

GRATELEY HOUSE SCHOOL

NEWSLETTER

Be Kind, Be Brave, Be You



Issue 11
Spring Term 2025

Principal's Welcome

Be Kind Be Brave Be You

Welcome to the eleventh edition of the Grateley House School newsletter.

As we reach the end of the Spring Term, I would like to take a moment to reflect on what has been a busy and successful few months.

This term has been filled with impressive achievements, both in and outside the classroom. From academic progress and creative projects to sporting events, our students have continued to show enthusiasm, resilience and a strong sense of community.

It has been wonderful to see their hard work and individual talents shine in so many different ways, some of which are beautifully detailed in this newsletter.

I'd like to extend my sincere thanks to our dedicated staff for their continued commitment and support, and to all families for your involvement and encouragement. Together, we've created a positive, purposeful environment where our students are empowered to succeed and grow.

During this Easter break I hope everyone has the chance to rest, recharge and enjoy time with loved ones. I look forward to welcoming the students back for the Summer Term on Wednesday 23rd April, refreshed and ready to continue the exciting journey ahead.

Wishing you a wonderful Easter.

Warm regards,

Eva Pereira



Monxton News

Be Kind Be Brave Be You

This term there has been a focus on the garden which Carter has been very involved with. He has been planting flowers and organising lights, the bug hotel, bird feeders and bird bath. He has been involved in planning and purchasing items we need and he built the arch and compost bin.

Carter was also involved in our small jungle of house plants. We had an issue with `fungus bugs` which meant we had to repot and clean off roots for all the houseplants.

Carter has had some quite substantial college assignments to complete and has used staff support to assist him. The last one was 21 pages long!

We had careers week in school and Carter engaged with the careers advisor for over two hours talking about career pathways, options and parallel planning.

Lucas has now successfully completed the `introduction to welding course` and is due to start the Level 2 Course in April. So that he doesn't lose any of his knowledge he was offered the opportunity to use the facilities on a Monday evening throughout March whilst a lesson is being run.

On a Wednesday evening Lucas has is successfully engaged in functional skills Maths at Andover College in an adult environment. His words: "It's so calm and quiet, I can focus".

Lucas is continuing with his driving lessons, although he admitted it is harder than he thought, but when asked how the lesson went, he will smile and say "it went well" Last week he tackled roundabouts in Andover, expressing how scary it was.

Harper attended an interview at Andover College. He met with the interviewer on his own discussing the course and asking his own questions. Harper has also been thinking about his future and is hoping to visit St Vincent's college near his home.

We are hoping to get heavily involved in some Easter chocolate making before the end of term but doubt the chocolates will make it home!



Ampport News

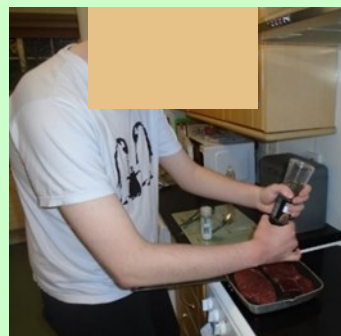
Be Kind Be Brave Be You

Cournall is still making use of the new rooms that we created last year. He occasionally uses the gaming room, but regularly uses the arts/crafts room to paint Warhammer models. We have seen a massive improvement in his painting skills, in particular fine detailing. Cournall turned 16 this half term, so is now able to attend Warhammer Club at the shop in Salisbury every Thursday evening.

Cournall continues to run around the village and completes 5K runs each week. As well as improving his personal best times he is also attending the gym on a weekly basis to further improve his fitness.

Cournall has moved on from his weekly food tasting experiences and now makes meals for himself from scratch. He has continued to try new things as well as developing his independence skills within the home.

Cournall added revision to his daily routines in preparation for the January mock exams and his GCSE's starting in May. He has worked hard to incorporate them twice daily and is supported to focus on areas that have been identified by the team, working alongside the teaching staff.



Post 16 News

Be Kind Be Brave Be You

As we move through this busy term, we're incredibly proud of all our students for continuing to demonstrate dedication and hard work across their studies, both in core subjects and in their chosen options. Here's a snapshot of what our students have been up to recently.

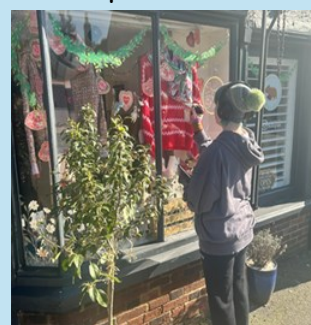
Students have been maintaining their focus and commitment in their core subjects – English, Maths, and Science. They have shown strong progress and are continuing to build upon their knowledge and skills. In their option subjects, students are thriving in a range of exciting and challenging courses. Geography students have been engaging with their course material with enthusiasm, while those studying Food & Nutrition have been honing their practical skills in the kitchen. iMedia students have been working on creative projects, exploring digital media and design, and History students are diving deep into their studies, developing a strong understanding of the past and its impact on the present.



For our students attending local colleges, they've been busy completing coursework and gaining hands-on experience through work placements. This real-world learning is an invaluable part of their education, and they're making the most of every opportunity. Felix has recently submitted his A-Level Fine Art portfolio, showcasing the result of his hard work and high-quality artistic pieces. His portfolio is a testament to his commitment to his craft and his passion for the subject.

Ryan continues to make excellent progress on his Level 3 Art course, supplementing his studies with work experience in merchandising at a local retail outlet specialising in artisan goods. This hands-on experience is helping him gain a well-rounded understanding of the creative industry.

Lucas has been excelling in his Welding practical studies and continues to thoroughly enjoy his work at the Watercress Line. Recently, Lucas appeared in a documentary about the restoration of the Canadian Pacific engine, which he and his colleagues have been working on for some time. His involvement in such a project speaks volumes about his dedication and enthusiasm for his trade.



We are also pleased to see many students completing valuable work experience on the school site. Some have been supporting the kitchen team, others assisting with maintenance, and a few have been specially assigned as Teaching Assistants for the recent Science Week activities, a fantastic cross-curricular event. Well done to all involved!

We would like to congratulate all students for their continued hard work, commitment, and achievements. Keep up the great work!

Subject News - English

Be Kind Be Brave Be You

It has been an exciting term for us in English with *Ms Griffin* joining the English Team.

World Book Day was a highlight, but we are really looking forward to accessing our very own *e-book* soon.



This term Year 7s are exploring *travel writing* and developing non-fiction writing skills. This will be coupled with a chance to be a “breaking news reporter – live” speaking and listening role play.

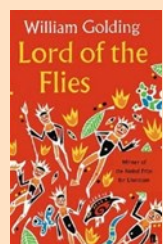
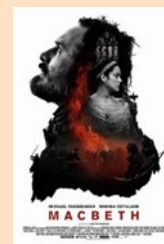
Year 8s are looking at famous leaders who have made their mark on the world, and then exploring how Shakespeare depicts the leadership skills of *Henry V*. A debate will follow in which we



argue whether or not he was an inspirational leader.

Year 9s are also dipping their toes into Shakespeare with a whirlwind tour through *Romeo and Juliet*. Alongside this, to build a robust understanding of the social context, students are delving into the day-to-day life and struggles of the citizens of Verona, both elite and poor alike.

Key Stage 4 students are delving into Shakespeare’s *Macbeth* and exploring how themes and characters are presented. All are vehicles for Shakespeare’s criticisms, and students will be analysing this using the language skills in the GCSE English Language Paper. Not only will this be a very intriguing tale of woe – we will be using it to revise the weaker analytical skills that were identified during the recent mock exams.



Post 16 are moving on to *blended learning*. They now have access to a range of bespoke online resources that cover both the GCSE and NCFE exam skills. From short “home-grown” video tutorials, to revision of the basics, to live recording of “how” to answer each question, they can individually work their way through the content and upskill their exam responses. Each lesson, work will be submitted for 1-1 feedback, allowing them to pace their progress, and test out the waters of independence. Post 16 will also be preparing their final Spoken Language Assessment using *Lord of the Flies* as the discussion text.

Football Tournament

Be Kind Be Brave Be You

On the last day of Spring Term 1 the long awaited GHS Football Tournament was held.

Football has become a very popular activity at break and lunch times for our students and staff, providing a brilliant opportunity to burn some energy and enjoy this team sport.



During the Spring term football was the sport that was evaluated in PE lessons, so participating in the tournament was the perfect way to be able to use the skills that had been learned, developed and further refined.

There were 4 mixed teams of 5-6 players made up of students and staff who participated in the event.

It was really fantastic to see how all players gave it their all – The competition was fierce!

Although every match was very close, students consistently demonstrated positive sportsmanship, working together as a team and recognising each other's efforts, upholding the GHS school values throughout the tournament.



On this occasion it was Mr Hand's experienced team who were worthy winner of the tournament trophy.

It was a really great event and we are already looking forward to the event next year!



Student Work - GCSE PE

Be Kind Be Brave Be You

This term in GCSE PE students have been working on Components of Fitness as part of their theory content. This topic is key for them to learn in order to link sports and physical activity to the required components of fitness.

The aim is to understand and justify why the components of fitness (such as agility, balance, coordination, flexibility etc..) may or may not be needed when performing certain physical activities and sports.

When they have achieved and consolidated this knowledge, students will be able to explore scenarios using professional athletes as an example where they will have to prepare different types of training in order to improve their performance focused on the component of fitness of the given sport.

To be able to reach the next step, students are practising long exam questions, which they have to evaluate the importance of these components of fitness in different sports.

Elliott WG

Exam Question Builder 25.03.2025 AD

Using your knowledge of agility and reaction time, evaluate the importance of these components of fitness for performers in the 100m sprint.

(Total 6 marks)

A01 – Knowledge – Define agility and reaction time?

Agility is the ability to control the movement of the body and change direction with ease.

Reaction time is the time in which it takes you to respond to a stimulus.

A02 – Application – How are they used in 100m sprint?

The ability to react to the start of the race, in order to save time and when you are running, the ability to control the movement of the body is key. Agility can help you change from crouched on a block into a running position.

A03 – Evaluation – Are they important for 100m sprint?

The time saved by reacting to the starting signal of the race could be the difference between you and winning or a place on the podium. If you are able to change positions quickly with ease, you are able to get a good start to the race, which can put you further up and help you win but reaction time has a greater impact on the time saved.

Feedback: GREAT EFFORT! GOOD APPLICATIONS AND EXAMPLES FOR 100M SPRINTERS.
EVEN BETTER IF YOU CAN COMPARE WITH OTHER SPORTS

Student Work - GCSE PE

Be Kind Be Brave Be You

Exam Question

Hint – Consider the wording of the question carefully – what does 'relative' mean?

Cricket is a sport that requires a number of components of fitness.

Evaluate the relative importance of co-ordination and agility in cricket. (6)

co-ordination is the ability to use two or more body parts simultaneously whilst being smooth and efficient.



A01

Agility is the ability to move and change direction whilst remaining in control. Hand-eye co-ordination is used for batting in order to pick up the right speed in order to get an appropriate shot.

A02

Agility is important in cricket to run between the wickets and changing direction to come back for another run. Co-ordination is more important in cricket ~~because~~ than agility due to the constant need to use the ball in every single position in cricket – bowler, fielder, batsman. Other components

A03

of fitness are just as important in cricket such as speed and reaction time for fielders or muscular endurance to the bowling. Tiredness will make an effect on co-ordination in the latter stages of the match and this will provoke missing bowls from the bowler.

Subject News - Skills Based Learning

Be Kind Be Brave Be You

Skills-Based Learning at GHS: Preparing for the Future Through Teamwork, Leadership, and Creativity

At GHS, we believe that preparing our students for adulthood is more than just academic achievement—it's about developing the practical skills needed to succeed in life and work. Our Key Stage 4 students have been engaging in a variety of exciting projects that combine teamwork, leadership, creativity, and problem-solving, all the while focusing on personal growth and skills-related learning.

Skills-based learning encourages students to take ownership of their personal and academic development. Through setting their own goals, students have been learning how to take the necessary steps to achieve success, not just in their studies, but in their future careers and personal lives. These goals have acted as a compass, helping to guide their work in a wide range of projects and activities.

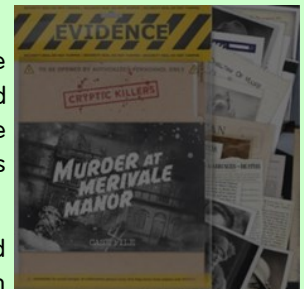
A significant part of this learning journey has been the opportunity for students to engage in group projects that focus on teamwork and leadership. Our students recently worked in teams on a series of environmental improvement projects for the school grounds. These initiatives were inspired by a shared desire to make GHS sustainable and eco-friendly. From planting trees to washing cars, the students not only learned about the importance of sustainability but also developed crucial teamwork skills as they planned, organised, and executed these projects.



Leadership has been a key theme throughout, as students took turns in leadership roles, helping guide their peers through each project. Whether coordinating tasks, ensuring deadlines were met, or making important decisions about what improvements to prioritise, students learned the value of both leading and collaborating with others.

In addition to environmental projects, our students have also been exploring more creative avenues for developing skills. In one of the most enjoyable and engaging activities, students learned the art of magic tricks, tapping into their creativity and improving their hand-eye coordination. This seemingly playful activity was more than just fun—it required focus, precision, and a willingness to practice and refine skills, all of which are transferable to a wide range of future careers.

Another exciting project was a collaborative effort to solve a murder mystery. This challenge required students to use their critical thinking and problem-solving skills, as they worked together to unravel clues and piece together the mystery. Not only did this activity promote teamwork, but it also encouraged students to think analytically and approach problems with a methodical mindset—an invaluable skill for the real world.



Additionally, students were given the opportunity to design a new game, which allowed them to tap into their creativity and understand the process of product design, from brainstorming ideas to testing prototypes. Through this experience, they gained insight into how teamwork, communication, and innovation can lead to the creation of something truly unique.

The underlying thread of all these activities has been goal-setting. From environmental improvements to solving complex puzzles, students were encouraged to set their own personal and group goals, ensuring they were working toward specific achievements throughout the programme of study. This approach has helped students learn how to prioritize tasks, manage their time effectively, and measure their progress—skills that will serve them well as they prepare for adulthood.

Through this course, students are increasingly aware of the skills and attributes they need to thrive in the world beyond school. By engaging in projects that promote teamwork, leadership, creativity, and problem-solving, our students are preparing for the challenges and opportunities that life after school will present.

As we move forward, we will continue to integrate skills-based learning into our curriculum, ensuring that every student is equipped with the tools they need to succeed in both their academic studies and future careers. Whether it's through environmental projects, magic tricks, or solving mysteries, we are confident that these experiences will empower our students to reach their full potential.

Here's to the continued growth and success of our students, both inside and outside the classroom!

World Book Day

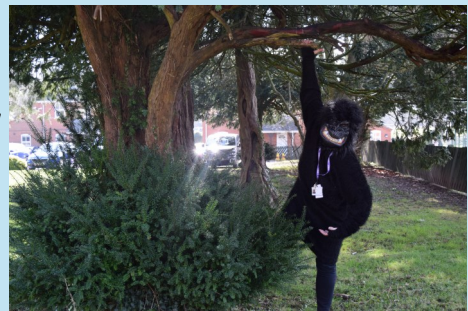
Be Kind Be Brave Be You

On Thursday March 6th we celebrated **World Book Day**. This had been carefully planned to ensure that everyone was able to participate in a way that suited them.

We had 'The BIG book swap' – Students and staff had been asked if they had any old books that they would like to donate and we then set up a stall where people were able to bring a book into school and swap it with a favoured choice from the table. This was a popular feature with some of our students who really enjoyed being able to browse a varied selection of books.



There are many people that love an opportunity to don a fancy dress outfit at GHS and what better way to showcase a fine display of carefully selected costumes than **World Book Day 2025!**



This year we had such an amazing turnout that included Evie the Pokémon, Friar Tuck, King Kong, Where's Wally, Harry Potter, Winnie the Pooh, a minion, The Phantom of the Opera, Atticus Finch, Cruella Deville, a Power Ranger and Black Panther. The costumes were really impressive and there were prizes for the best dressed student and staff.

Best dressed student went to Michael for his superb Peter Pan costume and best dressed staff member went to our very own 'Gangsta Granny', Sophie Tait – Both worthy winners!



World Book Day


Be Kind Be Brave Be You

We also held a "Masked Reader" quiz which worked by staff providing the following information for students to then guess their identity:

WBD – Unmask the Masked Reader

Name: _____ Tutor Group: _____

Teacher's Name	Favourite book	Favourite bookmark	Favourite thing to eat/drink when reading	A clue about who they could be
	Woman in Black	I dog-ear the pages.	Coffee	I have a beard and like running.
	Wolf Brother	Any scrappy piece of paper.	Aerobar and coffee.	Oak tree
	Double Cross by James Patterson	Beer mat	Coffee	I am bald and I am from the north.
	Lassie, the book and the film	A stick	A stick	I like sticks and running, but mostly sticks.



The Masked Reader quiz created a really exciting buzz as students questioned staff about their favourite books and asked questions in relation to the clues that had been detailed. The triumphant winner of the quiz was Josh (Post 16).

World Book Day is our opportunity to celebrate books, reading, and authors around the world. It helps us to promote reading and the joy that can be experienced through doing so.



ZooLab

Be Kind Be Brave Be You



As part of science week, we had another successful visit from ZooLab, who not only brought their animals to share with us, but their amazing enthusiastic and knowledgeable presenter Anna, and her assistant Jack.

We had three separate sessions and students were put into mixed groups. The students coped extremely well with this change and the larger groups, especially as many staff popped in to enjoy the opportunity.

Animals brought to share with us included a giant African snail, a hissing cockroach, a Chilean rose tarantula, a Horsefield tortoise, a corn snake and a white's tree frog. Although some of the species were the same as last year, they were not the same animals. The African snail was as



large as the palm of one's hand and definitely heavier than a common garden snail. Although informed that snail slime was reputed to be good for the skin, students were not convinced and quickly rushed to wash their hands after holding the snail!



The hissing cockroach was a new species for some students and the ancestors of the cockroach were thought to have existed during the Jurassic period, although there is dispute over exactly how many millions of years ago they existed, based on the dating of the fossil records.

The Horsefield tortoise is an example of another animal whose history and evolution dates back for many millions of years – this time thought to be up to 240 million years old. The tortoise brought to visit us, was only about 5 years old and through this year's mild winter he had not hibernated and so had remained active, albeit a little sluggish, but he certainly enjoyed being handled and stroked.



One of the animals that was not handled was the Chilean rose tarantula, but even when in her carrying cage or the presenter's hand, several students, and staff, preferred to get to their feet and view from a distance!

This year the tree frog was indeed a large specimen, but this did not deter him from again climbing the smooth lab walls.

Finally, students enjoyed the corn snake which they were permitted to hold and feel how silky smooth they are, although quite cold to the touch.



Students showed their knowledge by answering questions, but also asking lots of really interesting questions too.

The successful morning was recorded in photographs by several staff, but also thanks must go to Travis, who was the student photographer for the sessions.



Swimathon

Be Kind Be Brave Be You

On Friday 28th March an enthusiastic and adventurous group of students and staff headed off to take on the mighty challenge of the 'Swimathon 2025' at Andover Leisure Centre.

Our target was to work together to swim the huge distance of 11.5km which equated to 460 lengths!



Swimmers were split into teams, each taking it in turns to swim lengths. There was a fantastic atmosphere and everyone demonstrated impressive teamwork, encouraging one another to push themselves to reach the target.

As a result, we finished the challenge in an impressive 1 hour 45 minutes. What a fantastic achievement! We were very proud of all of the students who demonstrated resilience and determination throughout the event.

This year we were raising money for Cancer Research UK and to date we have raised £450. It is not too late to make a donation, no matter how small the contribution, everything makes a difference.

Here is the link: [Alvaro Lopez is fundraising for Cancer Research UK](#)

We really hope this challenge has inspired and motivated our young people to continue to face and take on new challenges.

We are already looking forward to 'Swimathon 2026!'



GHS Community Orchard Project

Be Kind Be Brave Be You

Grateley House School successfully secured funding from Hampshire Forest Partnership to enable us to create our very own community orchard within the school grounds.

In January there were 50 fruit trees delivered to the school which consisted of different varieties of apple, cherry and plum trees.

We then sought out a number of willing volunteers from our student population who wanted to be part of this tree planting extravaganza.

There were many benefits for those keen to participate:

- 'Hands on' science learning
- Encouraging environmental responsibility
- Developing gardening and agricultural skills
- Boosts emotional well-being
- Encourages team work and cooperation
- Fosters a sense of accomplishment
- Encourages physical activity
- Creates greener spaces
- Teaches patience and commitment
- Leaves a lasting legacy



On the 7th February the group of 'green fingered' and enthusiastic students and staff worked alongside our Maintenance team digging and planting all of the fruit trees.

Everyone worked really hard, demonstrating focussed determination and team work.

We were exceptionally proud of their efforts and Grateley House School now has an orchard in the making that we will take pride in.



Student Work - Art

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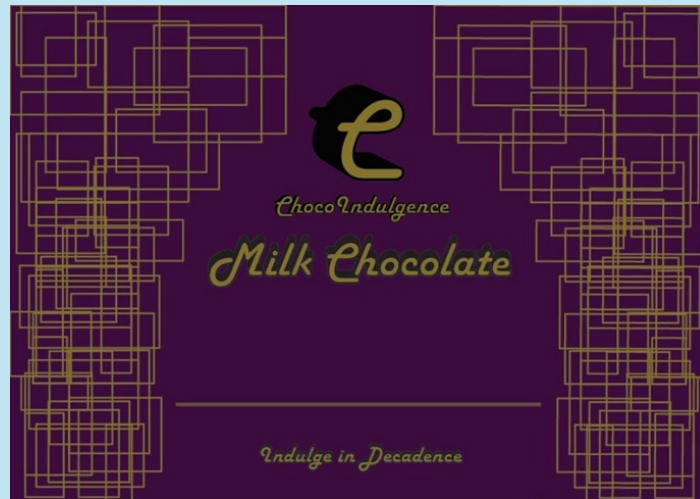


Mallory, Year 9

Student Work - iMedia

Be Kind Be Brave Be You

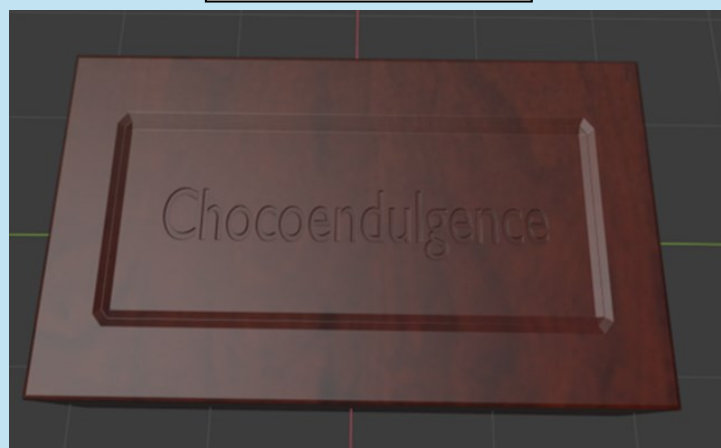
The year 10's for their course work in Creative iMedia had to create a luxury chocolate brand including a logo and a chocolate box. Here are some of the students chocolate box designs:



Designed by Damien



Designed by Lennon



Designed by Elliott

Student Work - History

Be Kind Be Brave Be You

5-2-2025.

INTERPRETATION OF ANSWER IS AS FOLLOWS.

LONGCHANCES WAS A VERY EXPERIENCED MILITARY COMMANDER, PROVEN HIMSELF BY BOTH PROTECTING HIS FAMILIES FROM BOTH THE ~~BARONS~~ ~~AND~~ ~~THE~~ ~~BARONS~~ AND SIMON DE MONTFORT, AS WELL AS CRUSADING IN THE HUGHLAND ~~AREAS~~.

HE ALSO WAS EXPERIENCED IN GOVERNING, SEEING WHAT CASTLES COULD DO AGAINST INVADING ARMY'S. BEING IMPRISONED IN ONE DURING SIMON DE MONTFORT'S TIME.

IN MY PERSONAL OPINION, I AGREE WITH THE SOURCE BECAUSE INDEED ~~FOR~~ EDWARD LONGSHANKS HAD LEARNED A LOT OF LESSONS DURING THE SECOND BARONS WAR AND THE CRUSADES, DUE TO HIS LATER RULE AS KING LEARNING THAT THE BARONS SHOULD NOT BE TRUSTED AND INSTEAD OF CRUSHING THEM HE SHOULD APPEASE THEM.

A good general answer. to 12-2-2025
life this to a higher level. include specific
WHAT WAS THE MODEL PARLIAMENT? reference to the source.

THE MODEL PARLIAMENT WAS SIMPLY THE FIRST PARLIAMENT TO INCLUDE NON NOBLES E.G. THE BURGESS AND KNIGHT CLASSES.

THEY GREATLY EXPANDED THE POWER OF THE NON NOBLES AND KINGS BY GETTING THE APPEAL TO START IMPROVING THEIR LEGISLATION.

IT WAS THE BEGINNING OF A MORE DEMOCRATIC APPROACH TO RUNNING A COUNTRY.

yes - good answer.

Year 11 students are completing their study of GCSE History with the final module, a study of England under Edward I. This includes a study of his government, legal changes, life in Medieval England and Edward I's military campaigns.

Living Hatching Eggs

Be Kind Be Brave Be You



Spring Chicks

The final activity for Science Week was to welcome a delivery from Living Eggs into school.

They brought us an incubator, and brooder box complete with lamp to keep chicks warm and 10 eggs close to the point of hatching.

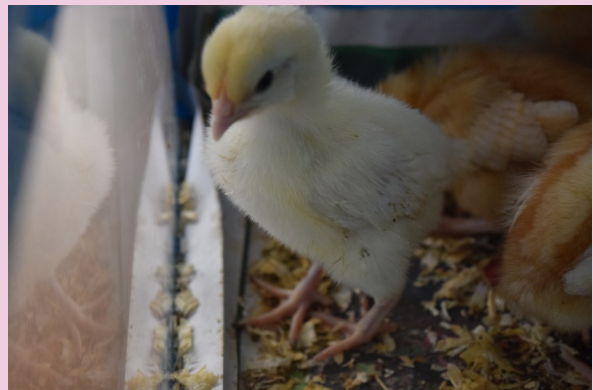
By Wednesday several eggs could be heard 'peeping' but despite the excited watching from every class who used the lab that day, nothing happened. However, overnight the first two chicks emerged and by the morning they were beginning to 'fluff up' and show how quickly this all happens, as another one looking very bedraggled managed to escape its shell. The first two were soon sufficiently strong to be moved from the incubator into their new home in the brooder box, which gave them more space to stretch their legs.

Thursday proved to be a very busy time in the incubator with several hatching during the course of the day, much to the delight of students having science lessons at the time and were able to watch the small, soggy little chicks finally free themselves from their shells. By Friday there was just one unhatched egg, while the other eggs had been replaced by 9 lovely fluffy chicks – 4 yellow and 5 brown ones. If the accompanying paperwork is to be believed, that would be 4 males and 5 females. This time we will be able to know for certain whether the colouration is indeed sex linked, as at the end of the fortnight all chicks have been rehomed to staff members.

Although watching chicks emerge from their shells is special, what students enjoy the most is when at last they get to hold the chicks. By the second week the chicks were more robust and there were many happy faces as students were able to handle them and give them a cuddle. The chicks had a calming effect on all those who held them and once comfortable, they soon went to sleep in the safe protection of cupped hands.

This year the chicks seemed to develop really quickly and by the end of the second week they had well developed wing feathers and the beginning of tail feathers too.

The time went all too quickly and now there is just an empty space in the lab. Several students have commented on the silence and emptiness. With the warm weather and the door open, even the wild birds had responded to their cheeping. Fingers crossed that we can repeat the egg hatching experience in the future.

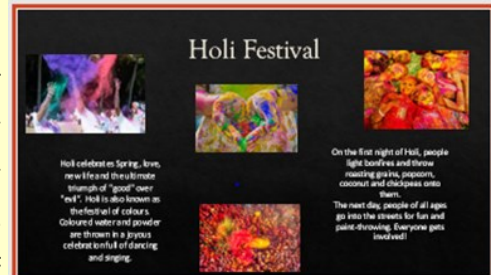


Cultural Festival Week

Be Kind Be Brave Be You

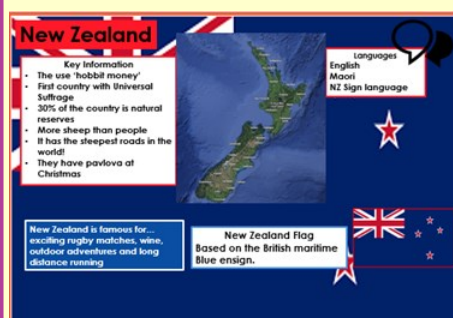
Grateley House School recently held its Annual Cultural Festival Week, a vibrant event that brought together students and staff in celebration of global cultures and traditions. This year's festival was packed with exciting activities designed to foster creativity, learning, and unity across the school community.

Throughout the week, students engaged in a variety of fun and educational experiences. Tutor groups worked together to research different religious festivals and countries, broadening their understanding of cultural celebrations around the world. The week also featured an exciting Flags of the World quiz, which tested everyone's knowledge of international flags in a light-hearted and competitive way.



The highlight of the week was the cultural assembly, where students shared their findings and showcased the incredible work they had produced. The assembly was an insightful overview of the diverse global cultures represented at Grateley House School, allowing everyone to appreciate the rich tapestry of traditions that shape our world.

Of course, no Cultural Festival Week would be complete without a bake sale, and this year's event had a fun twist! Cakes, adorned with small flags from around the globe, were on sale. If you could correctly name the country represented by the flag, you were treated to a heavily discounted price on your cake - a sweet incentive that encouraged everyone to test their knowledge. Proceeds will go to EdUKaid and our partner school in Tanzania, to help them purchase school supplies.



The week was a huge success, with fantastic engagement from all involved and some remarkable work produced. Thank you to everyone who participated, from students to staff, for making this year's Cultural Festival Week a truly memorable celebration of diversity and creativity.

Watercress Line - Work Experience

Be Kind Be Brave Be You



Lucas continues to enjoy his work experience at the Alresford Watercress Line, where he volunteers for them every Wednesday. This is something that he thoroughly enjoys and takes pride in.

Recently Lucas featured in one of the promotional videos for the Watercress line, which was part of their social media updates on current work being undertaken and he agreed to have this shared on their YouTube channel.

The staff were very impressed with Lucas as he spoke very eloquently and his passion shone through.

Lucas was filmed working on the nameplate for the "Canadian Pacific" locomotive, as part of preparations for its launch in March 2025.



Baxter Update

Be Kind Be Brave Be You

Baxter is a popular member of the GHS school community and also with visitors to our school.

He is continuing to settle in well to school life, coming into school every day with Mrs Pereira. He has seemingly adjusted well to his work life routine.

Baxter enjoys seeing the students and staff and greets them with a wagging tail, a lick and occasionally an affectionate nibble of the fingers! He can be very cheeky and will often try to join a meeting when held in the Principal's office by sitting on one of the chairs at the table, or whilst people are talking he will find his squeakiest toy to play with!

Mrs Pereira, Sophie our Pastoral Lead and Melissa our Behaviour Support Lead are all completing the PAWS Therapy Dog training as they are Baxter's identified handlers.

On the 2nd April Baxter had his first visit from Ali, who is a PAWS Training Assessor. Baxter was on his best behaviour and received a glowing report.

Here is an excerpt from the PAWS Spring Term Training Report

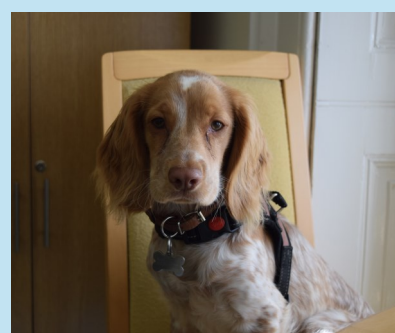
"Baxter is doing well in school. He is a calm boy and is confident with all humans." (April 2025)

During the visit Ali explained it is really important that Baxter has two 'down days' each week where he is off duty and his contact with people must be limited to his handlers and the office staff. These days will be clearly detailed on Baxter's timetable.

When we return after the Easter holidays we will be organising an assembly so everyone understands how they can support Baxter whilst he trains to become a PAWS Therapy dog. We will also confirm his allocated 'down days'.

It is really important he learns positive behaviours and we are all able to play a part in helping him along the way.

We will be working with Baxter on 'Loose lead walking' and the command 'Leave it' ahead of the Summer term training visit.



Science Week 7th - 16th March

Be Kind Be Brave Be You

Science Week was primarily aimed at Years 7 and 8 but whole school involvement via ZooLab and Living Eggs were back by popular demand!

The theme this year was Change and Adaptation. Activities reflecting this were offered across most subjects with class teachers coming out of their comfort zones, 'adapting' and delivering experiments or science themed tasks. The focus was a 'hands-on', fun approach to science so that as many as wanted to could get involved. Our activities included:

Art - electrical circuits complete using graphite pencil drawings

English - the life of Mary Anning (our local palaeontologist)

Food Tech - Instant Ice Cream and Bread in a Bag

Geography - evolution via 'The Battle of the Beaks' and studied geology via chocolate- a new GCSE subject, surely!

History – a recreation of Alessandro Volta's battery using coins, foil and cardboard

ICT - coded mini-projects in either Scratch or Python

In Science itself, the students carried out squid or owl pellet dissections, experimented with electricity kits and used microbiology to detect what disinfectant best destroys bacteria.

A special mention must go to Alex Shaw (Post 16) who was our Science Prefect for the week. He was kind, patient and an excellent role model for the younger students.



Library News

Be Kind Be Brave Be You



The library has undergone a complete **make-over** this year, and the doors are finally open. So what has changed? Here is a brief rundown:



Since it is a compact space, the shelves have been rearranged **thematically**, using student voice to identify the most popular themes. The physical books themselves have been sorted through, and Hampshire Schools Library Service will be filling in the "gaps" in physical content (for example, graphic novels) this term. **GHS has also just subscribed to the e-book that SLS offers.** Details should be with you soon.

Two bespoke **reading areas** have been set up, one containing couches and the other a carpeted area with beanbags.

Upon entering the space, a **Bookflix** display of "suggested reads" is on show. Beneath this are printed copies of current book recommendations per year group, as well as mental health and wellbeing reading suggestions.



Adjacent to this is the new reading rewards system at GHS. It is aptly named "**Starbooks**". Students will be rewarded for a range of reading related activities and given "reading stars". Once a certain number is reached, a selection of rewards will be on offer. Once a term though, one of the coveted rewards is the collectable "**Baxter Bookmark**". We will



send an update when the rewards system has been finalised.

All tutor groups are scheduled to use this space on a **bi-weekly** basis. The library will also be open and available every day at either break or lunchtime. Students can take out up to 2 books at a time, for a maximum of 3 weeks before they will need to be renewed.

Library News

Be Kind Be Brave Be You

Prior to use, all students have been asked to sign a "Library Contract" (you can find a copy of this using the below QR code). This states, in simple terms, how the space is to be used. And like with any good bookshop, regular engagement with the space and its content means that once a half term, students may (if they wish) select one of the current thematic **bookmarks** to take home and keep.

GHS has also subscribed to an online **student newspaper**. It can be accessed at home using the following details:

GHS Library
Contract of
Usage



www.theday.co.uk

Username: ghsteacher@grateleyhouse.com

Password: GHSTeacher2025

And finally, to broaden students' experience of different genres and authors, we have introduced mini "book tastings" to the tutor program. Every week students get to listen to a



live excerpt from a range of popular books (see below). Some of these are read by celebrities, and some by staff at GHS.

So, while we patiently wait for our e-book logins, please head over to www.theday.co.uk and peruse the student friendly content. Feel free to let us know your thoughts.



TRB Poster
Autumn 2024



Year 7
Recommended
Reads



Year 8
Recommended
Reads



Year 9
Recommended
Reads

Safeguarding - Online Safety

Be Kind Be Brave Be You

Protecting Children from Online Pornography.

In today's digital world, young people are more connected than ever - but with that connectivity comes exposure to risks, including inappropriate online content such as pornography.

As part of our ongoing commitment to safeguarding and supporting the well-being of our students, we want to raise awareness of this issue and offer guidance on how we can work together to keep children safe online.

Why this matters:

Research shows that early or repeated exposure to pornography can affect a child's understanding of healthy relationships, body image, and consent. It can also lead to anxiety, confusion, or unrealistic expectations about intimacy and gender roles.

What you can do at home:

- **Have open conversations** – Encourage honest, age appropriate discussions about what your child may come across online. Let them know they can come to you with questions or concerns.
- **Use parental controls** – Make use of the tools available on devices and through your Internet provider to restrict access to harmful content.
- **Monitor and guide** – Keep an eye on your child's screen time and the platforms they use. Encourage responsible and respectful online behaviour.
- **Promote healthy values** – Reinforce messages about respect, consent, and healthy relationships at home.

At school, we provide education through PSHCE and safeguarding programmes that address online safety, respectful relationships, and digital responsibility. However, we know that this is most effective when reinforced at home.

If you would like support or further resources please don't hesitate to contact our safeguarding team or visit these websites for really helpful advice and guidance:

[Keeping children safe online | NSPCC](#)

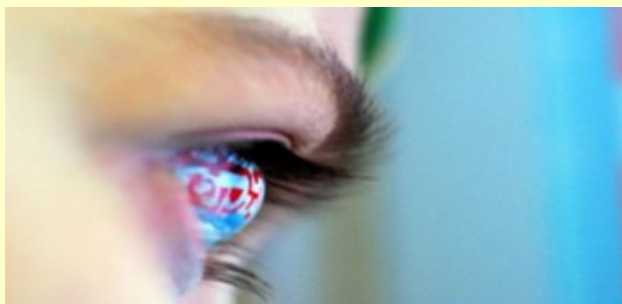
[CEOP Safety Centre](#)

[CEOP Education](#)

[Thinkuknow: Parents and Carers](#)

Warm regards,

GHS Safeguarding Team





HAPPY EASTER