



MARLING  
SCHOOL

## e-Newsletter 2022-2023 (Edition 3)

We come to the end of another very busy term!

Congratulations to our ten FameLab Academy (a school's initiative which seeks to revolutionise science communication) heat winners who took part in the school final on Wednesday and did fantastically well. The students were judged on the criteria of content, clarity and charisma by a judging panel and were watched by their class teachers and the entire Year 9 cohort. Being on the judging panel was a highlight of my term. I was blown away by the quality of all the presentations. Each was interesting and engaging and full of excellent science. Watson Moir's talk on the Mariana Trench won him the bronze award. Mark Daniell's talk on nuclear fusion earned him silver. But it was Ted Barnett's talk on the science of roller coasters that had both judges and the audience rapt as he took 1<sup>st</sup> place and will now go on to represent the School at the Gloucestershire final. Thank you to Mr Mabbott for all his efforts in making the event happen. I know he was extremely proud of all the students that took part.

To coincide with Holocaust Memorial Day Years 9 and 10 attended a talk given by the daughter of a Holocaust survivor. She told the moving story of how her father arrived in the UK as an orphan from a concentration camp and made his life here. Students discussed the important messages from the story, including thinking about how we treat each other and how the messages are still relevant today.

Year 9 students have entered the [Flying Start Challenge](#) and are being mentored by two engineers from SAFRAN to design and build a hand launched glider. A regional competition will be held at the Jet Age Museum in March, followed by a National Final at the Fleet Air Arm Museum. They have attended a series of sessions to learn the fundamentals of flight and aircraft design – run by the engineers. They are now designing and building their gliders and we can't wait to see them!

In Geography, Year 7 have been studying earthquakes and volcanoes – both the theory of plate tectonics and what happens when these events occur in real life. To develop our understanding, we played the "Earthquake Game" and had, according to one Year 7 student "the best lesson ever!". This is a simulation game where teams represent different places (Blueton and Yellowville – built with lego blocks, hence the names!) which experience the same earthquake but have very different effects and responses to that earthquake. Blueton has buildings which adhere to strict building regulations and are "earthquake proof" and has access to a range of effective and rapid responses such as medical aid, firefighters and speedy rebuilding. Yellowville doesn't, and suffers severe and large-scale impacts – deaths, homelessness and long-term economic struggles. Of course, this has been made real over the past two weeks as we watch the news and see the tragic impacts of a severe earthquake in Turkey and Syria. Year 7 have been able to have knowledgeable yet empathetic discussions about the situation, its causes and consequences, both immediate and future, and will be wholeheartedly supporting the school's **non-uniform day** on **Friday 3 March** to raise money for the [earthquake appeal](#).

Congratulations to six of our Debating Club students who made it to the District Final of the annual Rotary Club "Youth Speaks" competition last weekend. Our junior team: Charlie Bratley, Atticus Lynham and James McGarry spoke convincingly on the motion "GCSEs should be replaced with something more in keeping with 21st Century Education." Our senior team chose the topic "We shouldn't cancel the art just because we disagree with the artist." Joshua Glover, Milo Halton and George Herbert were awarded runners up and were given special commendation for their speeches by the judges. We are looking forward to taking part next year.

A huge well done to our Sixth Form musicians for a wonderful Sixth Form Chamber Concert in January! We look forward to more performances from our senior students in our Senior Spring Concert on Thursday 4 May – more details to follow. **Tickets are now on sale** for our upcoming school production, 'Chicago: Teen Edition'. There are three evening

performances on Wednesday 8, Thursday 9 and Friday 10 March starting at 6.30pm in the School Hall. Please purchase your tickets via ParentPay.

Fifteen Sixth Form students attended a talk by Professor Chris Whitty in Berkeley to celebrate the 200th anniversary of the death of Edward Jenner (17 May 1749 - 26 January 1823). Edward Jenner was an English physician and scientist who was the pioneer of smallpox vaccine, the world's first vaccine. The talk took place in the Church where Edward Jenner is buried. Students were able to ask Professor Whitty questions, and these ranged from asking how Professor Whitty became the Chief Medical Officer for England, to his concern about the potential health impacts of vaping in adolescents.

The British Physics Olympiad is a national Physics competition involving attempting to solve incredibly complex Physics problems. It is designed to stretch and challenge the top Physics students in the country. This year 2,830 students from 440 schools participated from the UK and eleven of our Year 13 Physics students took part in the competition. Two students, Tom and Matthew, were awarded gold certificates placing them in the top 15% of students taking part- an incredibly impressive achievement. A further 3 students, Danil, Ben and Louie, were awarded silver certificates placing them in the top 30% nationally. Congratulations to all those who took part.

The [term dates](#) for 2022/23 and 2023/24 can be found on our website and we return to school on Monday 27 February, which is a week 2. Please add to your calendar that we have an INSET day on Tuesday 14 March.

At the end of this very busy term, I wish you all a well-deserved half term break.

*Glen Balmer - Headteacher ([gcb@marling.school](mailto:gcb@marling.school))*

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### Open Mornings

For all those with friends/neighbours or younger siblings (currently in year 5) looking at Year 7 Entry in September in 2024, the Entrance Test takes place on Saturday 16 September 2023. If you would like to join the Year 5 Mailing List, please complete the Google Form to add your email address. [CLICK HERE](#) to view the relevant webpage. The next opportunities for prospective parents and students to visit us will be at our Open Mornings on Wednesday 17 May, Thursday 18 May and Open Evening on Tuesday 20 June 2023. Please book your place via our website. We look forward to welcoming you and your son(s).

### Pastoral Team

The pastoral team have an email address so that parents and students can contact the team directly about any pastoral concerns they may have. The email address is [studentsupport@marling.school](mailto:studentsupport@marling.school).

## PERSONAL DEVELOPMENT AT MARLING SCHOOL

### What is Personal Development?

Personal Development is a term that describes everything we do, beyond the core national curriculum, to support students to develop in many diverse areas of life, helping them to manage their wellbeing and relationships, preparing them for the adult world and teaching them how to engage with society.

We deliver Personal Development education via regular Life Skills/ PSHE lessons, morning tutor time activities, assemblies and a range of extra-curricular and participation opportunities. We have a planned programme of assembly topics throughout the year and we regularly review this to ensure it reflects and keeps pace with developments in the outside world. Alongside this, as part of Life Skills lessons, students are introduced to issues around relationships, equality and diversity in an age-appropriate way. An outline of the topics covered can be found as an appendix to our RSE Policy (Relationships and Sex Education) on the school website.

### Assemblies

We share the concern expressed widely in the media and by some parents about the worrying influences that students of

all ages are subject to in the real and virtual world and are taking active steps to play our part, alongside you as parents, in addressing this. For example, a recent assembly focused on the dangers of extremist views, such as those promoted by Andrew Tate and others. After half term all students will be having assemblies on vaping, which is an increasing concern amongst young people nationally. Then in the second week back after half term, we are running a campaign focusing on everyday sexism and misogyny, to coincide with International Women's Day. We understand that it is difficult for many of our students to navigate the complex messaging about gender and masculinity that they are exposed to and we take seriously our role in helping them to develop into kind and respectful individuals.

## Wellbeing

Student wellbeing is at the forefront of consideration at Marling School. We would like to share some of the work we are doing with this in mind as well as sharing supportive resources from agencies that we hope you find useful as a parent/carer.

This term we want to share some information on *sleep*, which we hope you find helpful. It is ever more challenging for all of us to regulate effective sleep patterns, let alone teenagers. We are sure you are aware of some of the barrier's teenagers struggle with when it comes to getting a good night's sleep. Click [here](#) for some helpful considerations and tips from the Teen Sleep Hub who are associated with The Sleep Charity. They specifically work with schools, students, parents and carers to help educate all about sleep.



In School we also wanted to share that we have introduced *QR code Reach Out stations* located across the site as another way for students to report any concerns they may have for themselves or others. This may be appropriate where a student feels more comfortable messaging a concern rather than talking to someone initially about it or where another student may be treating another less kindly than we would like. Our pastoral team follows up each concern with support for the individual or those it concerns. We also offer lunchtime Hub Rooms as spaces for students to socialise in a quieter space when they feel the need. These rooms are staffed by a teacher ready to listen to any concerns students may have along with a student "buddy" who can work with any students who need specific support.



### Reach Out Stations- Anonymous Reporting



This QR code will take you to a Google form to report any concerns you have for yourself or others.

*Let's come together and reach out to support each other.*

The Reach Out stations are now another way students can report all ranges of concerns. They can be used to report bullying concerns or where prejudice related behaviour is witnessed. With this in mind, we make it extremely clear to students that respect is one of our core values and that discrimination of any kind is not tolerated. Please be assured that when we are made aware of any prejudice-related behaviour we deal with it robustly. However, we can only deal with what we know about, so please encourage your young people to report anything they see or hear.

## Attendance

We are pleased to announce that we have been awarded a student attendance award from the FFT (FFT is a non-profit organisation, backed by the Fischer Family trust, which provides data and analysis to all schools and Local Authorities in England and Wales.) We have received the award for attendance in the top 10% of all secondary schools in the country.

Thank you to you all for helping us to achieve this and, most importantly, this reflects excellent attendance from our students which we know broadens their experiences at school, helping them to thrive as people.

It is also worth mentioning that attendance has also been fantastic since that term, particularly noting Year 8 who improved their overall attendance by just over 5% in Term 3 in comparison to Term 2.

## Careers

We have a comprehensive careers and next steps programme that runs throughout the school. Please [click here](#) to read the termly Careers Education, Information and Guidance Newsletter.