

# HIGHLIGHTS

AUTUMN 2020



Photography by SURIAYA CHARLES ARCHIBALD, YEAR 9



**BRENTFORD SCHOOL FOR GIRLS**  
**BRENTFORD 6 FORM**

## HEAD TEACHERS MESSAGE

Dear Parents and Carers

*This is normally the time of year when we celebrate all of the fantastic events that have taken place over the term, but sadly this term has been a little different. That being said, I am delighted that the girls have adapted so brilliantly to working in their 'bubbles' and how sensible they have been about staying safe. I can proudly say, of all of the schools in the local authority we have had the least amount of disruption to school life and very few of the girls have been sent home to isolate over the last term.*

*We are delighted about this given how much learning was lost during the last academic year, and we are hopeful that we can keep things as stable as they have been. Thank you for your support in ensuring that your daughters are adhering to the new systems and a huge thank you to our staff who have had a pretty tough time being as mobile as they have had to be around the school!*

*As we move into the festive season, we are doing everything we can to create some festive cheer. We are having our school concert and Christmas entertainment, Christmas jumper day and lunch! At this time of year, we do think it is important that the girls reflect on those families who will be less fortunate than others, not just outside of the community but also in our own community. We will be collecting food and unwanted presents this term as we continue to support local foodbanks as well as helping some of our own families.*

*So enjoy this terms 'Highlights', a snapshot of life at brentford over the last term!*

*Have a peaceful and safe Christmas break*

*Best wishes*

*Marais Leenders*

*Headteacher*

## IMAGINE THE FUTURE BRENTFORD GIRL

*She thrives on challenge and has a desire to fulfil her **LEARNING POTENTIAL**.*

*She is able to think **INDEPENDENTLY** and is **CONFIDENT** in her social and academic capability.*

*She is emotionally aware and emotionally **INTELLIGENT**.*

*She is **CAPABLE** and dependable.*

*She is **RESOURCEFUL** and inquisitive.*

*She embraces the technological world as a global village and is **READY TO INTERACT** with others in the local and worldwide **COMMUNITY**.*

*She accepts the welfare of others as **HER RESPONSIBILITY**.*

*She understands the need for **SUSTAINABLE LIVING** both locally and globally.*

***SHE IS READY FOR LIFE IN THE FUTURE , WHATEVER THAT MAY BE***

***She is the CENTRE OF OUR VISION and will remain the very CORE of our being and PURPOSE***

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*Relaxed at break time in year 9 bubbles*





*Making friends, lunch time for year 7*





*Return to school and lunchtime smiles in year 9 bubble*





*Happy and socialising outside in year 10 bubbles*

## THE RETURN TO THE CLASSROOM

*Our focus during the Autumn term has been to re-engage students with their learning and to re-integrate them successfully back into our school community. When we carried out a survey back in July about how students were feeling about the return to school in September we could feel that there was some trepidation. Some students had felt very isolated during lockdown and were worried about how they would manage being back in school full time. We are delighted with how brilliantly students have managed and we are so happy that we have been in a position where up until this point only a very small number of our student and staff population have had to isolate due to COVID-19.*

*Students much prefer being back in school and learning together in a classroom. Bianca and Stephania from Year 10 explained why “You can ask your teacher if you are stuck so you can learn faster – everything is more efficient. We much prefer to work with our friends than working on our own at home”.*

*Students are really enjoying the social aspect of being back at school and although they do miss being able to mix with other year groups they enjoy socialising with the friends in their year group and playing football on the sports pitch at lunchtime.*

*We see real potential for Google Suite, including Google Classroom*

*and Google Drive, to support independent learning at home and to this end we have made use of Google Classroom for homework purposes.*

*Students report that this is really helpful – you can’t lose your homework any more! Yasmin in year 10 said that she has a “great sense of satisfaction” when she submits her homework on Google Classroom! Bianca and Stephania say that having all the work available on Google Classroom means that you can go back to it when you need to and it “makes you more responsible”. We want to give students the tools to be able to review work and consolidate their learning throughout the year so that they can ask for help where they need it.*

*On Friday 13th November, we ran a home learning pilot where students attended lessons virtually from home. Attendance was excellent and having collected feedback from staff and students, it is clear that there were many positives from this experience. Students felt confident about asking for clarification from their teachers when they were unsure and they enjoyed being able to learn from home. Whilst we do hope that we continue managing to have all students and staff in school we are moving forward with being in a position to teach virtually if we are asked to do so for a class or year group.*









*Working together to explore what health and social care professionals the students aspire to become*





*Acrylic painting year 11, inspired by the bright colours and graphic quality of Warhol's iconic Campbell's Soup Can*









*Deep in concentration in maths, year 9*







## #BLACKHISTORYMONTH

*Celebrating the positive contribution people of African and Caribbean heritage have made to the UK.*

*Black History Month (BHM) is an annual celebration, which provides a fantastic opportunity for our school community to recognise and celebrate the positive contribution people of African and Caribbean heritage have made to the UK.*

*Now more than ever education around race relations, inclusiveness and diversity is pertinent to all members of our school community. Throughout October all students experienced a more inclusive curriculum where they were able to explore, research, discuss and complete various activities which remembered notable Black Britons and key moments in Black history.*

*Our objective was to expand students' knowledge about Britain's true history of racial progress. Brentford's BHM celebration was also an opportunity to provide our students with a deeper learning experience about the need for true representation in a democratic society such as the UK, build their cultural capital and further develop their Social Moral Spiritual and Cultural values.*

*During Blossom lesson as part of Black history month, all students had the opportunity to share and discuss their thoughts on social injustice and institutional racism. Students were given an insight into the discrimination and prejudice suffered by black people and had the chance to share their thoughts on the global reaction to the death of George Floyd.*

*The schools commitment to an inclusive curriculum has started an open and honest dialogue about injustice and encourages our school community to be proactive against all forms of racism. The feedback from students about our decision to educate and celebrate diversity has been overwhelmingly positive and many commented on how insightful this has been.*

*Brentford's School for Girls, commitment to diversity and inclusiveness is embedded in our Schools values and vision; "she is emotionally aware and emotionally intelligent...she is resourceful and inquisitive.....she .....is ready to interact with others in the local and worldwide community...she accepts the welfare of others as her responsibility".*

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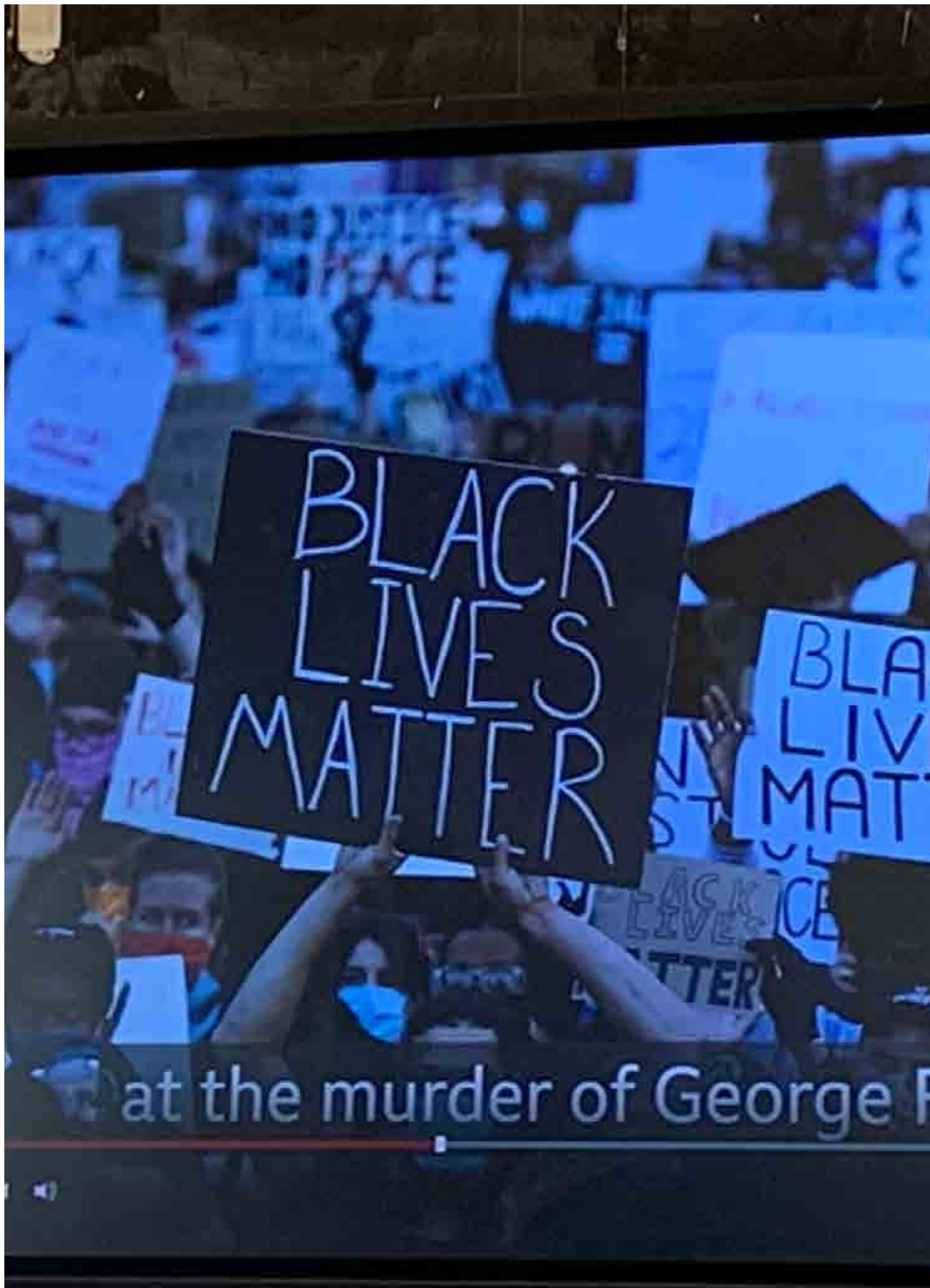
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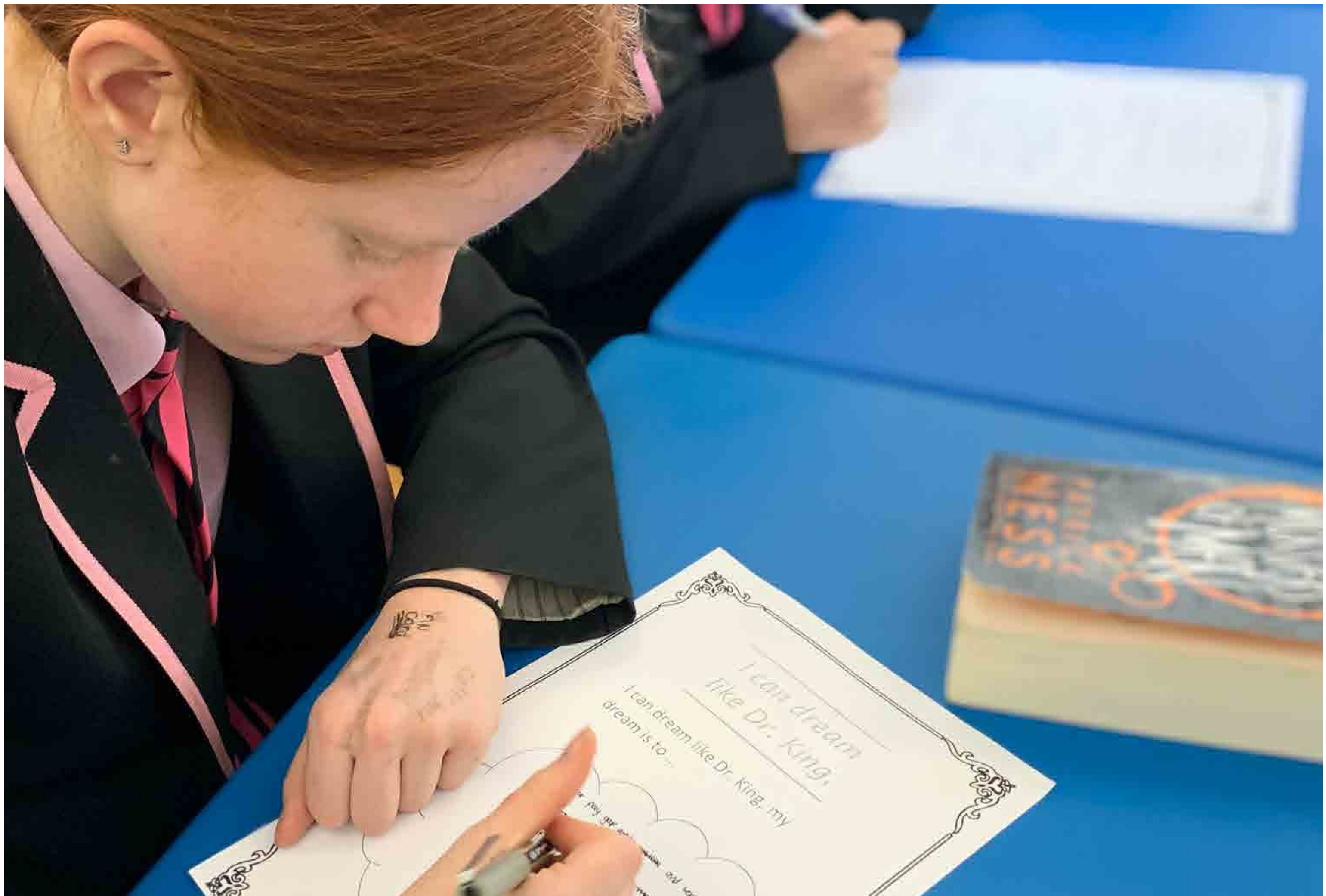
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Black History Month: I can dream like Dr King, my dream is to....







## Mansa Musa 14<sup>th</sup> Century Emperor of Mali was the wealthiest man who ever lived



At the time Mali was the **largest** empire in West Africa

Historians estimate that Mansa Musa, in modern currency, was worth around **£300bn.**

That is **more than twice** as wealthy as **Amazon's Jeff Bezos** – the richest person alive today.

Most of Mansa Musa's wealth came from **gold and salt.**

## John Edmonstone, a freed slave, was Charles Darwin's teacher

John Edmonstone was taken to Glasgow by his slave owner, where he gained his **freedom**

Edmonstone lived a short distance from Edinburgh University and taught his student **taxidermy** (the preservation of dead animals)

Darwin attended the University of Edinburgh and **hired Edmonstone** to teach him bird taxidermy for one hour daily

Darwin **used Edmonstone's taxidermy** strategy to form his theory of evolution by natural selection



## In 1893 Dr Daniel Hale Williams performed the **first successful open-heart surgery**

He also founded the first hospital that employed black healthcare workers



Claudette Colvin **nine months before Rosa Parks**, on March 2, 1955, at only 15-years-old, she **refused to move from her seat** on a Montgomery bound segregated bus.



### Girl, 15, Guilty In Bus Seat Case

**Montgomery, Ala.** — A 15-year-old girl who refused to move to the rear of a city bus was found guilty in Juvenile court here last Friday on charges of assault and battery, disorderly conduct and with violating a city ordinance which makes it "unlawful for any passenger to refuse or fail to take their seats."

The girl, Claudette Colvin, was charged with assault and battery on a group of white women boarding the bus. She said she was asked to move to the rear of the bus and she refused to do so.

Judge H. C. Brown, director of the juvenile court, said that the girl was "not a bad girl" but that she was "not a good girl" either.

She had paid the fare and felt it was her constitutional right to board the bus.

She was dragged off the bus, handcuffed and taken to an adult jail.

Colvin is not a much-celebrated figure in the African American Civil Rights Movement, many believe this is because she was perceived to being darker toned and pregnant.

Colvin had a child born out of wedlock at the age of 16.

On February 1, 1956, Claudette Colvin served as the star witness alongside other four plaintiffs in the Browder v. Gayle case.

This landmark federal case, chaired by a three-judge panel, ended the history of segregation on public transportation in Alabama and other states in America.

## Black Wall Street was a **thriving affluent community of black businesses**

in the Greenwood District of Tulsa, Oklahoma

This was until the Tulsa 2 day race massacre occurred, where a white mob destroyed the community

The massacre left hundreds of black residents dead and 1,000 houses destroyed



## Katherine Johnson, Mary Jackson and Dorothy Vaughan were behind the **NASA space race**

All ladies worked as the 'computers' (the brains) behind launching John Glenn, the first successful American astronaut to orbit Earth





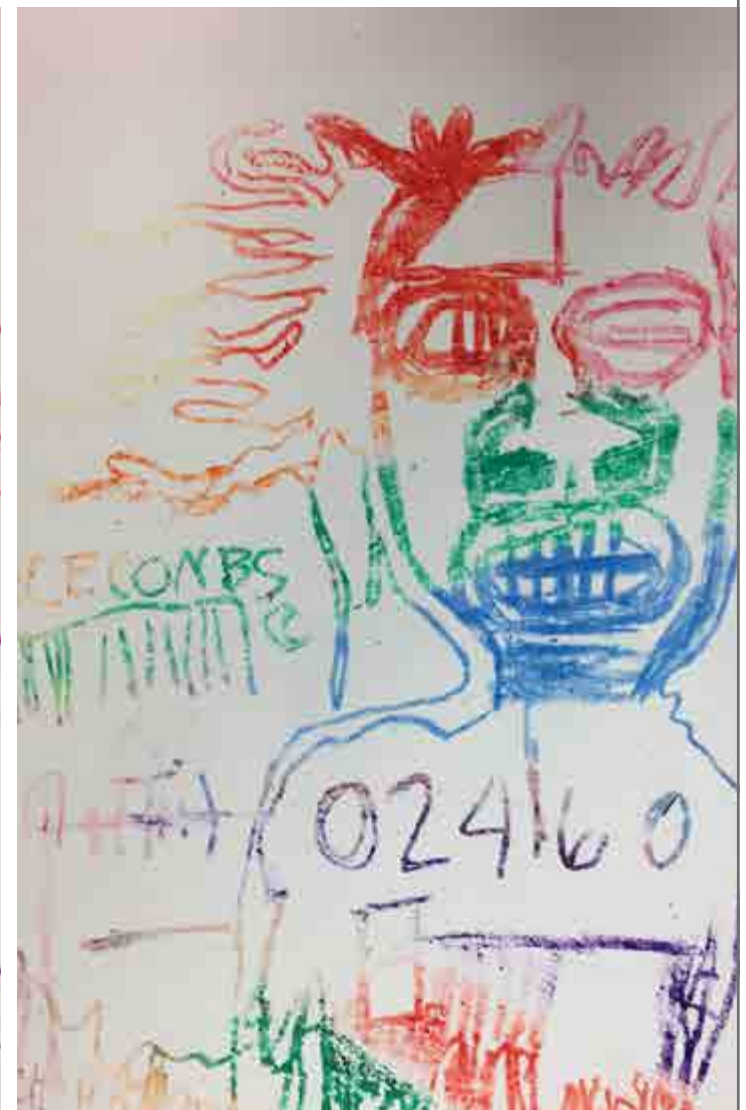
## #BLACKHISTORY ART

*Black History Month was very interesting to explore further across the arts at Brentford School for Girls. Due to the discussions and activities across subjects, students gained confidence in commenting on and exploring social issues. With growing understanding, human history could be explored and applied across subjects.*

*In Key Stage 3 Art we studied the career of Jean-Michel Basquiat. Although his life was tragically short, Basquiat's art, concepts, and style continues to make waves and international appreciation of his work is only growing. The iconic aesthetic of his work and it's raw expressive quality continues to speak to viewers from all walks of life. Drawing inspiration from his upbringing in New York, he illustrated the lives of marginalised people and issues. As a result he voiced uncomfortable realities.*

*Good class discussion and research fuelled creativity. As a result some exciting Basquiat monoprints were made.*

***'I DONT THINK ABOUT ART WHEN I AM WORKING.  
I TRY TO THINK ABOUT LIFE.'*** Jean-Michel Basquiat.





## BUZZING ABOUT BOOKS

*Reading is crucial to academic success and helping ensure the girls are able to understand texts in every subject, particularly as they become more challenging in the later years of their education. Please encourage your daughter to read and delve into the topics she is studying in school to help her develop her understanding and general knowledge.*

*Through reading, we can develop our minds, our passions, our empathy and our understanding of the world. Reading fiction fuels our imagination and creative thinking, which can help to develop our ability to be innovative and think critically.*

*By exploring new worlds, different cultures and different perspectives from our own, we become more tolerant, empathetic and emotionally intelligent, helping us to form healthier relationships. We can also discover new passions and interests through reading non-fiction, such as autobiographies or travel writing. There is so much left to discover and reading can open doors you never even knew existed.*

*In the words of Ann Dillard: "She read books as one would breathe air – to fill up and live." At Brentford School for Girls, we hope to inspire our girls to read throughout their lives – to never stop learning, growing and broadening their minds.*

*The Hounslow 'Teen Read' book short-list was announced in November 2020 and our Year 10 students could not wait to receive their books!*

*The Hounslow School Library Services collectively reviewed a long list of amazing 'teen read' books to create this year's short-list and the winning books were!*

*Gloves Off: Louisa Reid*

*Chinglish: Sue Cheung*

*The Good Hawk: Joseph Elliott*

*That Asian Kid: Savita Kalhan*

*The Last Paper Crane: Kerry Drewery*

*Burn: Patrick Ness*



*Our year 10 students will be given all of 6 books to read over 4 months and at the end of this period they will select their favourite*

*and these will be submitted to the Borough to help vote for the ultimate Hounslow 'Teen Read'! This initiative and these books give the girls an opportunity to read books that maybe they wouldn't normally pick up, expand their horizons and challenge their minds.*

*Here's hoping that we will all be able to celebrate together as normal when the winning author of the Hounslow Teen Read annual event is announced*

*Bookbuzz is a reading programme from BookTrust that aims to help schools inspire a love of reading in 11 to 13-year-olds. Schools who take part, give their students the opportunity to choose their own book to take home and keep from a list of 17 titles. They are all carefully selected by a panel of experts to ensure quality, suitability and to encourage reading for pleasure.*

*"I was delighted when the books arrived after half term and I was able to give them out. Reading for pleasure is so important for our mental health and wellbeing and teaches us to empathise with others. It was really encouraging when the girls came back with their books to read during their library lesson". Ms O'Sullivan, Librarian.*





*Students receiving their chosen 'buzz books', year 7*





*Choosing their books from the Hounslow 'Teen Read Short-list' of books*



## ***KEEPING FIT AND HEALTHY***

*It has been fantastic to see our students being able to return to their PE lessons. We have all felt the need to get outdoors during this difficult time, to be active and enjoy a variety of different forms of exercise. That has been no different for our students and Brentford School for Girls PE department has really enjoyed having them all back in sports "classroom".*

*"Having the students back in PE has been amazing. Seeing how much they have enjoyed being active has been really rewarding. For the girls return, we specifically tailored the sports curriculum to inspire, motivate and help the girls re-engage and remember how much fun it can be to be active! Joanne Lecocq, Head of PE Department.*

*This term, the emphasis was on being fit and healthy, both physically and mentally. Our students' well-being has been at the heart of our lessons, ensuring that we have engaged them, got them*

*motivated and most importantly - moving!*

*We have been incredibly lucky with the weather and we have been fully utilising our incredible all weather sports pitch. We have covered a range of sporting activities from fitness to football, to dance.*

*Ashita, Y10 said "it's great to be back in PE and active again. It helps you de-stress away from exams and coursework"*

*Charli, Y7 said "PE is really fun and I'm happy that I can be active again after lockdown"*

*After the Christmas break we are hoping that we will be able to expand the extra-curricular programme with netball and rugby back on at Brentford School for Girls!*

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## ***CAREERS ENRICHMENT***

*Continuing to enrich the learning of our students is more important than ever.*

*Adapting to change and learning to use new technology are important transferable skills in today's workplace. The careers department has been embracing the virtual world we live in this term, with a number of exciting and interesting virtual guest speaker sessions, continuing to widen the students learning beyond the classroom.*

*In November, Chloe Hooper, an alumnus of Brentford School for Girls, talked to year 11s about her life as a law student at Cambridge University and gave advice on applying to Law school and as well as tips on how students can get ahead of the game in this highly competitive field.*

*Similarly, Alison Turnball, a qualified litigation solicitor and law lecturer at Birmingham City University's School of Law, prepared*

*a talk for year 10 students, considering a future in Law. This was delivered as part of our 'So You Want to be a' careers talks. Year 10 students have also heard from alumnus Mallika Jaiprakash, an Oxford Graduate now working for the Civil Service on their fast track Graduate Training Scheme. Mallika talked about her job, her career journey to date and the essential skills needed in today's market place.*

*We have also been delivering careers education across the curriculum this term and during dedicated BLOSSOM lessons, Year 11 students have spoken to ambassadors from Brunel University as well as another of our former students, Nimo Dirie. Nimo is currently on a graduate management training scheme at Lloyds Banking Group and spoke to students about a range of career management skills, including the importance of developing essential soft skills, seeking information and advice and building up a network of people around you to inspire and support your career journey.*



## ***CAREERS ENRICHMENT***

*In November, the charity WINGS OF HOPE talked to students in Key stage 4 about an amazing social action project and 18 lucky students from years 9 and 10 have stepped up to undertake the bronze challenge.*

*The Wings of Hope charity believes in the transformative power of education and seeks to provide free education for underprivileged children in India and Malawi. Our 6 teams of students are undertaking a 6 week fundraising challenge and in return, will have the opportunity to learn key transferrable skills, to access relevant and impartial careers advice and a dedicated mentor.*

*We hope they will also grow their confidence, become more independent and nurture their burgeoning sense of social responsibility. Our teams are: Team Courage, Here 4 All, Anonymous Hope, DJJ Group, T&B and Fitness Freaks. Their fundraising accounts can be found on the Wings of Hope website.*



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## ***SIXTH FORM TRANSITION***

*On Thursday 26th November, our year 11 students had the unique opportunity to experience our special 'Day in the Life of a Sixth Former' event.*

*On this day, year 11 students were able to attend A Level lessons for four subjects of their choice, as well as a structured study session in the sixth form centre. They all looked incredibly smart in their business attire and continued to be excellent role models to younger students.*

*Students had the opportunity to tour displays of all the post-16 courses we offer at Brentford, as well as speak to year 13 subject ambassadors about the different course options, in order to gain a deeper understanding of curriculum provisions at Brentford Sixth form.*

*There was a really vibrant atmosphere in the sixth form on this day, and it was fantastic to receive such positive feedback from our year 11 students in response to this opportunity.*

*"This was a very informative day and the year 13 sixth form students were particularly helpful in giving suggestions. We feel more comfortable about applying to the sixth form now and what subjects to choose. The lessons were really informative in providing us with insight into learning experiences for the future."*

*"The structure of day was well organised and the study session was great too"*

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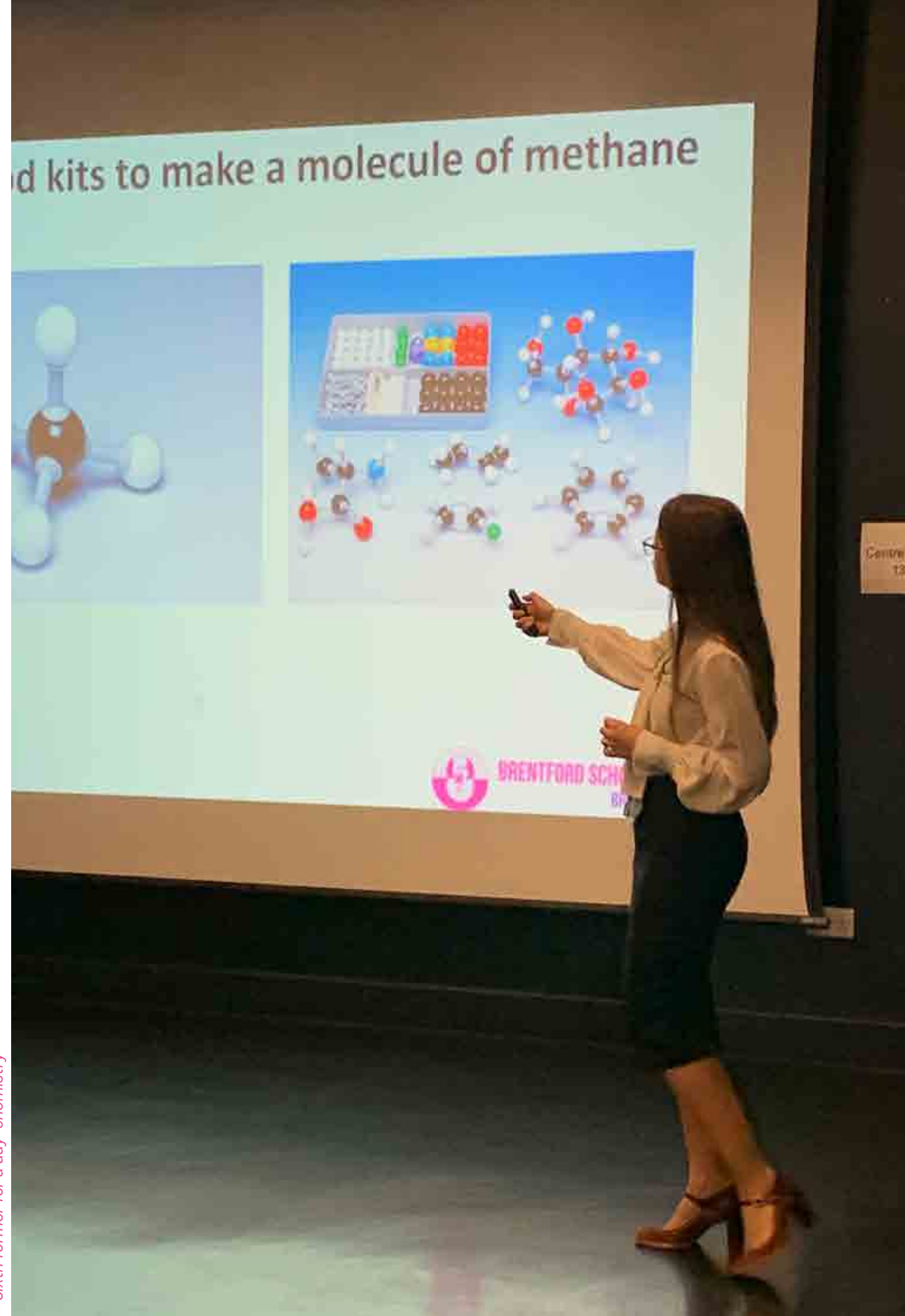
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'Sixth former for a day' chemistry







*'Sixth former for a day' Drama*



*'Sixth former for a day' history and math*







*'Sixth former for a day' sociology and science*







*'Sixth former for a day' geography and textiles*





## STUDENT TERM DATES



## BRENTFORD SCHOOL FOR GIRLS BRENTFORD 6<sup>th</sup> FORM

### ***SPRING 2021: MONDAY 04<sup>th</sup> JANUARY TO WEDNESDAY 31<sup>ST</sup> MARCH***

*School Returns: Monday 4<sup>th</sup> January*

*School Ends: Friday 12<sup>th</sup> February at 15:20*

*Half Term: Monday 15<sup>th</sup> to Friday 19<sup>th</sup> February*

*School Ends: Wednesday 31<sup>st</sup> March at 12:30*

*Easter Holidays: Thursday 1<sup>st</sup> April – Friday 16<sup>th</sup> April*

### ***SUMMER TERM 2021: MONDAY 19<sup>TH</sup> APRIL TO FRIDAY 23<sup>RD</sup> JULY***

*INSET day: Monday 19<sup>th</sup> April*

*School returns: Tuesday 20<sup>th</sup> April*

*Bank Holiday: Monday 3<sup>rd</sup> May*

*School Ends: Friday 28<sup>th</sup> May at 15:20*

*Half term: Monday 31<sup>st</sup> to Friday 4<sup>th</sup> June*

*INSET day: Monday 7<sup>th</sup> June*

*School returns: Tuesday 8<sup>th</sup> June*

*School Ends: Friday 23<sup>rd</sup> July / 12:30*

*We will notify you of any changes throughout the year. These Dates can also be found on our website.*

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