LGS Headlines

29 November 2013

From the Headteacher

Dear Parents

Welcome to the November issue of Headlines. This is something of a bumper edition, reflecting the enthusiasm of our student news team in reporting on the range of activities which have taken place over the last few weeks. We hope it is not too daunting !

We recently celebrated the achievements of our current Year 12 students at our GCSE Presentation. This year we moved the time from the evening to the afternoon in order to promote better attendance from the students. We were joined by parents and other family members, and by a number of former students who had left the school to pursue their Sixth Form studies elsewhere. The presentation of GCSE certificates to each student was followed by a number of subject-specific prizes and special awards. Congratulations to all our Year 12 students on their GCSE success, and particularly to those who received special awards.

We are developing our curriculum with the introduction of a number of Focus Days throughout the year. Our first for this year, on Wednesday 13 November, involved a specific visit or activity for each year group. Our student news team have reported in detail on the various activities later in this newsletter.

Headteachers will usually claim not to take any notice of league tables., and indeed they can be of dubious value in many cases when based on a very narrow measure of success. However, we are delighted to see that the combined GCSE and A-Level results from Year 11 and Year 13 last summer have placed the school back in the recently published **Sunday Times Top 100 State Schools list.** This is a testament to the students' hard work, and to the support they have received from our staff.

I hope you enjoy reading about the activities which have taken place this month in the rest of this edition.

Mr J Constable - Headteacher

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Staff update

Welcome to Helen Barsby who has joined the school as Senior Science Technician.

Congratulations to Mrs Griffin and her husband on the birth of their daughter Alice.

Congratulations to Miss Tillett and her husband on the safe arrival of their son Patrick..

Mr J Constable — Headteacher

Parking

Slough Borough Council .has received a high number of complaints from residents, teachers and parents about parking around schools in the town. The Council has therefore introduced two Camera Enforcement Units to enforce parking restrictions. These will be deployed around schools at various times to enforce keep clear zigzag markings and loading ban restrictions.

The congestion around our school can be very severe in the morning and at the end of school. Parents who bring their sons and daughters to school by car are encouraged to arrange pick ups and drop offs away from the school to ease the congestion around the school gates.

The great majority of our parents are sensible with their parking. However, there have been a small number of inconsiderate parents whose parking has caused problems for other road users or local residents. There are also a small number of parents who stop at the T-junction opposite the school to let their sons or daughters out in the morning. This is dangerous as the road is temporarily blocked and the children then have to cross the road to reach the school gates.

We would ask all parents to have consideration for others, and to be mindful of the safety of their own children and that of others. Parents should be aware that we will report persistent offenders to the police.

Mr J Constable — Headteacher

Remembrance - 11 November 2013

As has become customary in recent years, the School observed the national 2-minute silence at 11.00 am on Armistice Day, Monday 11 November 2013, to remember the dead of the First World War, the Second World War, and other conflicts in the years since.

Students gathered at the start of break in the courtyard area. Mr Constable read an extract from the poem 'In Flanders Fields' written during the early part of the First World War before Mr Nolan played the 'Last Post' on the trumpet. Following the silence, the familiar 'Ode to Remembrance' reminded students and staff that '*at the going down of the sun, and in the morning, we will remember them'.*

Our Remembrance service was short, but very poignant, with hundreds of students standing in silence. During the rest of the week, Mr Langford, Subject Leader for History, led a series of thought-provoking assemblies which focused on the sacrifice of lives in the First World War.

Mrs R Smith - Deputy Headteacher

Focus Day—13 November

For the first of four Focus Days this year, each year group was involved in a different activity either in or out of school. Students from each year group have written about their experiences in the student section of this edition.

Mr B Mitchell- Deputy Headteacher

GCSE Presentations - 19 November 2013

The GCSE Presentation to Year 12 students took place earlier this month. In addition to the presentation of GCSE certificates, awards were presented to celebrate achievement over the full range of academic subjects and for contribution to the school community.

Congratulations to all our students on their success!

Art	Emma Irwin
Business Studies	Devesh Sharma
Classical Civilisation	Martyn Ford
Computing	Priya Verma
Design Technology	Jathurshe Vigneswaran Jasmeet Gill Priya Khatwa Ravneet Battoo
Drama	Katherine Padley
English Language	Sara Din
English Literature	Charlotte Whelan
Geography	Harbir Sandhu
History	Sukhbir Khosah
ICT	Mudit Gupta
Mathematics	Harveer Chohan
Modern Languages	Vigneshwar Natarajan Shreyas Joshi
Music	Carys Jones
Physical Education	Jasleen Batra
Religious Studies	Roop Bhamra
Science	Arun Bir Simran Narwal Serena Doshi Humza Saeed
Overall achievement (11 A* grades)	Ayaz Mohamedali Naveen Saini Priya Verma Roop Bhamra
Excellent Achievement (12 A* grades)	Sukhbir Khosah Yasmin Biswas Janhavi Limayer
Outstanding Achievement (14 A* grades)	Gaurav Agarwal Anita Bolina
Music Trophy	Will Harris
LGS Singing Award	Senami Hundeyin
History Plate	Naveen Saini
Geography Plate	Sharon Sridhara
MFL Plate	Gurkireth Gill
Science Plate	Sithihipratha Arulrajan
Contribution to the school community	Emma Irwin Jay Pabari
Headteacher's Award	Tennai Watson

Celebrating Success - GCSE Presentation

Harry Khera and Avjeet Dhandwar 6B

On Tuesday 19 November the main hall witnessed the GCSE Presentation for former Year 11 students at Langley Grammar School. They came together to celebrate their great successes at GCSE. The leavers of 2013, new students, students who remained at the school and their parents made up the audience. The reuniting of old bonds sparked a fair amount of sentimentality between the students.

A warming speech by the Headteacher, Mr Constable, began the proceedings. He recognised and appreciated the students' achievements, both academically and through extra-curricular activities. He then introduced Mrs Smith, the Deputy Headteacher who read out a heart-warming speech from our former Phase Leader Miss Northcott, who unfortunately could not attend the evening. She recalled her best memories of the past year and wished all students well in their future endeavours.

After various speeches from former Form Tutors and the current Sixth Form Executives about their memories of the past 5 year of compulsory education, the eagerly awaited GCSE certificate presentation finally arrived. Interspersed between several musical items performed by the jazz band and chamber group, the students lined up, form by form, to collect their certificates. This was a particularly touching moment as the Form Tutors officially 'parted company' with their respective form groups.

Following swiftly, individual subject prizes and awards were presented. This was based on students who performed outstandingly over the course of the two years.

A few of the students who collected prizes Included:

- Outstanding Achievement in GCSE examinations (14 A*'s at GCSE level!) awarded to Gaurav Agarwal and Anita Bolina (pictured on the previous page);
- The Music trophy awarded to Will Harris;
- The Headteacher's Award for someone who performed outstandingly despite other commitments) and particularly challenging circumstances outside school - awarded to Tennai Watson who combined his studies with a contract at Reading Football Club.

To conclude the event, Mr Constable again acknowledged the amount of work put in by both students and parents, before warning us that the hard work must carry on.

Raising money in PCS for Children in Need

Written by Chloe Dhardwar 11V

Everyone recognises this time of the year as a time to stop and think about those who live harder lives than us, and to help the children that have been unable to have a proper childhood.

This resulted in the whole of Year 11 taking part in fundraising activities in our PCS lessons over the past few weeks.

The activities ranged from sponsored rows and football matches, to eating fifty chicken wings in the space of an hour. Behind the scenes of our fundraising, we had looked at the role of child carers and wanted to give something back to all of the children who play the role of the adult at home and aren't given many of the opportunities that we are given.

Some of the simplest things, such as going into town with friends is something that many child carers would be so grateful for, and we wanted to give them these opportunities through our fundraising.

For extra motivation, within the PCS classes, the class who raised the most money got doughnuts (not that we needed any more motivation)! As well as being exciting and enjoyable, it was an amazing feeling to know that we were helping others, and every pound we raised was another step closer to a child, having a childhood.

TOTAL MONEY RAISED SO FAR = £1,131.12.

With 11 A.1 Raising £454.62 and winning the doughnuts!!

Year 7 Concert

Written by Jasmine Panesar 7S
Edited By Bhavana Murikinati

Earlier last month, the Year 7 students had the privilege to watch their fellow classmates play in a concert led by Mr Nolan. There was a fantastic turnout and the talented musicians clearly put on a great show for their peers.

"I really enjoyed the concert as I was able to share my love of music with my classmates" commented Caitlyn Bulpit, a 7S student who performed a brilliant piece on the keyboard during the year 7 concert. Well done Caitlyn!

"It was really fun doing the warm ups, especially Mr Wilkinson's present warm-up"

Sareena Cambow, 7S

As well watching the concert, the rest of the year group also got the chance to join in with numerous warm up activities organised by the Music Department. By the end of the concert, everyone was involved and the Year 7 students sang a number of songs they had been learning in their music classes including 'Oh when the saints'.

The Year 7 audience were extremely lucky as a group of sixth formers also gave up their time to perform to the year group, introducing a wide range of new instruments such as the viola and the trumpet! The Year 7s had the chance to listen to some incredible pieces of music played by the sixth formers and clearly found this very inspiring.

Overall, it was a nice treat for Year 7 and they enjoyed the event thoroughly being an excellent audience for their classmates. It encouraged many budding musicians to continue learning new instruments and hopefully we can see them perform very soon.

The Year 7s give a very big thank you to all their music teachers who helped organise the event and congratulate their peers on the spectacular performance which showcased their talent!

Year 7 Zumbathon for LEPRA

Written by Jasmine Panesar 7S
Edited By Nicole Baldev 11H

On Monday 11 November, Year 7 students took part in an extraordinary Zumba workout in order to raise money for LEPRA. All of the students raised money for this charitable cause during the course of this exciting event.

In terms of the charity itself, LEPRA is for people with Leprosy. Every 2 minutes someone is affected my Leprosy; this means that by the time you have finished reading this issue of LGS headlines approximately 10 people would have caught Leprosy.

'It costs £25 to give someone medical treatment and £12 for 3 pairs of shoes. LEPRA asked Year 7 to raise money to contribute toward this. This is why they have participated in the Zumba workout.

Firstly, not many people knew what to expect; not many of the Year 7's had done a Zumba workout before. As soon as the music started and Lisa (the Zumba instructor) started to dance and eventually everybody began to get used to it. All the students merged into their own little world of dancing and enjoyed themselves as a reward for fundraising!

'I really enjoyed it, it was lots of fun and I'm glad people will benefit from us'

Sareena Cambow 7S

'Leprosy is international poverty' Gerrie Mcmanus, a LEPRA spokesperson said in Year 7's LEPRA introduction assembly before half term. Leprosy is a disease that occurs to people's hands and feet due to bacteria and no nutrition. I t is affecting a lot of Bangladesh and for some people the walk to medical care is as much as 62 miles, which will make their condition worse as they have no shoes.

There was a smile on everybody's face as Lisa demonstrated some wacky and fun moves. Everybody was moving and having a great time. Even the teachers couldn't resist it, so they snuck in behind and started to follow Lisa's moves too!

Most of the boys were slightly… over the top, and did extreme versions of Lisa's moves, which made the experience even more fun! Year 7 could see everyone dancing and were laughing all the way due to the boys' hilarious moves. At the end, everybody was tired out (and a bit sad it ended) but had a constant smile on their face anyway! They received a badge, which the Year 7's proudly presented on their blazers. Anyone you see wearing a light blue badge participated in the zumba workout! Year 7 are trying to beat the last total of money collected- over £2000! We all hope they beat the total and take one step forward into beating Leprosy!

Shakespeare Schools Festival Romeo & Juliet

Written by Jenogika Jeyakumar
Edited By Bhavana Murikinati 11K

The Shakespeare's School Festival at the Wycombe Swan was a fantastic evening of brilliant productions and it was reflective of all the hard work that everyone put into their performances.

Langley Grammar was the opening act which was very nerve-wracking for us, opening the show for an audience we had never even seen before, pressure was on to deliver, but we had nothing to fear, because the production was brilliant, devoid of faults or hitches.

"It turned out to be even better then I imagined it to be. The crowd got wild at the end of every performance, regardless of how good and bad it was, and everyone had a brilliant day!"

"I never thought that the occasion would have turned out to be quite the way it was, but it was amazing nevertheless and I made so many

"I will definitely be taking part again if it happens next year! It's just so fun to get

Slough & Eton was next with their performance of Macbeth. Although we were unable to see their performance, the positive comments given were reflective of their performance; which was amazing despite their shaky dress rehearsal.

An interval ensued in which we were then allowed to enter the audience to watch the next two performances that were yet to come. After it was over came Beaconsfield School with 'Taming of the Shrew' which again, was well-performed, with very effective casting and brilliantly portrayed and humorous performance.

Finally Wycombe Abbey presented Hamlet, with very effective costume and use of props, and although they did slightly run over the time allocated (by roughly 7 minutes) the performance was on the whole well-done.

Towards the end of the evening, comments were given to all 4 schools on their performance, and it was said that the standard of the performances was one of the highest this year. So feeling proud, we all had a brilliant end of the day, and it was good to see that all our hard work had finally paid off. On behalf of the cast, we would like to thank Ms Rhodes, whom without the casting and directing of the play would not have been possible.

Students lead the way in Psychology

Written by Mrs Morales-Costin
(Subject Leader for Psychology)

For the week beginning Monday 11 November, Year 13 Psychology students became the teacher in their lessons. Firstly I asked for volunteers to become a, "team leader" and had lots of volunteers! The remaining members of the class then had to join one of the team leaders and they became a group that would be working together on this assignment.

The group (led by the team leader) were then responsible for teaching a small section of the A2 syllabus for the module of, "Relationships." Each group were responsible for either teaching the topic of "Childhood and its effect on adult relationships" or "Culture and its effect on romantic relationships."

The students gathered in their groups and the team leader was responsible for directing the group. They had to research the topic area themselves using a variety of resources such as textbooks, the internet and some materials that I handed out. The groups had 2 lessons to prepare and research their specific area of the syllabus.

The groups were required to teach a 15-20 minute lesson to the rest of the class, and had to make it fun, interactive and informative. All of the students would be graded anonymously (using a feedback form) by their peer group, using a grading system of:

A=Excellent,

B= Very good

C= Good

D = Satisfactory

E = Poor

The feedback forms also allowed the audience to state 3 positive points about the lesson as well as 2 areas that they could improve on for the future.

The lessons were interesting and fun to watch. Most groups prepared a PowerPoint presentation and handouts and also included videos, games and quizzes. The whole activity was very useful and also gave Year 13 students an idea about what they might be expected to do at university. It also allowed the students to become independent learners too. Once the lessons were delivered, the students got back into their groups and read the feedback forms that the class had written. This provided the group with an honest overview about the quality of the lesson they had delivered. All of the students took the comments on board and said the comments were honest and fair!

GCSE Drama Theatre Visit

The Woman in Black

Written by Jenogika Jeyakumar 11K

"Have you ever sat around the fireside telling ghost stories only to be stopped in your tracks when the room turned mysteriously cold or a muffled sound made you jump? That's what watching Woman in Black is like."

This is what GCSE Drama students were told to expect when going to watch 'Woman in Black'. Words are unable to express the feeling of what it was like to sit in a theatre and watch the perturbing events that unfolded before surprised eyes, with us sitting only a few metres away.

'Don't go unless you like being scared out of your wits'

'A marvellous exercise in spine tingling tension, spun from perfectly paced storytelling and stagecraft.'

'It was a very useful experience in order for me to further enhance my acting skills and a fun production to watch'

As expected, the highly anticipated play, which was not only a best-selling book but an award winning movie, was spine chilling, and made plenty of the audience scream.

Brilliantly produced, the two man production was wonderfully crafted, and despite one of the 2 actors having to change roles a number of times, the play was easy to follow, with each individual easily distinguishable.

The setting was very simple. On stage; a chair, a box and a rack on the side with coats and hats, in order for changes of costume. Costume changes were so effective that actors were able to change their costumes on stage without breaking away from the scene they were relaying. Managing to recreate a convincing train using a box and a chair was another of the magnificent feats that was accomplished during the night!

On the whole, the play was dazzling and magnificent with everyone thoroughly enjoying the whole experience as well as the amazing opportunity. On behalf of all Year 11 Drama Students, we would like to thank the Drama Department for organising a fantastic Theatre visit; one of spine tingling, nerve shredding and scream inducing glory!

Off to the O2 Finance Visit

Written by Jack Allsopp 11K
Edited by Bhavana Murikinati 11K

Eleven Year 11 students headed down the Bath Road on 22 November to the head office of O2 - one of the leading brands of mobile phones. Here the handpicked students experienced a stimulating seminar on corporate finance, as well as accounting. They learnt about how O2manage their finances to increase profit margins, cut down on cost, and deliver the best results for their shareholders who invest in their business.

'It really helped me understand the world of finance better and was an extremely useful day!'

'An amazing, awesome and fun day with loads of interesting talks and tours- would definitely recommend to others'

'Very helpful in terms of choosing careers for later years and the wider perspective of finance as a job was much appreciated by the trip to O2 Headquarters'

Some of the intricacies of a national mobile phone network were also revealed to the group, and soon a holistic appreciation of the company was starting to come to the fore for all Langley Grammar students, as well as those from other local schools which we had the pleasure of collaborating with. Our students were particularly impressed during the tour of the building, as they got to experience an innovative, modern and comfortable workplace, with woodland themed conference rooms, airy open areas and vivid styles of furniture as well as pool and snooker tables!

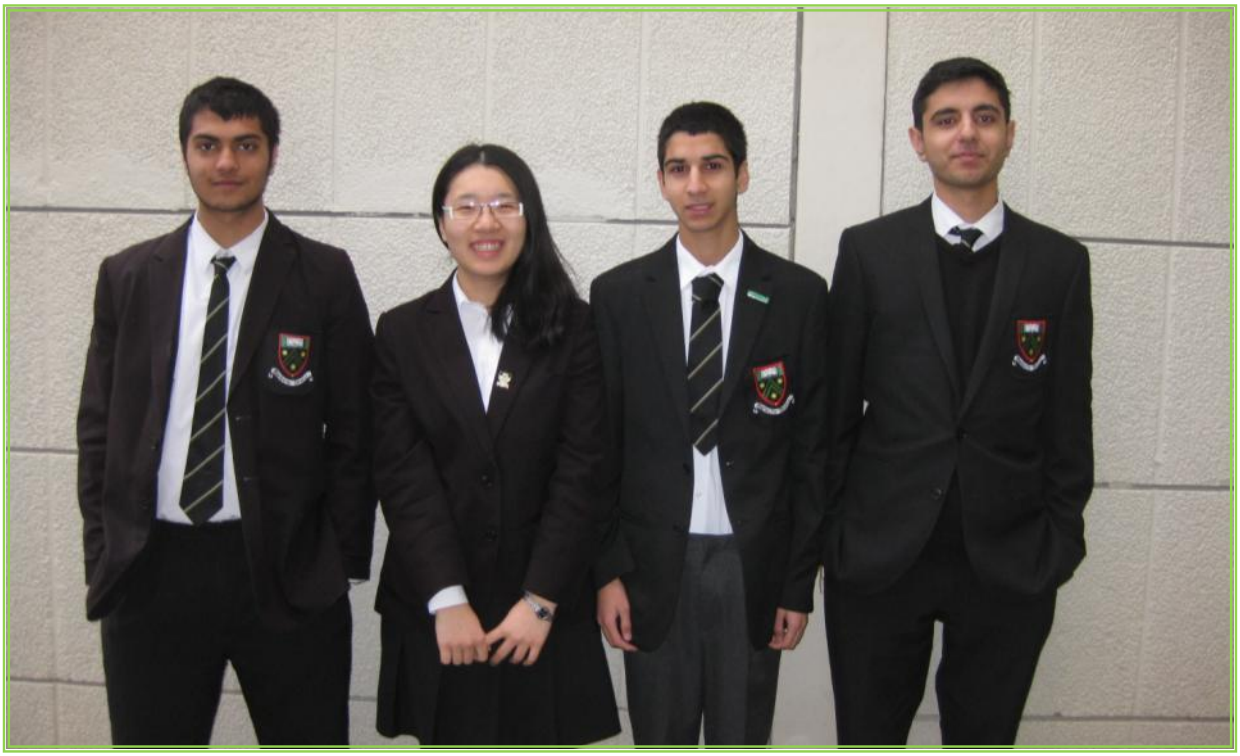
The tour had opened our eyes as to what sort of a place we could work in ten years' time. Other highlights included a fascinating personality quiz, in which students learnt what sort of employee they best matched and Q&A sessions throughout the day in which Langley Grammar students offered their insights and got responses that helped shape their future career plans. On behalf of all the students who took part, a huge thanks to Mrs. Golding for organizing the trip and choosing the candidates - all in all a splendid day!

Senior Maths Challenge Regional round

By Pavan Marwaha 6G

On Monday 18 November, a team of 4 students was selected from Langley Grammar School to participate in the UKMT Senior Team Maths Challenge. Two of the best mathematicians were chosen from each year to represent the school in the competition.

The team consisted of included Pavan Marwaha and Suyi Li from Year 13 and Mudit Gupta and Jaspreet Randhawa from Year 12.



The challenge consisted of 3 rounds. The first round consisted of 10 lengthy questions. We split the questions between us and collaborated on the problems we found hardest. It was a good round and we got 60/60. The second round involved a cross number, something in the style of crosswords but with numbers! This year was probably the hardest that had ever been set so it was quite a challenge. In the final round the year 12 and 13 pairs were split up to solve questions separately. We had everything right, right up until the last question, which unfortunately the Year 12s didn't manage.

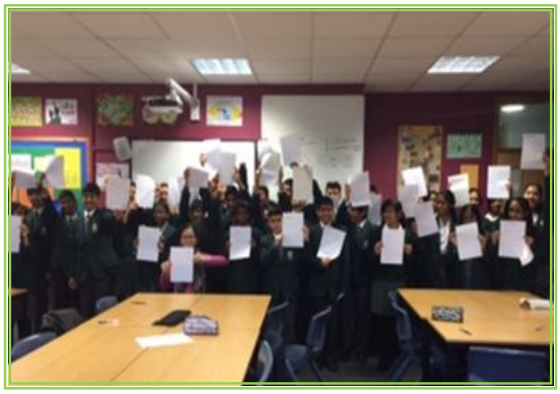
Overall, it was a success and we narrowly missed the top 3, coming 4th out of 19 schools which came from all over London. We would like to thank Mr White for taking us to Merchant Taylors School, who hosted the competition.

Langley Grammar School against bullying

Miss Sheikh - Anti Bullying Leader

1000+ STUDENTS DISPLAY THEIR COMMUNITY SPIRIT BY SIGNING THE LANGLEY GRAMMAR SCHOOL ANTI BULLING CONTRACT!

Over the last term, the Langley Grammar Anti Bullying Committee has been busy preparing for the launch of new anti bullying initiatives at school. Anti Bullying Week, which took place from the 18 - 22 November 2013 kicked off to a great start with all students from Years 7 to Sixth Form, along with their parents and Form Tutors, agreeing to our plight to prevent any form of bullying and cyber bullying in our community.



'The mission is to eradicate bullying as a word in the dictionary, and here at LGS, we are working hard to complete that mission."

Sagar Ghelani, Lead Peer Mentor of the Anti Bullying Committee.

The week continued with competitions for years 7 to 9: designing an anti bullying logo, a poetry competition and as the week focused on staying safe online, year 9s have entered a competition to create a short film centred on the issue of cyber bullying. Form groups in KS4 and KS5 took part in insightful and interesting discussions about bullying and considered our school can band together to prevent anyone from feeling the consequences of such actions. Students also engaged in games and activities to encourage positivity and equality around the school, a momentum which will continue at Langley Grammar. The week ended with all tutor groups designing a tutor group charter: as well as individually, students will work as a group to ensure they fulfil the principles to a safer and secure environment at school.

Niraj has also designed a brand new Anti Bullying Website for the school, which will be launched during the week of anti bullying assemblies.

The website contains constructive and helpful advice for all students. It can also be used to email the Anti Bullying Committee with any queries or concerns you may have. Parents are able to use this service too. The website will be updated with competition winners in January and we shall also put the news in Headlines. So watch this space!

"As we work together as a school to increase awareness of all types of bullying, we can come together and gain a sense of community."

Niraj Wadher,

Lead Peer Mentor of the Anti Bullying Committee

The Anti Bullying Committee is made up of 24 Sixth Form Students led by Miss Sheikh. They have been trained to perform the role of a Peer Mentor.

All 24 Mentors are assigned to a particular year group and currently, the Committee are introducing themselves to their form groups through weekly presentations. **Sagar Ghelani** and **Niraj Wadher**, both in year 13 are our Lead Mentors. They guide and support the Peer Mentor team, consistently working with the group to come up with new ideas to develop the notion of anti bullying at our school. The Mentors can be identified by their badges on their uniform. They are welcoming, friendly and very approachable so students should feel free and comfortable to have a chat with them, whenever they wish.

With such a positive start, we are sure that all students, parents and teachers of Langley Grammar School will continue to support the Anti Bullying Committee to achieve their one objective:

"To ensure everyone in the Langley Grammar community feels safe and supported, with all aspiring to become responsible, moral and friendly citizens".

The First 'Focus Day' of the Year — Year 7

Written by Jasmine Panesar 7S
Edited by Nicole Baldev 11H

Wednesday 13 November and it was time for the first 'Focus Day' of the year. Each year group was doing a specific activity designed to enhance their learning outside normal lessons and help them develop essential skills and qualities . There were a huge variety of activities that were made available to the students and the next few pages capture these with various reports and images.

Year 7 did the enterprise project 'Minivans' organised by the education business partnership 'Learning to Work' in which they had to create vans (out of card) and try to sell them to 'The dragons' (using Monopoly money).

There was something for everyone to do in their groups of 5 - whether they were creative, smart, good with money, persuasive or a leader (not a bossy one though)! Firstly we decided on our company name and then made a logo for it.

We then decided on possible jobs that the people in our teams could have. For example, the most creative person could be the head designer and anybody else who would like to design could be a vice designer or perhaps assistant designer.

After that we had to begin working. The designers started on the vans whilst others were busy creating posters to help advertise their product. As soon as we had finished a van and a poster, we had to take it to the 'market place' (with no more than two people) and show 'the dragons' the van and explain the company. If 'the dragon' liked the van and company, they would purchase the van. The maximum amount of money gained from one van was £100. It cost £20 to buy a van template if a group wanted more, as they were only given two templates for free.

Focus Day
Year 8 activities

Written by Vianca Shah 8K
Edited By Nicole Baldev 11H

Year 8 had a glimpse into the Shakespearian world as the theatre company 'Contender Charlie' came into Langley Grammar School to teach the students about Macbeth—one of Shakespeare's most riveting play. The workshop altered the ideas that many of the students had about the works of Shakespeare, giving them an insight of the hidden meanings within this iconic play. Not only did this workshop teach everybody about Macbeth, it allowed them to learn important skills such as speaking confidently in front of an audience which is not only important in Drama, but also significant in everyday life and in the future.

The Year 8s had experienced the past with Shakespeare and then journeyed into the future for the 'Big Draw' organised by the Art Department. The theme was "tomorrow", where the students had to imagine what the world would be like in the future. The drawings, that the students were asked to produce, could be based on the houses, buildings, people, clothes or the environment. It was up to their interpretation of what "tomorrow" would be like. This had interesting outcomes, where the unique perspectives from a range of students were portrayed, showing the natural beauty of "tomorrow", the technology of tomorrow and what the people of "tomorrow" would be like.

"Explained Macbeth in an engaging way."

Conor Simms 8K

The group watched a video which inspired them to create an abstract work of and, consisting of only dots and circles. After looking at examples, from famous artists such as Kandinsky, Year 8 explored what patterns you could create with dots and circles, resulting in some spectacular pieces of artwork!

The whole day was great fun - Year 8 thoroughly enjoyed the Focus Day and they would like to thank all the teachers for making it possible!

Focus Day - Year 9 Geography visit

Written by Tia Dhaliwal & Muskan Gupta 9V

On the 5th and 13th November 2013 the Year 9s, had a brilliant opportunity to visit Canary Wharf and the Hackney Wick area around the Olympic Park to find out about the Olympic Dream and the reality one year on. Our year group was split up into essentially two teams. On the 5th November the forms Harvey and Kedermister were accompanied by the Villiers girls whilst, on 13th November Seymour and Robinson were accompanied by the Villiers boys. Both groups had the same aim; to explore the Olympic site and the effect it had on London during and after the 2012 Olympics itself, and also to explore Thatcher's vision of offices, offices in Canary Wharf and the rejuvenation of the London Docklands. The main point was to try and decide which place was more of a 'Utopia'?

On the trip the year groups visited two parts of London one of which was Margret Thatcher's dream vision, Canary Wharf and the other being around the canals and the deprived area near the Olympic Park in East London. Until recent times Canary Wharf was a harbour and wasteland which wasn't any use to the people living in and around East London after the London Docklands closed down. The locals were then displaced as Canary Wharf was built with the idea of bringing business into East London to uplift the area. Although her dreams attracted offices to set up bases in East London and it was a successful project, there are still elements of wasteland today.

In and around London we split into groups of roughly six and each took on a responsibility to investigate one aspect of the trip such as, environmental quality and a drosscape survey. This helped us discover whether or not Margaret Thatcher's dream of offices was successful for all of the people living in East London. Was it a Utopia? It also helped us answer the question, was the Olympics really worth the money and did it benefit the locals, or just put us on the map globally?

Even though the government made out like the Olympic dream was a reality we dug further to investigate what is called the reality of the Olympic Dream. After taking a train to Hackney Wick and the area around the Olympic park we split up into two groups and examined the truth of what was supposed to be the Olympic dream and rejuvenation of Stratford. We found out that some people couldn't even afford to live in estate flats let alone buy an Olympic ticket. From the moment the UK got the news that they were next to hold the Olympics the regeneration began. The government promised the people living around this poor area that luxury and prosperity were on the way, but in actual fact all they received was more traffic, more people and no improvement and things in a similar state to before and the awful noise and mess created from the construction site.

Overall, we felt that the whole year relished this opportunity to visit and study places we may not visit daily. We learnt a lot about what the Olympics and Thatcher's dream really did to the people around London, more specifically East London.

We would like to thank Mr Aplin, Mr Mace, and Mr Pascall for taking the time to organise and lead the trip. We would also like to thank our form tutors and any other members of staff that accompanied us on the trip.

Focus Day - Year 9 History visit

Written by Saras Dale & Salena Mann 9R
Edited By Nicole Baldev 11H

The Year 9 History visit took place on Tuesday 5th and Wednesday 13th November. Our venture began with a coach journey into Central London, where we visited the renowned fighter ship; HMS Belfast. Mostly known for its key role in World War Two, it showcases the life of a typical sailor who would live amongst the 900 other crew on the ship. It also allows a further insight into the heavy artillery and war machines which would have been used for defence and attacking other ships at the time. The logistics and tactical side of the ships navigation are all neatly kept within the top of the ship, where real working radars and navigation systems surround you.

So, after a slightly troublesome entry into the ship, due to minor issues with the amount of people, we were off, bounding down the bridge, into a rather wet but magnificent outer deck, greeted by a particularly friendly and appropriately dressed man. We began exploring some of the recreated museum exhibitions which explained a brief story about the history of the ship and explaining its involvement in the world war.

The museum exhibits included moving cannons and shaking floors to enhance to the whole experience of ship life and gripping videos which showed the sights the soldiers onboard would have seen from the ship. I

t also described some of the rather unpleasant jobs which would have to be done in order to keep the ship going, these included pushing heavy cannons into guns and holding them there for long amounts of time, this would all be done whilst standing in pits on the floors of the ship.

When we arrived at the ship, the sight which faced us was quite startling, especially due to the sheer size of the ship. When walking down the riverside, the ship stretched far into the distance, making its shocking, if not slightly intimidating presence known. Walking down, we could see the occasional spectator standing, looking in awe at the huge ship, delicately place in the midst of the river Thames. Before even boarding the ship we saw the small people standing on the decks , waving and climbing up the ladders onto other floors and decks.

We then moved on to exploring what life on-board was like. This was perhaps the most interesting part of the whole experience as they allowed us to understand and connect with the emotions and thoughts that the sailors would have felt at the time.

Surprisingly, we discovered as we went round that there were many different facilities for the use of the sailors! These included anything from churches for private prayer and church mass, to clothes and confectionary stores. We had thought that there would be only very bare facilities on offer, perhaps an infirmary and dental studio - nothing like what we found. There was plenty for sailors to be busy with whilst on the ship, including clothes shops which although only sold very basic items of clothing, still provided some sort of a 'luxury' to soldiers.

We learnt that sailors would be allowed some free time to roam around the ship, before retiring to their hammocks, located in normal rooms with tables and chairs beneath them! These rooms sometimes included loud, heavy machinery which would make continuous sound all night; a peaceful night's sleep was definitely off the list! Whilst still exploring, it was also noticed that there were two punishment rooms, located at the back of the bedrooms, where men would be locked up in complete darkness, should they fail to oblige with the ships rules. This really allowed us to understand how strict the ship could be on any rebels, and made us wonder why anyone would actually want to rebel against the ships rule, especially with such harsh punishments in place, although perhaps this was the whole idea of enforcing the punishment.

Visiting HMS Belfast really did give us all an insight on the life of a soldier on-board, and frankly it was not as bad as expected. The variety of facilities accessible made the whole ship feel like home!

Overall, the whole trip was splendid; we caught a view of an extraordinary home for several and discovered a lot more than we anticipated!

Year 10 Focus Day - 'PE meets English'

By Pratyush Jain 10V

For Year 10s the day was a mix between PE and English – and what a mix it was, despite some early doubts by the students. The task was to create or invent a new sport that could be played in schools, perhaps in PE lessons and the stimulus that was given was an example of a sport created by some Eton Students – Eton 5s.

To start the day off were separated into our forms and then split further into three teams of roughly ten people within our forms. Then each team was given a sheet with instructions, budget, roles and expectations. To add to the tension a rule was introduced which stated that only one team per form can occupy a setting for the game, Indoor, Courts or Astroturf; and then it was left to each team to have their 2 hours devising the game, and filming a video for it. This seamed harder than initially thought for some teams, as ideas were discussed with some team members sitting on the fence, but after some time all the teams were in full flow making and filming their games.

To add to the mix with English, after creating the game and filming it, we had to create a pitch – Dragons Den Style, and present as a team to the panel of Judges who would then decide the best Sport and Pitch.

The second half of the day while creating the pitches, things got tough and the tension rose as only one team per form could go into the Final pitch. In the second half each form was designated a room and a teacher to assist them with their pitches, in terms of structuring the pitch and organising the content, as well a delivery of the pitch. This was a real do or die moment for the teams, as if the pitch was not good the whole sport and the chance to win could be jeopardised. The two hours seamed to fly by, in which we had to prepare the pitch, create a leaflet and then choose which team should represent their form in the final pitch after Lunch.

During lunch the ICT rooms could be seen filled with Year 10s trying to complete their videos and making the finishing touches to their pitches. But after a long day and a lot of work and preparation that had gone into these projects, it finally came to present to the Judges. I

In Room 702, where the pitches were going to take place, each house presented their game.

H with **Hoop –it**

R with **Hoop Ball**

S with **Langley 30s**

V with **Poolkey**

K with **Hola Ball**.

The results were to be announced next day in assembly and rumours and gossip started to spread about the winners. The predictions started and people waited nervously on Thursday until the results were announced. As usual all the teams that presented or not were praised for their effort, but in the end there could only have been one Winner. And the result were as follows: Joint 2nd- H and S and the winners of the first Focus day for Year ten were

Villiers with **Poolkey**!

What a day it was to be part of, it was filled with excitement, action, tension and drama, and it was completed smoothly. In the end what seemed to be the best team won. This day was a great mix, and we all wait for the next Focus Day with a lot of excitement and expectations!

Year 11 Focus Day at the Museums

By Nicole Baldev 11H

As part of the Focus Day on Wednesday 13th November the Science department organised a Year 11 visit to the Science Museum and the Natural History Museums in London - lucky us!

The coach trip there was fairly quick; it only took around 40 minutes to an hour! Once we had arrived we were separated off into two groups with different schedules. Group 1 consisted of three different science sets and they began their visit in the Natural History Museum. Here, we headed down to the lecture room in the Darwin Centre, where we listened to a lecture of how different species are stored and afterwards had the privilege of viewing the area where they preserved different species that lived in the sea millions of years ago to date. After this insightful talk, we were allowed some free time to wander around the museum and have lunch.

Next, these students and allocated science teachers headed to the Science Museum, where we once again listened to an interesting lecture this time based on the idea of DNA. The discussion was very interactive and enjoyable. Even the teachers got involved!

The other group also took part in these activities but had the reverse schedule to Group 1.

The day was a huge success and the students really appreciated it. Everyone learnt a great deal and had fun! We would like to thank the teachers involved who organised the trip.

The objects we saw were fascinating, especially the fish that were preserved in alcohol for all these years!

It is amazing to think that these items and creatures could be as old as hundreds of years old!

Year 12 & 13 Focus Day activities

Written by Aditya Sahav, Harry Khera & Iqra Chaudhri 6B

As part of focus day Year 12 students took part in an Enterprise Day to celebrate Global Entrepreneurship Week. This is an international initiative that offers young people the opportunity to test their skills in order to encourage them to start up their own business, and focuses on growing enterprise ambition and ensuring that ideas can become reality.

We were given the task of creating a viable business venture with the theme 'Pass It On' that benefitted the environment whilst also making a profit. Groups were based on forms and the day was split into various stages in order to plan, create and pitch our ideas.

Firstly, once given the theme and objective, we separated into our groups in order to plan and create our ideas. This included coming up with a business idea, creating a finance sheet, analysing main competitors and preparing a pitch. Information for this stage had to be collected from reliable sources on the Internet. Consequently, this allowed the students to ensure the business is viable and unique, which made the day more realistic.

Once the ideas were created the groups were allocated various times between midday and 12:30 to pitch their ideas to Mr Constable, the Headteacher. Groups were given only a minute to outline how their business matched the specification and why they deserved to go through to the final round. Mr Constable had the unenviable task of deciding which six groups to put through to the next stage.

After lunch, the teams gathered in the Lecture Theatre to see which six had to present in front of their peers, teachers and judges in the final round. Teams were called to the stage to present their venture for a maximum of three minutes as well as perform an advert for their company.

Once this was completed, the judges discussed their findings among themselves whilst students were given the chance to have their say by voting through QR codes. There was a hush of anticipation as the judges had a final discussion.

Congratulations to **6I** that won for their creative and innovative idea of **Interlink**. There were also individual prizes for best presentation of finance, pitch and creativity, closing the day on a high note for all involved.

"I was kindly invited to the recent Focus day to judge the shortlisted business ideas that the Year 12 students had come up with to benefit the local community. I really enjoyed being one of the 'dragons' and was very impressed by their ideas, the creative ways in which they pitched them and the confidence with which they articulated themselves. My thanks and congratulations to all the students and staff involved."

Anil Verma (Parent Governor)

Year 13s focus for the day was on cultural diversity, particularly on how many cultures and languages our school population has. During first period, Rob Deeks from Aik Saath, a charity which works with people of all backgrounds and faith to resolve conflict within communities, came in and taught us more about the charity and just how diverse our school is.

We were separated into smaller groups of about six from our forms, and then given statistics on the school's cultural diversity, ranging from religion to languages. We then had to create a visual representation of this data to help display how diverse our school is. Pie charts, line graphs and other charts were used to show this information and this took most of period one and two, at the end of which we presented to the rest of the groups in our class. For the next two periods, we were given the task of creating a video to explore culture within Langley Grammar and to come up with a hypothesis which, using the video, we would prove right or wrong. We did this by coming up with a series of questions and filmed as many people as we could and then using the laptops to edit and create videos for the hypothesis.

After lunch, we showed our finished videos to the rest of the class and answered questions about our hypothesis, before going into the drama studio as a year group and watching videos from the rest of the year. Before focus day, we all had a misconception about the cultural diversity of our school, however, by the end of the six hours, we came to the conclusion that our initial impressions were wrong and we would like to thank Ms Paice for putting together this informative day.

Lead Practitioner Perspective

Written by Mr Mace (Lead Practitioner)

In Geography, we place huge value on the ability to think objectively and holistically. We know students at LGS are likely aiming for jobs that are about handling information and managing. Frequently this involves sorting conflict. So one of the tools we use with students from Year 7 to 13 is deBonos 'thinking hats'. Edward deBono is a physician, author, inventor and consultant and is best known for inventing the term 'lateral thinking'. which is exactly what we're about in Geography.

In a deBono's thinking hats exercise, students have to stop thinking about what THEY think, and they have to switch their mindset into one of 6 coloured hats which are always on display in the geography classroom

White hat – and think about the facts

Red hat – think emotionally and give their gut reaction

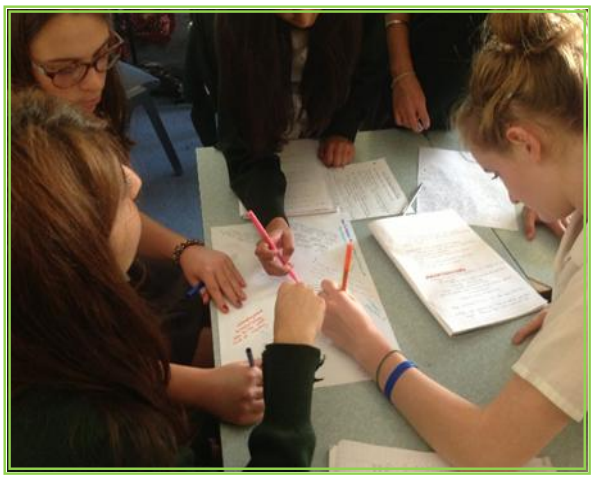
Yellow hat – think positively

Black hat – think negatively

Green hat – think creatively

Blue hat – think practically

Having gathered the information they need from a range of different sources we give them the opportunity to think in parallel. Rather than just talking the solution through (which means only one person can talk at one time), they are given a blank sheet of A3 paper, 6 coloured pens for their hat and they start a 'written conversation', writing their ideas down, replying to each others ideas and letting the conversation evolve to see what the deeper, real issues are. Instead of just arguing a point, which means we can just become entrenched in our own point of view, this game encourages people to think differently, and that keeps the brain challenged and fresh.



For many students this is one of their favourite activities in Geography. The photos here are from Year 11 who used deBono's thinking to consider how the Great Barrier Reef is managed and whether in fact, it should be sacrificed for the future economic growth of Australia. Some of Year 7 are just starting to learn about it in PCS so they solve friendship issues in their tutor group and try to stop bullying before it begins!

However, for those are willing to open their mind and engage intellectually with issues, it's an incredible way to explore the world and reach a conclusion. Whilst we definitely love our technology in geography, behind everything we do is a real concern that the best Geographers can think for themselves AND about everyone else and we hope thinking holistically is what makes them so employable in the future!

In the Spotlight..... Science

By Hajra Hussain 6G and Science Staff

The Science Department has hit the ground running as ever this academic year and there have been many activities for students to participate in to enrich their learning.

The department itself has continued to evolve and we have enjoyed strengthening our department by welcoming Mrs Wilson and Mr Kitley to the school. We have also been fortunate to welcome back Mrs Bagshaw, Ms. McCarthy and Mrs Mamoun back to cover a vacancy.

As well as running our regular 'Formula 1 in Schools' and 'Engineering projects' for a select group of AS pupils we are also running a number of activities for Key Stage 3 and Key Stage 4 students.

As part of the whole school focus day we took the whole of Year 11 on a behind the scenes tour of the Natural History Museum and to a thought provoking drama production at the Science Museum in London.

11B2 Chemistry group have participated in a global chemistry project run by RSC with Mrs. Chana; entering and comparing data on a global scale.

Mrs Bagshaw has delivered a lunchtime STEM activity for National Chemistry Week showcasing a number of exciting and interesting demonstrations and experiments. You can read more about this on the next page.

Younger pupils have been applying to take part in a 'Dulux Science Challenge' competition which Mr Scott is overseeing as part of the STEM (Science, Technology, Engineering and Maths) focus.

Year 12 Physicists are also visiting London soon to attend a series of inspirational lectures on a variety of cutting edge topics.

The 'Subjects Fellows' in Science are developing their leadership skill set by planning and preparing a range of enrichment and support opportunities for younger pupils.

Mrs Bagshaw led a workshop for younger students as part of National Chemistry Week. In the introduction, students were questioned on their own understandings of what they thought Chemistry was a study of, and how it can be related to real life such as, food and clothes.

Students were also told about other sciences that are closely related to chemistry such as pharmacy and biochemistry, and famous existing as well as past revolutionary scientists such as Stephen Hawking.

Demonstrations were based on 3 different compounds; Oxygen, Carbon Dioxide and Fuels. The experiments included a glowing splint being relit in the presence of high amounts of oxygen and the colour differences between neutral and acidic water when an indicator had been added hence producing a green and red colour.

Some experiments that amazed the audience were when Jelly Babies were added to a molten chemical that produced a very sudden and astonishing pink spark. Students were also presented with dry-ice inflated balloons that they could further shake to increase their volume. These interactions increased their enthusiasm throughout the presentation which ended with a big bang- the 'whoosh bottle' experiment.

Which fruits or vegetables have most vitamin C ?

By Sukhpreet Gill 11S

On Wednesday 20 November 2013 in our chemistry lessons, we carried out a practical to take part in the global experiment. This experiment involved different challenges. We had to work out the amount of Vitamin C present in different fruits and vegetables. To start off we first found out the amount of vitamin C in a tablet, which is taken by many people who may have deficiency, and this was quite complicated.

First of all, we created a starch solution in one beaker and put a vitamin C tablet in another beaker (full with a litre of water!). We were all amazed by the way that the tablet had dissolved in the water quickly changing the colour of the water from clear to a pale yellow orange colour. . Next in a new beaker, we poured 10cm^3 of both the dissolved tablet solution and the starch solution. We had used 1% iodine solution for this experiment and for the first try it took us 33 drops of iodine to turn the whole solution to a blue/black colour. Our conclusion was that 30.8 mg of vitamin C reacted with every drop of iodine.

After we had worked this out, we moved on to another experiment which had involved the use of different fruit and veg. This included; broccoli, cabbage, potato, red pepper, apples and ret tomato. This experiment involved a lot of instructions so we had to be very careful not to miss out any of the steps. My group had to analyse cabbage, which we had to measure (10g), it was crushed and put into water. We then decanted into another beaker along with 10cm^3 of starch solution and started adding iodine drops.

This time, we only had to add 5 drops of iodine (1%). This was quite surprising as it took more than six times the amount to turn a solution of a vitamin C tablet dark blue. When we put all of our result together, it turned out that apples had the highest amount of the vitamin C.

Our class results were then entered onto a global website. Our own results as a class were interesting and we enjoyed doing this experiment and learned a lot of skills.