoodies are not part of our dress code. Boys are allowed to wear an outer coat. Unfortunately, the hoodie does not qualify as a coat as it cannot be worn over the blazer and is neither more waterproof or warmer than the blazer. If boys are feeling cold they may wear a black v-necked jumper under their blazer. Boys should keep their hoodies for when they are dressed in their "civvies" at the weekend. If they persist in wearing them to school they may find themselves deprived of their favourite garment until their parents can come in and collect it.

Body piercings are also making an unwelcome return in a few cases. Boys are not permitted to wear any kind of body piercing in school. If they appear in school wearing a piercing they will be asked to remove it regardless of the impact on the healing process. If they wish to have a piercing then they must plan to have the procedure so that healing can take place outside of term time.

Civvies Day & Sport Relief

The Head Boy and his team of Prefects organised a civvies day to raise money for the charity that promotes awareness of testicular cancer. To help raise awareness Mr Chris Weston from the charity was invited to speak to whole school assembly at the start of the week. The Physical Education department took responsibility for organising participation in the mile run, proceeds to Sport Relief

A total of £824 was raised for the testicular cancer charity and £166 for Sport Relief



Key Stage Updates - continued

Emergency Contact Details

It is important that the details we hold on file for your son is up-to-date. If we need to contact you in an emergency we need to have your current work details and/or mobile phone numbers. There have been one or two occasions recently where we have needed to contact a parent only to find they no longer work for the company concerned. If you need to inform us of any changes, you can do so by emailing the information to the office at enquiries@carres.lincs.sch.uk or by sending the details in with your son.

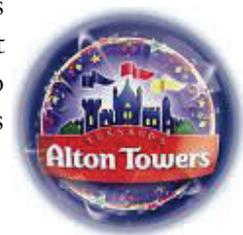
Year 11 and GCSE Study Leave

As we approach the two week Spring break, Year 11 students should be turning their attentions to preparation for their final GCSE exams. It is essential that final pieces of coursework are completed and an intensive revision programme is implemented. The first GCSE exams, the Modern Language Listening Papers, are scheduled to start during the week commencing 12 May. During the study leave period, rooms will be made available for private revision for those students who may need to use school transport to attend for a morning or afternoon exam, or for those students who find revising in school is more effective. Students will be expected to wear full school uniform when in school. Teachers will, of course, be available to offer personal support during this time. Students should approach the office if they need to find their teacher or require support with their revision. The office staff should then be able to locate a member of staff who could help.

The GCSE Language orals will take place at the start of next term. The orals will start with French on 25 April.

Reward Visits

The summer term will see the repeat of our popular reward visit to a Theme Park. This year we have booked tickets for Alton Towers. We are also hoping to organise another visit to Nottingham Trent cricket ground to see a Twenty-20 match one evening in June. To qualify for an invitation to participate students will need to have maintained a progress grade average of 2 or less and have a good BfL event profile.



Mr Wilson and Mrs Brooks

Messages from the Finance Office

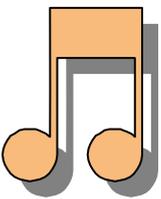
Dinner Money Loans

Due to the lack of boys repaying dinner money loans, we are to change the system of loaning money. In future, any student who needs to borrow money will have to call at the main office to phone a parent so that we have parental permission to loan the money. Hopefully this way, with parents being aware from the start, we may see money being returned promptly. If this system still fails, then from September the facility will be withdrawn completely.



Music

Can students please remember that this is the penultimate term and that Term 6 tends to be taken over by exams. This is the time when many of those involved in music seem to stop attending their tuition. Although this is perfectly understandable, we do need to be notified, as invoices tend to be issued, but are left unpaid. Music tutors still turn up, therefore if you think you will want to stop music for Term 6, it is imperative that you let Mrs Quinton and your tutor know. A note can also be made on invoices when making payment for Term 5.



Mrs T Green, Finance Department

Tempest Workshop, Lincoln

A small group of English students attended a Gifted and Talented Workshop focusing on scenes of the Tempest, the Shakespeare play currently being studied for at SATs. The Workshop was to give the students the chance to liaise with students from other schools to further their study of the play.

The event took place on Friday 29 February at Bishop Grosseteste College in Lincoln. (pictures below)



Ski Trip 2008 - By Peter Stocks

This year on the annual ski trip, the school had decided to go to a resort called Alpe D'Huez in France. This resort has over 87 lifts and overall about 238km of piste.

Everyone arrived at school at 11 30 pm and we were due to leave at 11 59. Unfortunately Mr Holland had to drop out at the last minute, so a familiar face of the ski trip, Mr Jessop, was called in to take his place.

The plane was taking off in Manchester and landing in Grenoble and everyone was very tired when we arrived in at 9 00 am French time. There was just a two hour coach ride to the resort. There was a large series of chicanes on the way up to the resort, which we were told was going to be one of the stages of the Tour de France next year. It was amazing to think that someone could cycle up something so steep!

When we stepped off the bus the sun was shining and

the weather was perfect for skiing.

Everyone had an early night (apart from the Sixth Formers). I think we saw the quickest person to ever lose something—it was Jake Miller losing his ski-pass within about 30 seconds!

In the morning, everyone was up and ready to go for the first day's skiing. It was just a 50 yd walk to the place where you meet for ski school. We were allocated groups 1-5, 1 being the more advanced skiers and 5 being beginners. Alpe D'Huez was home to the longest run in Europe at 16 km, most groups had experienced this by the last day. The snow was perfect, but it needed to snow a little by the end of the week.

There was a vegetarian who came with us who didn't eat vegetables, so it was a struggle feeding him, but the kitchen staff admirably found some foods he liked. The staff had also organised some evening

activities like video night, tobogganing and ice-skating.

Overall, it was a fabulous trip to go on and I think everyone who came would say the same thing.



Junior Soccer Stars

Junior Soccer Stars - NEW
Thursdays from 21 February 2008



Boys and Girls



Age 7 to 11

5 to 6 pm

£2

Carre's Grammar School, Sleaford
3G Pitch

SKILLS
TECHNIQUES
CHALLENGES
QUALIFIED COACHES

For more information contact:
matthew.evans@carres.lincs.sch.uk
01529 308742 or 07922 008810



Messages from the Office

Unwanted Uniform Items. If you have any unwanted items of school uniform, particularly blazers and trousers, could you kindly donate them to us. Although we don't now have a nearly new shop as such, we often need spare items for boys "in need" during the course of the day. Any items will be gratefully received by the school office.

Absences from School. Please could any absences be phoned through to the school office by 9 am if at all possible. If your son is absent for more than two days, please could you phone the office again to keep us informed.

Foreword by Headteacher - continued from front page

May I take this opportunity to wish you and your family a restful and well-earned break? We return to school on **Monday 21 April** for what will be another busy, and hopefully successful term.

Learning Resource Centre News

Homework Club. A reminder to all that the LRC is open after school on Tuesdays and Thursdays until 5pm to allow students to do homework.

Spring Clean. Please remember the LRC when you are thinking of sorting through your book, video or DVD collection. All suitable items will be gratefully received, just bring them along to the LRC and we will find them a good home.



World Book Day. Prizes were awarded to the following students on World Book Day. These boys have read the most books since Mrs Wade's arrival as Learning Resources Manager in Oct 2007

Daniel Fenton - Yr 7 (25 books)

Dean Atterbury - Yr 8 (12 books)

Tariq Ajumal - Yr 9 (12 books)

The answer to the Maths problem with the cubes is d) 1/3

There will be 1 cube not painted at all, 6 cubes with one face painted (one on each face of the big cube) 12 with 2 faces painted (on the edges of the big cube) and 8 with 3 faces painted (on the corners of the big cube), so...

$(1 \times 0) + (6 \times 1) + (12 \times 2) + (8 \times 3) = 54$ and the 27 little cubes have 6×27 faces which is 162 and 54 is one-third of 162 – easy really!