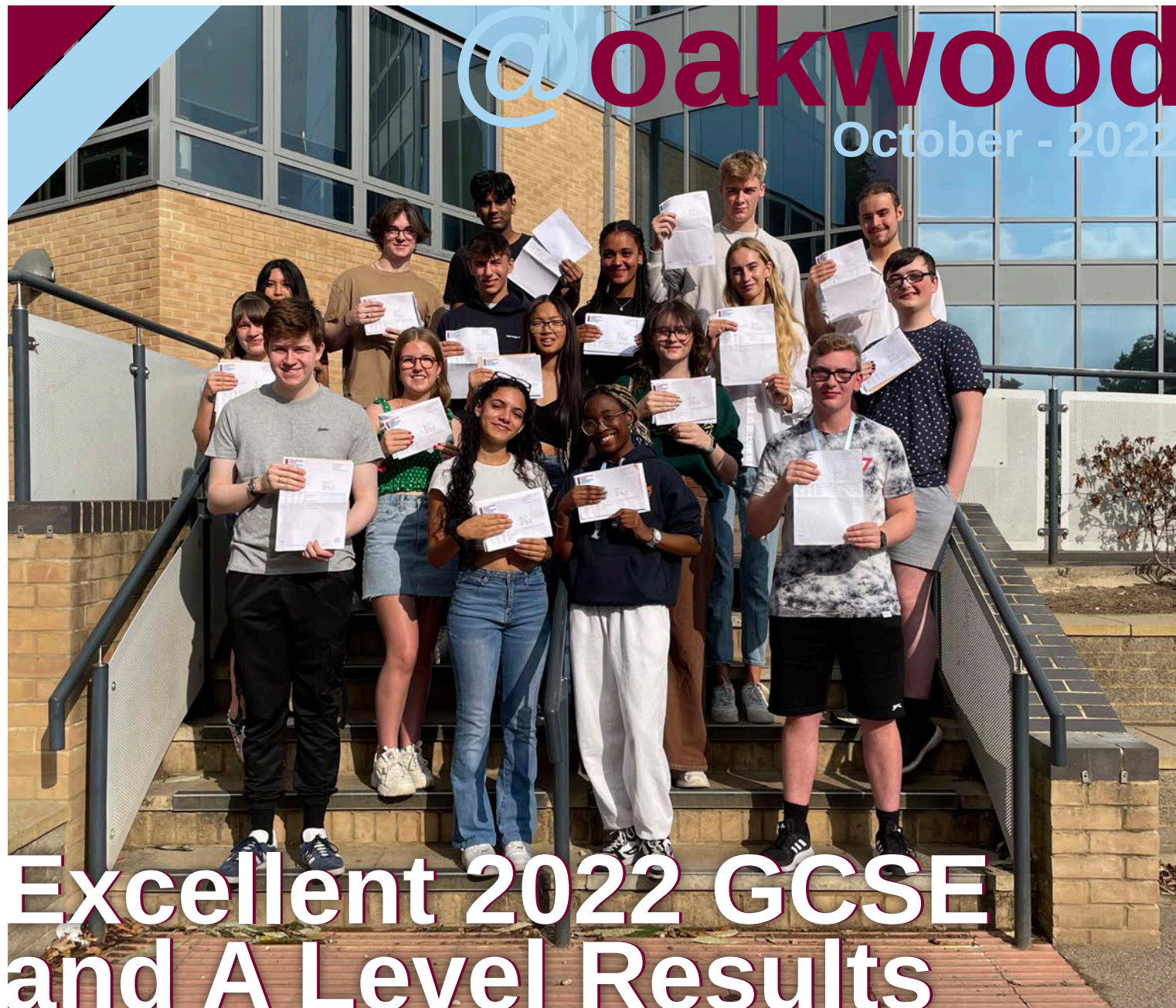


@oakwood

October - 2022



Dear Parents, Carers and Students,

Welcome to the latest edition of @Oakwood. In this edition we celebrate the fantastic achievements of our pupils in public examinations with our best ever GCSE and A Level results.

I am also delighted to see the return of the Duke of Edinburgh award with a very successful weekend expedition. As well as this, I am looking forward to our school production of the "Addams Family" coming soon after successful auditions.

Congratulations to all our Year 7 pupils who produced some really impressive Summer Projects which have been on display in the School Hall.

Thank you to the publicity team for getting this edition ready.

Yours sincerely

K W Moody
Headteacher

Staff at Oakwood Park Grammar School were delighted to welcome back to school the Year 13 students who have risen so bravely to meet the challenges presented to them during the past two years.

These A levels were the first public examinations sat by this cohort. Despite this, OPGS Sixth Form Class of 2022 have won, by their hard work, the opportunity to study a wide variety of subjects in the world's top educational institutions or to join their chosen professions. Scientists Lenny Gibson and Tom Rose will join Oxford and Cambridge to study Physics and Natural Sciences. Head Student Fran Ward will take up her place at Cambridge to study Human Social and Political Sciences.

Wiki Motylewska will take up her place at Queen Mary, University of London, to study International Law with her A*A*A and A* for EPQ. Social scientists Beca Godsmark with A*A*A and A* for her EPQ will go to Loughborough to study Criminology and Sociology, as will Vicky Reece at Exeter with her A*AA. Aiming for a career in Economics are Head Student Tom Homewood, who will take up his place at Cambridge with A*AAA, Samuel Folley who with AAA and EPQ A* will go to Loughborough and Angel Rai, who with A*A*A* and A* on her EPQ, may either take up a Degree Apprenticeship in Professional Economics at the Bank of England or take a Politics degree at King's College London.

Joining her at Kings will be Jess Parnham who, despite achieving A* A* in Maths and Further Maths, will go on to study English and Linguistics at Kings College London. Our high-flying Sport Science students, Jamie Sturrock (A*AA and A in EPQ) and Evelyn Westrop (A*A*A), are taking up degrees at Bath and Loughborough. Joining Evelyn in Loughborough will be Jon Sheba who, with A*AA and A* in his EPQ, plans to study Industrial Design. Two other design students taking up their places at Leeds are Madeline Fossett with A*A*A and Scarlett Tjaden-Thompson A*A*A with A* in EPQ. OPGS STEM students have chosen a wide variety of paths: James Venison with A*A*A is planning to study Chemistry at Bath, Dylan Small with A*A*A and an A in his EPQ will take up a place at Southampton to study Mechanical Engineering, and Ace Shyjan with AAA and A* in his EPQ, will join Computing at UEA. Sangham Thapa with A*A*A and A* in his EPQ will go on to study Medicine and Taylor Grundy, who is receipt of a scholarship from Sandhurst, goes on to study Biology with AAA.

OPGS staff will follow the futures of all our Sixth Formers with excitement and interest and look forward to welcoming them back to our celebration of achievement dinner in December.

Kevin Moody, Headteacher, said "given the disruptions of the last two years this cohort has risen magnificently to the challenges and achieved a fantastic set of results and my sincere congratulations to all of them. I also want to pay tribute to my staff who have supported these pupils through thick and thin and they deserve all of our thanks".



Art Enrichment Day

On the 5th October Year 12 and 13 Art and Graphics students undertook a range of tasks to help develop their Art skills exploring new materials and ways of working.

Students started the day exploring stage makeup, they created wounds and surreal make up effects. The next workshop asked them to explore materials, getting them to create images that were deeply linked to themselves through the elements connections to the students. This was followed by an acetone workshop where students learnt how to transfer images using acetone, creating layered and distressed images.

Students then walked into Maidstone where they engaged in drawing tasks asking them to draw from life exploring materials and techniques like continuous line drawing, exploration of scale and materials and the nature of drawing itself. Students ended the day exploring Maidstone museum, drawing from the collections to further develop their abilities and their ideas of how to collect resources for their projects.

Students worked in an exemplary manner, fully engaging with processes showing their passion for the subject and their willingness to explore Art and graphics.



Disciplinary Literacy

Reading is more important to children's cognitive development than their parents' level of education or social class.

Therefore, at Oakwood Park Grammar School, we value reading and Whole School Literacy as extremely important from the outset of your son's educational career.

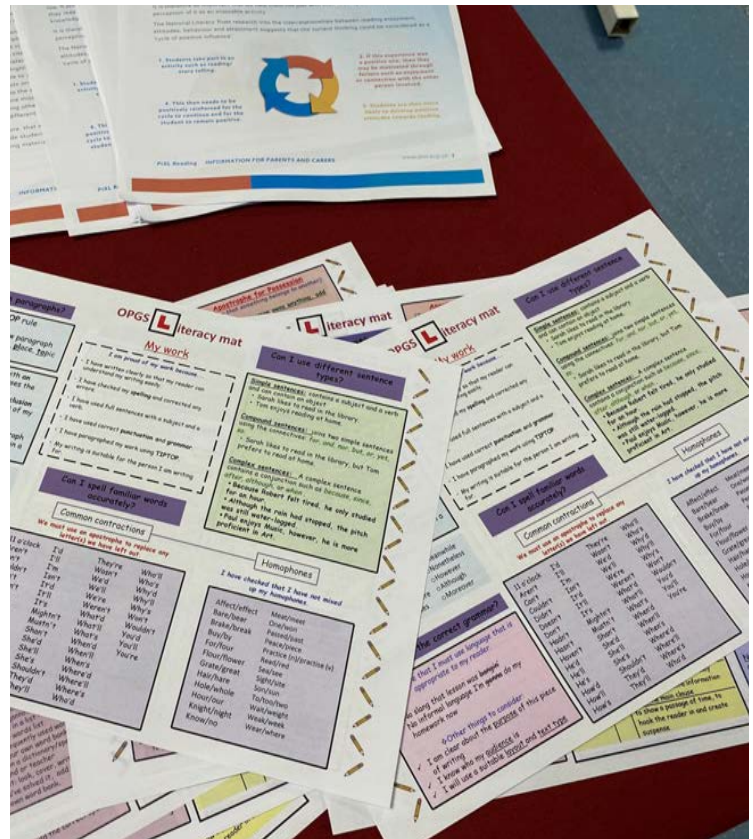
What is Literacy? Literacy is the ability to read, write, speak and listen in a way that lets us communicate effectively and make sense of the world. And so, what is disciplinary literacy? Well, it is a teaching approach that enables learners to think, read, write and speak like experts in a particular subject.

A celebration of the importance of literacy across the school curriculum was on display in the entrance hall for students and parents to peruse at the first Year 7 Parents Evening, with the focus of settling into life at the school. Ms George, as Subject Leader for English, was overflowing with enthusiasm, having the chance to talk to families about why a home-school partnership is integral to ensuring success with our push for getting to grips with disciplinary literacy.

This is more relevant than ever today, as research by the National Literacy Trust found that students who experienced an increased enjoyment of reading during the Covid-19 lockdowns cited an increase in choice as one of the main reasons. Children who enjoy reading and writing are happier with their lives and are three times more likely to have good mental wellbeing than children who don't engage in reading for pleasure.

Ms George had lots of successful conversations with parents about the things already in place at the school to make the transition from primary to secondary easier on this front, by providing students and parents with the OPGS Year 7 Curriculum Glossary, Suggested reading lists, literacy placemats and where to access good quality reading material for your son to enjoy, using the PiXL Reading Guide.

Any questions related to disciplinary literacy, please do not hesitate to contact Ms George.



Clear blue skies, a light cooling breeze and no rain clouds in sight, it was a brilliant start to the Duke of Edinburgh Award assessment weekend. All ready to go bright and early, the boys set off for their expedition.

Having honed their navigation skills during the practice expedition, each group made a highly successful start, setting a solid and maintainable pace. Check-points were reached on time repeatedly as the pupils roamed through the countryside.

Camp-craft was also highly impressive. Tents were assembled well and no-one burnt their bacon on this occasion: a definite win! Pasta and porridge were the dietary staples of the weekend, fuelling the long treks. The walking had clearly been challenging; to our great surprise everyone was in their tents by 9pm!

The weather was slightly less kind on Sunday morning, as we awoke to the pouring rain. Nevertheless, our boys were efficient in their cooking skills and packed away their tents at rocket speed, not to be deterred. Indeed, the showers seemed to only increase walking speed, as pupils were keener to reach those all important check-points. Mrs Vanson somehow defied the odds and brought the sunshine for the rest of the day, despite the questionable weather forecast, and the troopers managed to finish in the glorious sunshine.

Overall, we had a very enjoyable weekend—certainly one to remember!

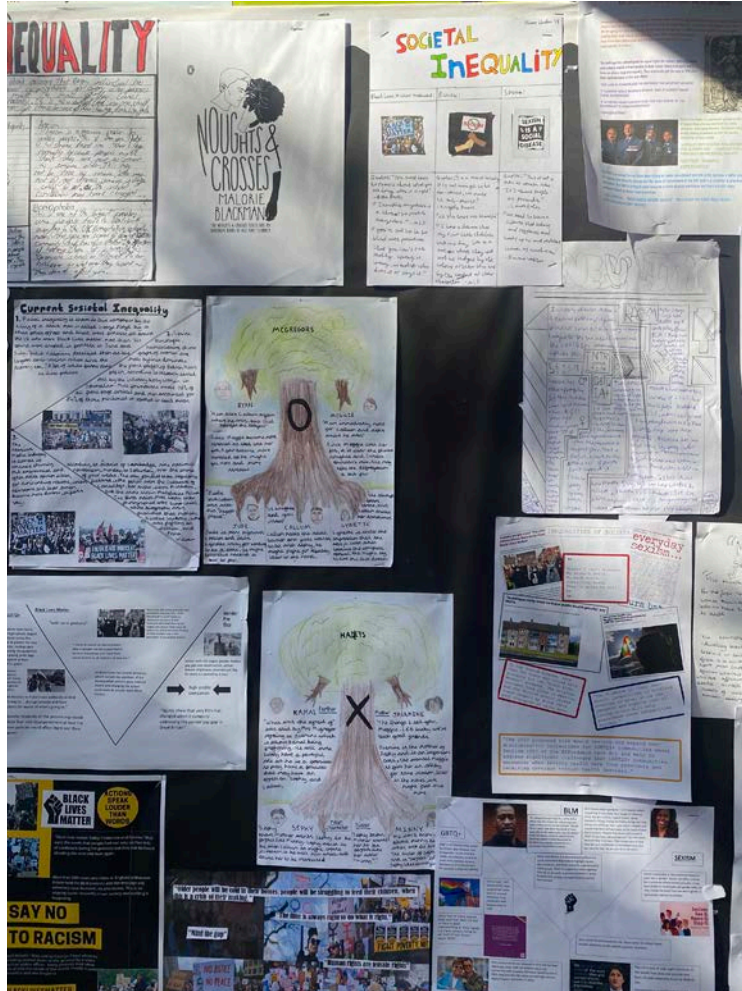
Excitingly, Year 10 students will be able to sign up to be part of the next cohort after October half-term. Make sure to get involved!



The students have been working hard in English to showcase their creative writing with integrity, flair and in some cases gritty realism. We have a role of honour of excellent work that deserves a shout out for the high level of engagement students have given to tasks that goes above and beyond the bounds of the curriculum and proves them to be erudite in their written expression in a variety of ways.

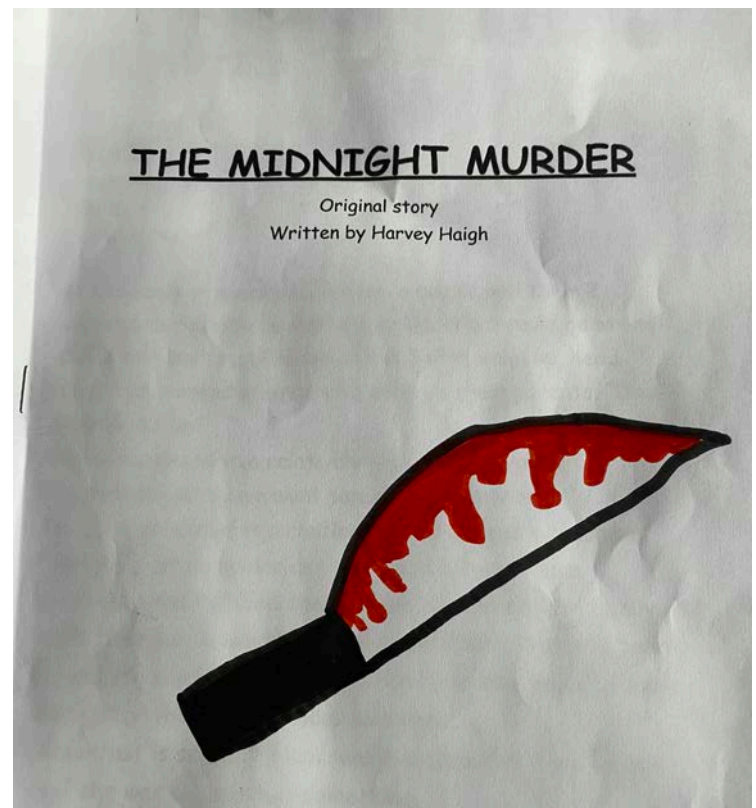
A short narrative written by Harvey Haigh in T7. The students were tasked with writing the opening to a narrative from a genre of their choosing using all the knowledge they have gained since starting at Oakwood. Harvey went the extra mile, wrote an entire story, and formatted it to look like a real novel with a front cover, binding the pages together and a well thought out storyline.

A collection of homework produced by S9 on inequalities around the world to support their studies of Noughts and Crosses. The entire form group produced a fantastic display on a range of



social issues including: the cost-of-living crisis, homophobia, poverty in India, racism, sexism etc. The display work was produced by Shaurya Chawla, Jack Davis, Harrison Munday, Thomas Carty, Freddy Chapman, Oliver Weston, Ned Green, Jack Finch, Nathan Manser and Samuel Buscini amongst others.

Noughts and Crosses is a series of young adult novels by British author Malorie Blackman. Blackman received an OBE as the Children's Laureate from 2013 to 2015. The series is

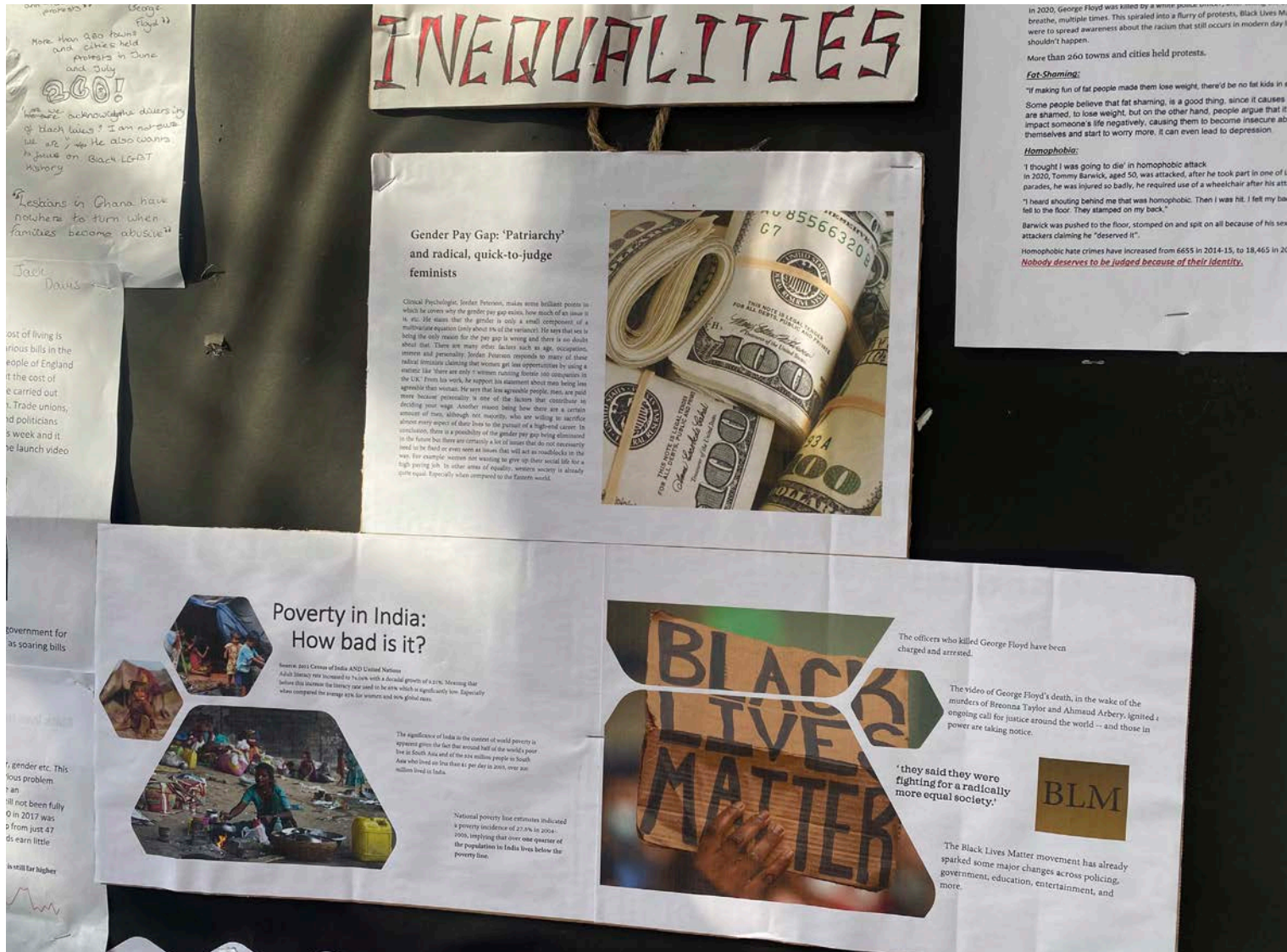


speculative fiction describing an alternative history, which takes place in an alternative 21st-century Britain. At the time of the series, slavery had been abolished for some time, but segregation, similar to the Jim Crow Laws, continues to operate to keep the Crosses (dark-skinned people) in control of the noughts (lighter-skinned people). An international organisation, the Pangaeon Economic Community, exists. Seeming to be similar to the United Nations in scope but similar to the European Union in powers, it is playing a role in forcing change by directives and boycotts.

Lastly, the essay on An Inspector Calls was written by Ifan Bambury in T10 on the character of Mr Birling and how he embodies Capitalist values. An Inspector Calls is a play written by English

dramatist J. B. Priestley, first performed in the Soviet Union in 1945 and at the New Theatre in London the following year. It is one of Priestley's best-known works for the stage and is considered to be one of the classics of mid-20th century English theatre. The play's success and reputation were boosted by a successful revival by English director Stephen Daldry for the National Theatre in 1992 and a tour of the UK in 2011–2012. An Inspector Calls is a three-act drama which takes place on a single night on 5 April 1912. The play focusses on the prosperous upper middle-class Birling family, who live in a comfortable home in the fictional town of Brumley. The play has also been hailed as a scathing criticism of the hypocrisies of Victorian and Edwardian English society and as an expression of Priestley's socialist political principles. The analytical piece by Ifan Bambury was exceptionally detailed and thorough in its analysis and is a great example to all English Literature students.

"Huh, w-w-why d-d-did you do that selina?" Dad was physically shaking at this point.
 "Because DAD, You already look like a zombie and it isn't even dark yet!" Selina mentioned it in pure amusement.
 "HAHAHAHAHA" Frederick burst out laughing whilst mum chuckled in the background.
 "Well Susan, do you think it is time to tell the kids about their little treat for tonight?"
 "Actually I think it is a perfect time for that. Do you want to tell them?" Mum questioned.
 "No You can tell them!"
 "No you can!"
 "Just tell us already!" Selina was getting impatient.
 "OK so we are going to a motel for a night!" Mum eventually said with enthusiasm that they were going to a theme park.
 "OH NO!" Frederick shouted in a worried tone.
 "WHAT?" Dad replied as if he was going to explode.
 "I watched a horror film last night and what happened was a family went to a motel and got killed!" Frederick answered his Dad's question as fast as a cheetah. The two minors ran around the living room screaming before mum said "Who wants another pancake?" which calmed the children down almost instantly.
 After hours and hours of waiting, the family set off on the road. The miniature red fiat had no space left inside and barely any petrol. The family drove for hours on the



INEQUALITIES

Gender Pay Gap: 'Patriarchy' and radical, quick-to-judge feminists

Clinical Psychologist Jordan Peterson, makes some brilliant points in which he covers why the gender pay gap exists. How much of an issue is it, etc. He states that the gender is only a small component of a multivariate equation (only about 1% of the variation). He says that was being the only reason for the pay gap is wrong and there is an insight about that. There are many other factors such as age, occupation, tenure and personality. Jordan Peterson responds to many of these factors. He argues that women get less opportunities by using a metric like there are only 11 women running hedge funds in the world. From his work, he supports his statement about men being less agreeable than women. He says that less agreeable people tend to earn more because personality is one of the factors that contribute to their ability to negotiate. Another reason being how there are a certain amount of men, although not necessarily who are willing to sacrifice almost every aspect of their lives to the pursuit of a high-level career. In conclusion, there is a possibility of the gender pay gap being diminished in the future but there are currently a lot of issues that do not disappear and need to be fixed or even seem as issues that will act as roadblocks in the way. For example, women are wanting to give up their social life for a high paying job. In other areas of equality, women security is already quite equal. Especially when compared to the Eastern world.

Poverty in India: How bad is it?

Source: 2011 Census of India AND United Nations
 Adult literacy rates increased to 74.04% with a steady growth of 2.12%. Missing that before this increase the literacy rate used to be 69% which is significantly low. Literately when compared to the average 83% for women and 86% global rates.

The significance of India in the context of world poverty is apparent given that that the second half of the world's poor live in South Asia and of the one billion people in South Asia who live on less than \$1 per day in 2001, over 600 million lived in India.

National poverty line estimates indicated a poverty incidence of 22.4% in 2004, implying that over one quarter of the population in India lives below the poverty line.

BLACK LIVES MATTER

The officers who killed George Floyd have been charged and arrested.

The video of George Floyd's death, in the wake of the murders of Breonna Taylor and Ahmad Arbery, ignited an ongoing call for justice around the world -- and those in power are taking notice.

'they said they were fighting for a radically more equal society.'

BLM

The Black Lives Matter movement has already sparked some major changes across policing, government, education, entertainment, and more.

George Floyd was killed by a white police officer in 2020. This spiraled into a flurry of protests. Black Lives Matter were to spread awareness about the racism that still occurs in modern day it shouldn't happen.
 More than 260 towns and cities held protests.
Fat Shaming:
 "If making fun of fat people made them lose weight, there'd be no fat kids in a school."
 Some people believe that fat shaming, is a good thing, since it causes people to lose weight, but on the other hand, people argue that it impacts someone's life negatively, causing them to become insecure about themselves and start to worry more. It can even lead to depression.
Homophobia:
 "I thought I was going to die" in homophobic attack in 2020, Tommy Barwick, aged 50, was attacked, after he took part in one of L. parades, he was injured so badly, he required use of a wheelchair after his attack.
 "I heard shouting behind me that was homophobic. Then I was hit. I felt my back fall to the floor. They stomped on my back."
 Barwick was pushed to the floor, stomped on and spit on all because of his sexual orientation.
 Homophobic hate crimes have increased from 6655 in 2014-15, to 18,465 in 2020-21.
Nobody deserves to be judged because of their identity.

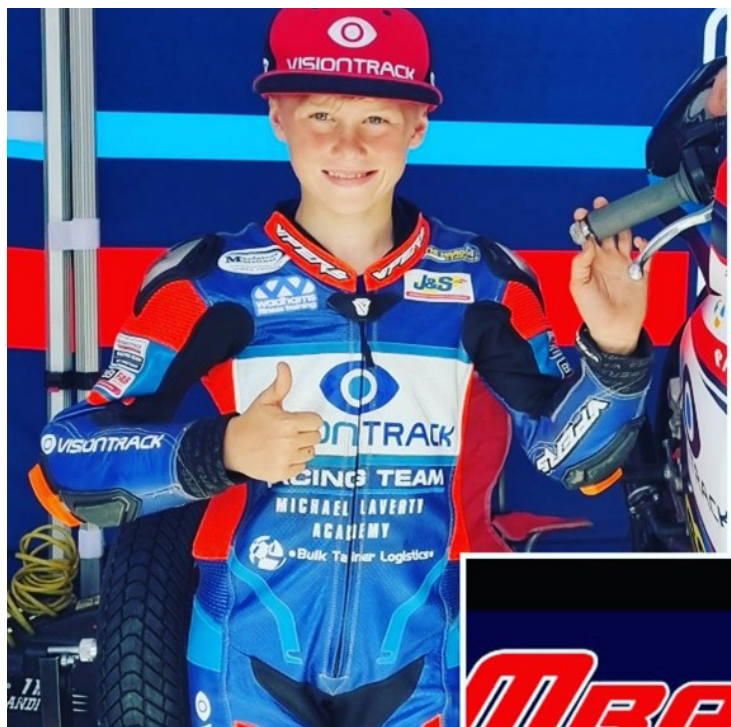
Ethan Sparks British Minibike Champion

Since I was 6 years old, I have raced in a British Minibike Championship called Fab-Racing.

I started racing on a mini moto which is a small non-g geared bike. I then moved up to a geared bike called a Metrakit GP50, which is a 50cc engine. In the year 2020 I competed in two classes, the mini moto's and the MKGP50's. I won a double British championship that year, becoming the youngest ever rider to win the GP50 class in Fab at only 9 years old. I then moved up to the next class, the MKGP70's which is also a Metrakit but this time it is a 70cc engine. I raced in this class in 2021 and won the Championship, this season was hard work with all the covid restrictions, the class was a tough one and it went down to the final race in Llandow Wales where I won the championship by 1 point.

Here in the UK, the age restrictions to move onto bigger tracks and race changed in 2022, so I had to compete again this year in the MKGP 70 class. With another competitive season, I managed to achieve the overall win in Rowrah Cumbria at the end of September, winning with 144 points clear of 2nd place. I won 19 races this season and set several lap records.

I have since been invited for a 'wildcard' ride with MRE Talent, a Spanish Moto4 team, to ride at the final round of the Spanish Superbike Series in Jerez. This brings new challenges with full sized circuits and a different bike to learn, I have a full team around me for the round which involves me having to study and understand all the data from the bike. I am really excited for this opportunity from my manager, sponsors and the M Lav VisionTrack team.



This term at Oakwood Park Grammar School Fencing Club we have welcomed back familiar faces and welcomed new pupils to the club.

Sessions are delivered by Maître Philip Shepherd-Foster Commonwealth Fencer and U17 GB squad coach. The sessions are delivered in a fun game-based way giving the pupils space to be creative and find their own solutions to problems. All whilst learning how to do the Olympic sport of Sabre Fencing. This term we have been getting back to basics and working on simple attacks, parries, ripostes, compound attacks and stop cuts. It is a brilliant opportunity for the pupils to let loose and get innovative during a lunchtime once a week. The boys train extremely hard and have made significant improvements. We look forward to seeing how far they go.



Oakwood has a tradition of success in competition football and this time of year, fixtures are coming thick and fast at both junior and senior levels.

We have provided an update on how the teams are progressing in their first few games of the season below.

Football Club

Mr Devonald and Mr Smith have had a regular attendance of over 90 boys every Thursday lunchtime this term. This has provided the boys an opportunity to play competitive matches on a weekly basis. Teams are organised every week dependant on attendance, so all students are welcome to get outdoor PE kit on and come and join the fun – albeit ‘competitive fun’!

Year 7

In the junior section the newly formed year 7 team had tough ties in both the ESFA and Kent competitions, playing away to Ravenswood School and home to Malling School respectively. Despite two losses, the squad showed plenty of promise and the experience gained in those two matches would set them up nicely for recent Maidstone District tournaments. In the Maidstone tournament the team has played St Simon Stock, St Augustine’s and Maplesden Noakes, with the winning team being placed in the Premier League. The squad were able to win their first match vs SSS 1-0 and follow that up (despite all of our best efforts to score), with a 0-0 draw against Maplesden Noakes. The final game vs St Augustine’s was an excellent one for the team as they had started to find more rhythm in their play and a greater understanding of each other. A 1-1 draw was enough to secure promotion to the Premier League and another tournament will be played next term. Lewis Cantello has captained the team with enthusiasm and Alfie Attwater, Arturs Lubgans, Liam Smithson and Connor Russell have had excellent starts to the season.

Year 9 & 10

The year 9 & 10 A teams have kicked started their season with a tournament win vs St Augustine’s, St Simon Stock and Maplesden Noakes. Winning



all three games, they have now secured a spot in the Premier League competition where they will be looking to build on the momentum they have gained in this round. The year 9’s also have matches in the ESFA and Kent Cup competitions coming up in the final two weeks of term and will be hoping for an extended run in both. The year 10’s have safely progressed into round 3 of the ESFA cup where they play St Gregory’s School.

1st XI Football

The first XI season has stuttered with a disappointing start to the campaign. Losses in their first three matches have affected team confidence, but with a mini break for half term coming up and the Kent Cup still to play for there is a chance to set new goals for the squad in term 2.

Year 8

The year 8’s have had a positive start to the season with wins against St Pauls (3-0) and a loss against a strong Tunbridge Wells Grammar team. The squad continues to develop and progress in their tactical and strategic knowledge in playing 11 aside football this year. We expect both teams to do well in both Maidstone and Kent Cups (as 2021-22 winners). The ESFA cup competitions provides the boys an opportunity to play on a national level and with the current year 8 team making the quarter finals last year we are hopeful of another successful season.

Year 11

With many year 11 boys being selected to play at senior level this season it has given the squad the opportunity to play together on a regular weekly basis against physically strong sides to aide their development as players. This showed against Oasis Academy in the Kent cup with a 2-0 win. The team will play Westlands School next week and the target is to achieve a minimum of a quarter final in the Kent Cup this year.



2XI Football

The 2XI have made a strong start to the season and are currently unbeaten having won at MGS (3-1), Norton Knatchbull (2-0) and QES (3-0). This start to the season was marred with Alex Harvey suffering a dislocated knee against Norton Knatchbull GS. We are pleased that he is making a swift recovery and is back in school and supporting the team from the side lines. This league is extremely competitive and can be decided on goal difference, so every goal scored or conceded is crucial. We look forward to playing Simon Langton GS and Bordon Grammar GS who have also had unbeaten starts to their seasons and league positions are likely to be decided from these games.



Oakwood Park Grammar School GCSE Results 2022

Staff at Oakwood Park Grammar School are delighted to report some outstanding outcomes for our Year 11 students, who have demonstrated great commitment and resilience throughout their GCSE studies.

The examinations were the first public GCSE examinations since 2019, with students experiencing many challenges as a result of the COVID 19 pandemic. These challenges make their achievements all the more exceptional. 51% of all grades awarded were grades 7 or above, with 28% of all grades awarded at grades 8 and 9. Twenty-five of our most able Mathematicians also sat an FSMQ in Additional Mathematics with 84% gaining grades A to B.

Kevin Moody, Headteacher commented that “The school is thrilled that our students have performed so well despite the impact of Covid 19 disruption. They have shown fantastic resilience and with the support of OPGS staff and their families have secured results which will allow them to join our Sixth Form or take their place in their chosen post GCSE pathway”



Student reflections on the Year 11 Blitz History Enrichment Day

Students were struck by the echoes and comparisons between London in the Second World War and events in Ukraine today.

By Xander Anthony and Joseph Fisher

Miss Aldous: On the 5th October GCSE Historians focused on developing their knowledge, source analysis and enquiry skills for their 'London and the Second World War' Historic Environment study as part of their Warfare through Time unit.

Xander Anthony: We learnt how the Blitz was Hitler's response to the Nazi failure in the Battle of Britain, and when he was informed of the great aerial loss the German Luftwaffe suffered, he abruptly changed his tactic and opted for a violent alternative; to bombard strategic points such as factories, airfields and military bases to weaken any British attempt at counterattack and force Britain into a peace agreement.

One aspect I found particularly interesting was the South Hallsville School Disaster. On the 10th of September 1940, a large quantity of residents has been instructed to take shelter in the basement of the nearby South Hallsville Primary. Occupants of the building were informed they were to be evacuated as soon as buses were directed to the school, but in a tragic turn of events, an administrative mix up resulted in the buses travelling to "Camden Town" instead of "Canning Town". Buses failed to arrive and unfortunately 77 people died in the bombing raid. This was one of many harrowing events to plague London in the Blitz

Joseph Fisher: Within in a week of our GCSE History Enrichment Day, something that reminded the world of the horrors of the Blitz happened, as Russian missiles struck cities in Ukraine on Monday 10th October with around 15-20 people reported to have sadly died in the strikes on infrastructure and populated areas of Odesa, Lviv and Kyiv and Kharkiv. This emphasised the true brutality of war, which we learned about in the History Enrichment Day, showing truly that the terror Londoners experienced in the Second World War is still happening in modern Europe.

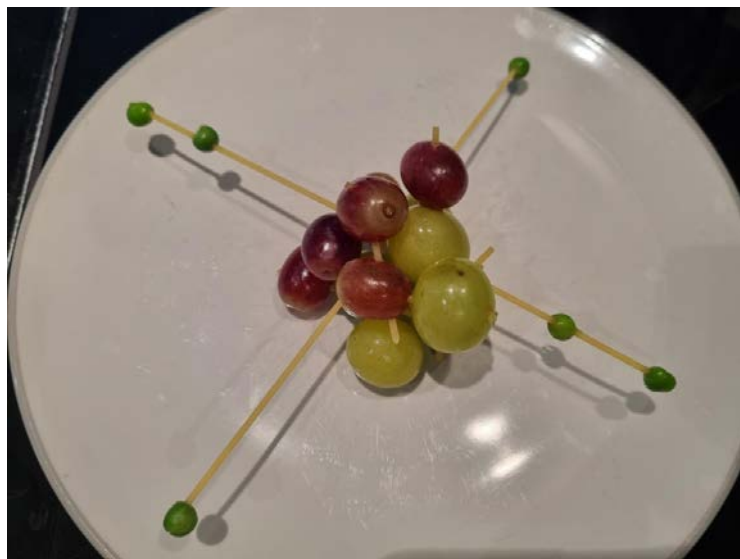


House Challenge

Each month our school offers the students of Oakwood Park Grammar School a house challenge. The subject for the September house challenge was Chemistry, with the students set 2 tasks:

1. To name the element with the lowest atomic number that nobody else will name
2. To make a model of an atom.

Task one appeared to be the most popular, with more entries than any house competition last year: 122 entries. This task required a good strategy, that had to take into account the psychology of the other competitors, but also the random nature of people's choices. Some knew there would be a lot of entrants, so chose quite high atomic numbers, some even going as high as number 113 nihonium. Some went for the highest element they feel others hadn't heard of, such as scandium. Some went in for the hope others would be too scared to put hydrogen, thinking: If someone puts hydrogen, they know they wouldn't win, so they won't put it... So if I put it, I will be the only one! Unfortunately hydrogen was the most popular choice, with 17 students selecting it. Beryllium and Neon were then the next most popular choices, with 10 selections each. These are very sensible choices, with students feeling like they would be in a Goldilocks zone of low enough others might not have chosen it. Surprisingly, elements such



as vanadium, selenium, and molybdenum were all said 3 times, despite having such a high atomic number!

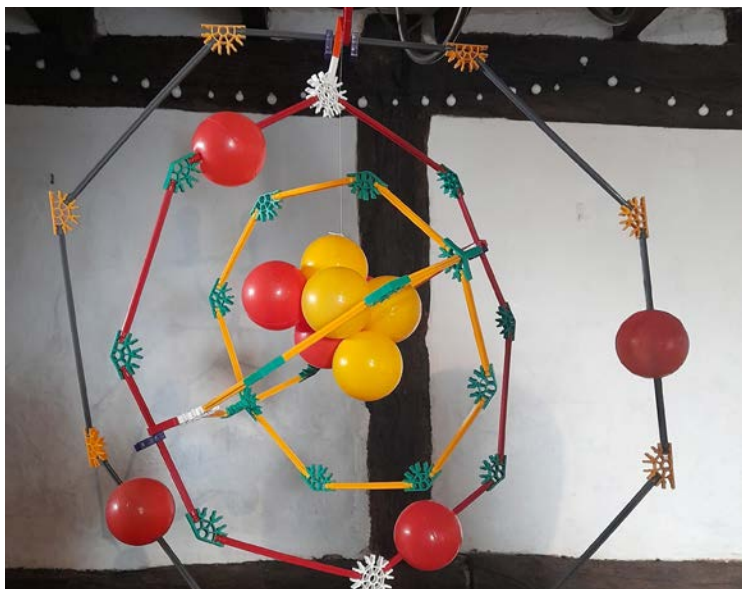
Whilst Helium and Hydrogen were quite popular, Lithium was in the lead for the longest time, with such a low atomic number of 3 – until the final week! It was surprising to see so many students go for atomic number 1, 2, and 4 – but only 2 students overall went for atomic number 3!

The winner in the end was Oxygen, by Ma'ad Al-Salman of Fisher house, so congratulations to you for your perfect strategy!

The next lowest atomic number was Magnesium, by Matthew Wilde, and then Chlorine by George Goodman. So it is interesting to see the gap in atomic number from 1st to 2nd.

An interesting response given by a couple of students was: Neutronium. Kyle Dolan explained 'This was on a 1926 periodic table by Andreas von Antropoff, and has an atomic number of 0. The task does not specify what periodic table is 'the' periodic table so I'm using the 1926 one', which was an incredibly out-of-the-box solution that definitely deserves merit!

The second task was immensely difficult to choose a winner for, given the number of entrants, which was almost 40! Especially given the quality of the entries and all the hard work that had clearly gone



in, so a massive well done and thank you to all the students who entered.

Those that were handed in were displayed in the science department on open day, so they extend a warm thank you also. The winners of these were judged by the chemistry department, Wilberforce team, and a group of Year 13 chemistry students.

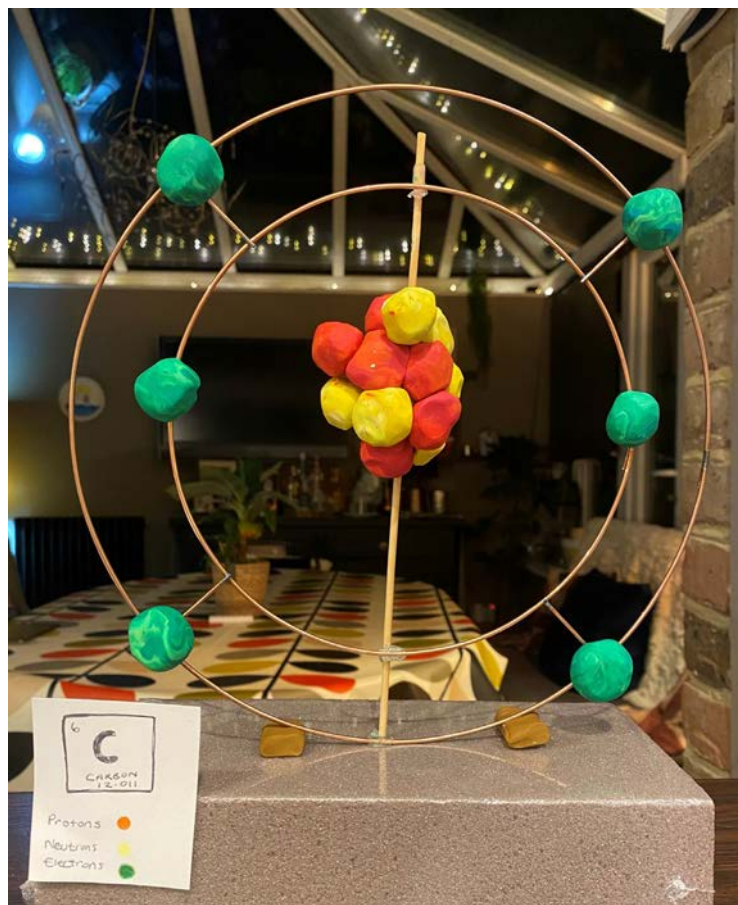
The winner was number Harry Jordan – Year 8 – this was a unanimous decision by all who panelled.

Joint second place was Noah Gilbert – Year 7 – the accuracy of the orbital structure, and how the atom almost resembles the inside of the hadron collider, as well as the uniqueness of the material used.

Oscar Ottaway – Year 7 – we appreciated his more quantum interpretation of the model of the atom, and one of the only to give a 3 dimensional approach.

And in joint third place was Leon Pearce – Year 8 – this was one of the ones we displayed for the open morning last Saturday, and again the effort that must have gone into this regarding the material, painting, 3-D nature, just a lot of little things show the hard work that has gone into it.

And George Freeth – Year 7 – this was one of



the most popular ones with the Sixth Formers – they liked the artistic look, and the accuracy of the orbital structure. They also felt it would make the perfect Christmas decoration for a chemist.

We also added a category of: food award, given the number of food entries also, which made us smile with their creativity. For its surprising accuracy and genius, the winner of this category goes to Max Stevenson – Year 7.

The pictures speak for themselves, so please find below examples of the submissions from the students of Oakwood Park Grammar School.

Well done to all that have taken part, we look forward to your future submissions.

The Wilberforce Team.

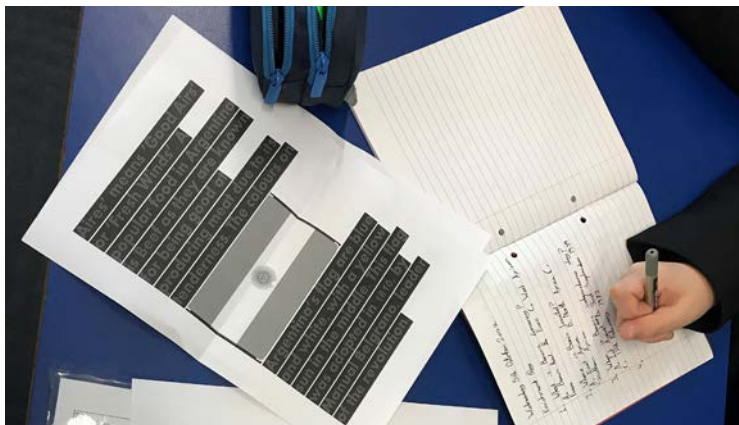


MFL Enrichment Day

For 1st period we had Mrs Moreira in room 91 we learnt about Basque Country and their sports and music.

We learnt how to count in Basque (up to 20) and looked at a challenging boat race competition. We had lots of fun during this lesson. 2nd period was with Madame Roux we found out many of the things we use daily aren't from places you would expect them to be from. For example, ketchup, that you would eat with your chips, was made in China. This was also exciting because we did a fun quiz. In the 3rd period we looked at different career choices and what a career

and a job really are. We opened up Unifrog, an app that helps people chose their career paths and look at how to achieve this. This lesson was great because we got to check out our personality traits. The second lesson was with Miss Hall, and we chose a country (France or Spain), then you would research the other countries that speak the language and top facts about that country. This lesson was wonderful, and we all enjoyed it. The third lesson was the best lesson we did all day, because Miss Trauscheid had us, we did a quiz where we had to find different things about different countries of our choice. A lot of people came up with many challenging and hard



questions. Overall, Enrichment Day was a very fun day filled with different activities and challenges for us to do and we absolutely would want to do it again.

By Daniel Ademenno T7

Mina and the Slayers: Read and Review

Exciting news from the English Department! We have received a selection of titles from The Reading Agency for our students to read and review.

These pitches are competitive with schools and libraries across the country, hoping to get some new novels, hot of the press. The publishing houses then are keen for students to complete honest reviews of each novel, so they know how well they are received by their intended target audience. We do ask that once students have fulfilled their role as literary critiques and set their responses to the publisher, that they return it to the school library, so other students can have a chance to read it too, and both the school and the students can make the most of these free books in encouraging reading for pleasure!

The Reading Agency is a national charity helping people to tackle life's big challenges through the proven power of reading to deliver a world where everyone is reading their way to a better life.

In 2021/22, The Reading Agency supported 1.9 million people through our work, our campaigning, our networks and our power to influence. Their charitable work is driven by reading as a creative tool for social and personal change; harnessing its power to expand the way we think,

to help us see things differently, to escape and empathise and to be the best we can be.

The work of The Reading Agency delivers against key national priorities helping the country to build back better, level up opportunities, deliver Covid recovery and learning catch up, improve health and wellbeing, promote inclusion and diversity and build individual and community resilience.

Our first book from the selection of read and review titles from The Reading Agency is particularly seasonal for the students, as they arrived before Half Term and therefore in time for Halloween. As well as this, it pairs perfectly well with our current topics covered in the English curriculum for Year 8, who are studying the key conventions of The Gothic genre this term. Therefore, our first pick of read and review novels given to 10 of our Year 8 students was *Mina and the Slayers*.

So, what's the thrill of this Gothic story?

NEW ORLEANS, 1995. MINA'S HAVING A KILLER HALLOWEEN. Three months after Fang Fest, Mina's settling into her new life. Despite the teething problems in her relationship with Jared, she has her sister back, new friends and a part-time job to die for. Mina discovers a mysterious group of slayers, who are battling to control the rogue vampires.



Our Open Event took place on Saturday 8th October 2022 from 9am – 12pm. Families were able to tour the school with existing students acting as guides around the school site. It was also a chance for prospective families to meet teachers and learn more about the passion for their subjects and the ethos of the school.

There was a wide range of exciting opportunities for students to get involved with, including sifting through the sands of time, looking to excavate lost pharaohs, in the History Departments' recreation of Ancient Egypt. As well as this, there was a chance for students to create their own literary characters in English, test their knowledge of what is trending online with a social media quiz in Media Studies. Science were conducting experiments, DT were making rulers, Drama students put on an improv performances and PE had football and rugby games in action on the Sports Field.

This event was a real flavour of the talent and enthusiasm students have for their educational careers at OPGS. Some of the school's core values, such as, striving for excellence in every lesson could be seen in the array of subject areas and departmental specialisms that were exhibited across the course of the morning.

This flagship event was followed by a series of Open Mornings, when families can come into the school and get a real sense of life at OPGS, watching learning take place, as lessons unfold in the everyday timetabling of the school day;



asking questions of their student guides who can be counted upon to tell the truth of what lessons really look like; and observing students tackle those higher order thinking questions, deep in discussions in the middle of their topics for this term.



Port Lympne Safari Park

Recently, Year 10 went on a trip to Port Lympne Safari Park, just outside of Hythe. We saw all kinds of animals:

There were larger animals such as Tigers, rhinos and lions, as well as smaller ones, like lemurs and gibbons (and many more!). We also listened to a fascinating talk on conservation and the significance of looking after all types of creatures. They also told us about the amazing work that the park does all over the globe, in locations such as Java and Congo, to protect wildlife. It was a brilliant day out and a great opportunity to learn about and observe lots of different species.



Prefect Charity Cake Sale

On Wednesday the 28th of September, the senior prefect team held a cake sale during breaktime raising money for our amazing charities.

We managed to raise £144 with all that money going to spadework and the air ambulance to support the incredible work they are doing. We were amazed and very happy to see so many people buying cakes, supporting charity and a massive thanks to anyone who brought in cakes to support these great causes.



Year 9 Power and Prejudice PSHE Workshop

Owen from Hope not Hate, talked to our class about terrorism and how it is resented in the media. He first taught us about prejudice and discrimination- which is having a prejudice and acting on it using your power.

This can be power over someone or something, like your parents having power over you or your teacher having power over a class. We then analysed two newspapers reporting on two different murders. One was a black Muslim man who was indoctrinated by radical Muslims and killed a

soldier, thinking the British army was going to wipe out all Muslims on the Earth. The other was a white man, indoctrinated by Neo- Nazis into thinking that all white people were going to be killed, who murdered an MP. The white man was reported by a left-wing newspaper that used a 20year old picture of him representing the perpetrator as a nice man who loved gardening and was well regarded by his neighbours. The other paper, a right-wing publication represented the murderer as a criminal who killed a member of the Armed Forces and stood around the body, shouting about his beliefs. They were both imprisoned for life. This shows the media use their power to portray people how they want- it is often one-sided and opinionated, but the public don't realise the prejudice they are being subjected to and the misrepresentation. It is really important that we pay attention to the sources of information that we read and critically analyse them before accepting their version of events.



1st XV Rugby

'All Good Plans' as they say, but the unexpected and prolonged hot weather we had over the summer prevented our pre-season training to run. Unfortunately, the pitches were not safe to play on. Therefore, we were a little underprepared for our first match of the season against The Marsh Academy (a newly formed rugby academy). We agreed that we would run 3 x 20minutes sessions so that both teams could make changes frequently and work on different aspects of their game.

The match was a hard game, with The Marsh carrying well and utilising their larger pack, but they did not outplay us. We worked hard when in possession and created some scoring opportunities, which due to our lack of pre-season, were not able to finish. But there were plenty of positives to be drawn from the match, especially the involvement of our Year 11 players, who did not look out of place pulling on that shirt for the first time. All three sessions ended up in a 5-12 loss, but things looked good for the rest of the season, if we could remain injury free and committed to training.

Our next fixture would be in the National Cup, where once again we had been drawn against The Skinner's School. Unfortunately, due to circumstances beyond our control we were unable to field a team that would be competitive and therefore we did not play the match. We therefore moved in to the Bowl draw which would put us against Tunbridge Wells Grammar School, a match we knew if we prepared well for, we would have an opportunity to win.

On 28th September, we headed over to Tunbridge Wells 4g pitch, the weather was perfect for a decent match. After a good warm up we began the game. The first half was fiercely contested by both teams, trying to work each other out, we wondered who would be the first to strike. Fortunately, the pressure told and Tunbridge Wells defence allowed Matt Hill in to score the first try of the game. Tunbridge Wells came back at us, and despite being down to 13 men for a 5 minute spell, we held out and eventually walked to the half time team talk 12-0 up. The question would be, can we maintain our pressure and walk away with the win? Unfortunately, we had a slow start in the second



half and three converted tries gave Tunbridge Wells the lead and now the challenge would be to come back and take the game. The game ebbed and flowed until 5 minutes before the end of the game a Mac Leason converted try levelled the points and we were in the ascendancy. However, fitness told and we allowed two soft tries in for Tunbridge Wells to take a hard fought 38-26 win. Again, the result did not entirely reflect the quality we have, but it did show that commitment to training was needed if we were to win these close matches.

Another week off due to our opposition not being able to field a team, presented the opportunity for a full squad training session to work on unit play and iron out the small aspects identified during the Tunbridge Wells match. Unfortunately due to an enrichment day and some activities clashes that opportunity soon disappeared, which did mean that we would be travelling to Beths slightly underprepared, but with more players as we had some return from injury.

Beths presented well again and we had a tough start to the match, being the away team always offers challenges ensuring we are warmed up so not to have a slow start, something clearly we need to address. Beths took the lead and by half time had a 19 point lead over us. Matt Hill's half time talk and wise words from Mr Housden, rallied the squad and we played with more purpose and width which meant we won the second half 19-7, not quite enough to pull a win from the jaws of defeat, but was encouraging to do as well in the second half to make it a one try game.

We look forward to the rest of the season, committed and dedicated to the OPGS shirt and many matches we know we looking to win.

Under 15 Rugby

The Under 15 squad have shown huge potential over the past few years and we have high hopes to win some silver ware this season. Through the coaching of Mr Evans and Mr Keeling-Jones the squad have come together and are demonstrating the commitment required to succeed. Whilst we want that silverware, we are more promoting core values from the sport and looking to the future 1st XV squad for 2023-2024!

Pre-season was disrupted, much the same as 1st XV, with fixtures against Gravesend being cancelled due to the hard ground and Norton Knatchbull being moved. This meant that our first game would be against Maidstone Grammar School, but we felt prepared. Three good training sessions had bought the squad together and determined to front up and take the game to them.

This was clear from the outset on Thursday 29th September. Arriving late to MGS due to poor traffic, a quick warm up and one player still stuck in traffic we began the match. It was a superb start by both teams, competitive, tough rucking and trying to get game plans working effectively. Unfortunately, MGS took the advantage with an opportunistic try, which was duly converted from wide of the pitch. 7-0 down at half time. A team talk by both coaches and players agreed that the contact point needed to be lower and we needed to organise a little better to execute our game plan. This we did and pulled the game back to 7-5 though a Jacob Johnson try and then towards the last 10 minutes a George Rhodes try. 10-7 with a few minutes to play would put us through to the next

round of the National Cup v The Skinner's school. With two minutes on the clock, we gave away a penalty in front of the posts, knowing MGS needed a try to take the lead we expected a kick to the corner, set and drive. But to our surprise they kicked the penalty to bring the scores level. If scores remained like this it would mean that we would progress due to the regulations stating the away team progresses if scores were tied. We kicked off and immediately their receiver kicked the ball to touch to end the game and that we progressed. A great result and looking forward to the next round on Tuesday 18th October.

With Confidence high and another two training sessions completed we moved to round 1 of the Kent Cup v Norton Knatchbull, a team renowned for their big forwards and pick and drive game plan. We knew if we played to the game plan we had practiced and executed everything well, we should defeat Norton Knatchbull. With some home support and a dry day, we headed on to the pitch and started to do exactly that. Leaders on the pitch started to take control of phases of play, George Rhodes and Ben Taylor directing the backs, Fin Holmes control the ball form scrum half and Ryan Ward leading our pack. Phases of play went well, linesouts were working, our ball carriers in Joshua Bruce, Jacob Johnson, Woody Hall to name just three were getting over the gain line superbly and Kester Jones tackling everything that moved, meant the squad were playing as a team rather than individuals and that is hard to beat on a good day. We walked to the team talk 15-5 up, not as far up as we would have hoped, but we had more to come. The second half Norton Knatchbull tightened up in defence and we had to play harder and make minor changes to our structure, otherwise we would have been on the end of a great come back. All players stepped up and when changes were made it was fairly seamless and players were able to complete the roles asked of them. We ended up 38-15 winners and move on to play Hayes on Tuesday 1st November in round 2.



U14 Rugby

The year 9 rugby squad have played one fixture this term against Gravesend GS. In a highly competitive fixture, Gravesend Grammar School's forward play and organisation eventually led to them running out 27-12 winners. Despite an early loss in the season several players performed brilliantly in defeat. The fixture also allowed many new players to experience competitive school rugby for the first time. The team now look forward to playing Bullers Wood in the Kent Cup this week.

U13&U12 Rugby

Students in both age groups have been working well during training sessions this term to prepare for an exciting schedule of term 2 fixtures against Simon Langton GS, Chatham & Clarendon GS, Trinity School, Beths GS and St Lawrence College. Both teams have also been entered into the Maidstone Schools Rugby competition at Aylesford RFC. The year 8 team will be defending the championship title from 2021-22 (see pictures below). The Year 7 team will be trying to replicate this success in their first year of school rugby.

In addition to training, the year 8 team had their first competitive fixture of the year against Maidstone Grammar School this week. Playing away against strong opposition was a daunting prospect for the boys in their first match of the season. Both teams played some excellent rugby to leave the score line poised at 15-15 going into half time. MGS then started to dominate through direct forward play, breaking holes into a weary OPGS defensive line to take a 25-15 lead. With 15 minutes to play, OPGS showed amazing spirit and determination, led brilliantly by joint captains Jenson Clarke and Austin Payne. Both players set the example in terms of tackling and team organisation, Jenson bellowing out instructions to the OPGS forwards. OPGS then mustered a breakaway try through Ayman Azeez, giving renewed hope for the final 10 minutes of the game. With renewed momentum OPGS dominated the final stages of the game to eventually run out 35-30 winners. This was an excellent start to the season which gives the squad confidence going into term 2 matches.



Parents Association fund provision of safety goggles

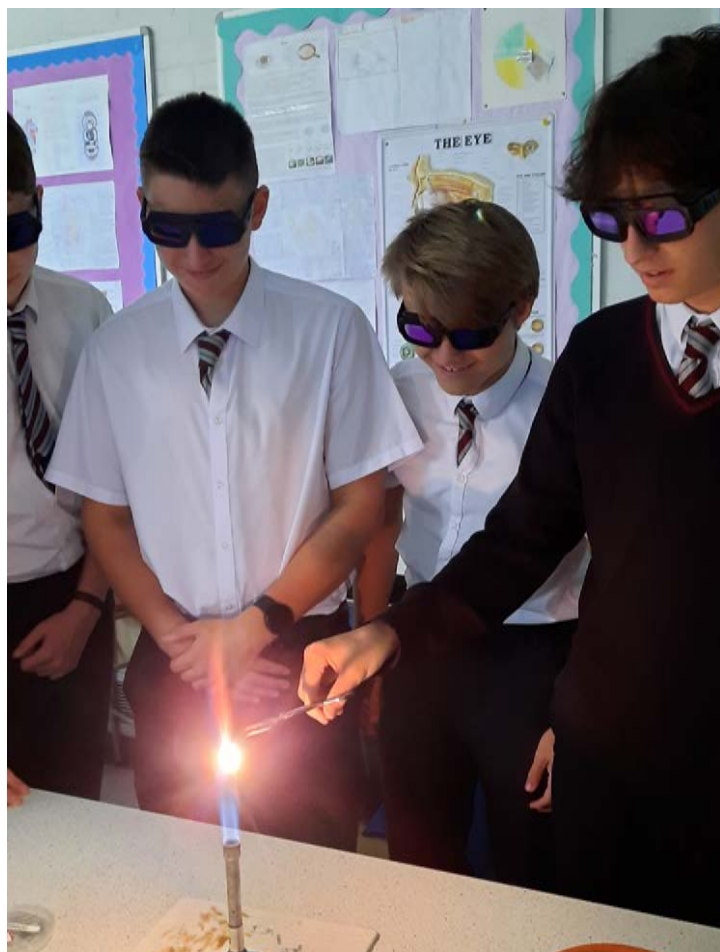
Burning magnesium is always a popular demonstration in the Science Department, and suitable eye protection is important because the magnesium can burn very brightly.

In Summer 2022, guidelines for eye protection were updated to require a more specialist grade of glasses to be worn.

To buy a set of glasses for all the students and teachers in a demonstration costs more than £525, and so the Science Department approached the Parents Association to ask if they could fund the purchase. We're delighted to say that they funded the 35 pairs needed, and the glasses were delivered to us at the end of September.

The glasses have already been in use, and teachers will all be using them in their classrooms in the coming weeks. Demonstrations had to stop until the new requirements could be met, but the kind donation from the PA means that this spectacular demonstration can now resume.

Thank you for all your support.



Parents Association News

The barbecue went well. About 150 people came to the Yr7 Welcome BBQ. We held it in the hall and gym, as wet weather was forecast. A great team of PA committee members, some of their family members and volunteers set up, cooked, served, washed up, welcomed families and cleared up. It was great to be able to hold the event after missing 2 years. We raised just over £300 on the night.

Recently funds raised have been used to buy new safety glasses for burning magnesium experiments, and 5 large picnic benches for outdoor use. Some of the other things we have funded, over the last 8 years are; new tables and benches for the hall, refurbishment of the IT room, benches for outside areas, a defibrillator, mats for mindfulness sessions, plants for outside the building, Sixth Form study carrels.

I would like to thank all the committee, volunteers, staff and parents for their support over the years

that I have been Chair of the Parents Association. I now pass on to the new Committee. I hope you will all continue to help them raise funds to improve and support the school and their pupils.

Jane



Scott Bain - Rowing

Below is an update from Scott Bain on his rowing achievements this year. Well done Scott and we look forward to watching you in the Olympics in the not so distant future!

I've finally come back home after finishing rowing for the year. But since moving up to Oxford my rowing career took off well achieving 2 national medals in the school 8 (the blue-ribbon event for junior rowing). I came 6th at a team GB trial regatta earlier in the year and to finish it off, I raced at Henley Royal Regatta, still wearing the Oakwood sports tie after racing and holding on to the roots. I've recently I just raced in an 8 and 4 representing England where we ended up coming 2nd and 1st. It's been brilliant with so many opportunities, meeting various world champions for help, as

well as being part of a boat club with a seemingly unlimited budget.

Next year the plan is to win all the major races in the 8 including Henley and make the U19 GB team - so exciting things ahead.

You'll be proud to know sport science is still my best subject. Good academics alongside the rowing results means I can now start looking into American universities and I've been talking to the likes of Yale, Harvard and Brown. But I've also been talking to the Oxford university rowing coach, that coaches the boat race crews, who is helping with an application to Oxford!

All the best,
Scott



Senior Maths Challenge

On the 28th of September, we had the opportunity for our female mathematicians to take part in the Mathematical Olympiad for Girls. This is an effort to promote women in STEM. It is an Olympiad style paper, so is harder than your generic maths challenge. They had 2 and a half hours to answer 5 questions, rather than the usual 1 and a half hours to answer 25 questions, to give you an idea of the difficulty. In addition to this, it was not multiple choice. We wish the girls the very best of luck, and we await the results of these papers in the near future.

On the 4th of October, 60 of our top mathematicians from Year 11-13 (and one from Year 8) were selected to take part in the Senior Maths Challenge, which is primarily aimed at the top A Level students.

The Senior Maths Challenge is offered each year by UKMT, which is a UK mathematics charity. The top 66% of students earn a bronze certificate, the top 33% are awarded a silver certificate, and the top 11% of students get a gold certificate. The top 6000 in the country are invited to take part in the Senior Kangaroo, and the top 1000 are selected to take part in the British Mathematical Olympiad. We hope to receive results before the start of term 2, and we will share these in the next edition of the @oakwood magazine.

Here are a couple of interesting problems for the paper for you to sink your teeth into!

Here is one from the Senior Maths Challenge:

Three rugs have a combined area of 90 m^2 . When they are laid down to cover completely a floor of area 60 m^2 , the area which is covered by exactly two layers of rug is 12 m^2 .

What is the area of floor covered by exactly three layers of rug?

- A 2 m^2 B 6 m^2 C 9 m^2 D 10 m^2 E 12 m^2

And here is one from the Mathematical Olympiad for Girls:

In this question, two figures are considered to be different-looking if one cannot be rotated to produce the other. For example, in the diagram below, the first two figures are *not* different-looking, but the third one is different-looking from the first two.



(a) I have lots of congruent square tiles. Half of them are painted white and the other half are painted black. I fit four of these tiles together to make a larger square.

(i) Draw the two different-looking squares I can make using two white and two black tiles. (You can either colour your squares, or use the letters W and B to indicate colours.)

(ii) How many different-looking squares can I make in total?

(3 marks)

(b) I have lots of congruent tiles, each in the shape of an equilateral triangle. Half of them are painted white and the other half are painted black. I fit six of these tiles together to make a regular hexagon.

(i) How many different-looking hexagons can I make using three white and three black tiles?

(ii) How many different-looking hexagons can I make in total?

(7 marks)

We are excited for lower school to take part in the maths challenges later in the year. The challenge for Year 9, 10, and 11 will be in February, and for Year 7 and 8 it will be in April. We run sessions to help prepare for these maths challenges in room 83 on a Tuesday lunchtime. Students have found these sessions beneficial in allowing them to get to the later, invitation-only stages of the maths challenges. We hope to see you there.

Answers:
SMC: (C)
MOG: a: 1. One with whites diagonal and blacks diagonal, one with whites adjacent and blacks adjacent
ii: 6 different looking squares
b: 1. Four possible hexagons using 3 black and 3 white triangles.
ii: 14 in total.



**OAKWOOD
PARK
GRAMMAR
SCHOOL**

Sixth Form

Open Events

- Judged as an '*Outstanding Sixth Form*' - Ofsted in 2019
- **Excellent 2022 Outcomes** - see website for more details
- No booking necessary

Open Evening

Tuesday 6th December 6:30pm - 8:30pm
Head of Sixth Form Talks at 7pm & 8pm

Open Mornings

Wednesday 7th December 9am - 11am
Thursday 8th December 9am - 11am

- **24 A Level Courses**
- **Extensive Enrichment Programme**
- **Extended Project Qualification**

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OPGS Table Tennis Term 1 2022-23

Table Tennis continues to grow from strength to strength at OPGS this academic year. Students in years 7-9 have been taught table tennis during their single PE lessons this term, many of which have developed a real passion for the game.

Lessons have focused on the improvement and consistency of core skills, transferring these into competitive matches as the term progresses.

Running parallel to this has been the Monday afterschool years 7-9 Table Tennis club. Led by Mr Funnell, this club has proven to be a real success with high numbers of students attending to play weekly tournaments. In addition to this the GCSE Table Tennis club has been running on a weekly basis. Having established a link with Chestfield Warriors Table Tennis Club in 2018-19, students have again received high quality specialist coaching this year, making a huge difference to student's progress in the sport.

From the above opportunities the PE department are now looking forward to selecting an extremely strong squad for the upcoming Kent Schools Table Tennis Championships in November (team event) and January (individual event). This will take place at the Howard School in a purpose built table tennis Sportshall. The team will be looking to build upon the success enjoyed in 2021-22 where the U13 team (see below) overcame several top-level schools to win the Kent Schools Table Tennis Plate team competition. OPGS will also be entering two U16 and an U19 team into this year's championships.

The years 7-9 afterschool table tennis club will continue in term 2. If your son would like to attend, then please ask them to meet at the PE changing rooms for 2.45pm on Mondays. The club will run until 3.45pm and no payment is required. Students must wear indoor PE kit and can bring their own bat if they have one.



OPGS Well-being Ambassadors

Hi, we're the OPGS Well-being Ambassadors. Our job is to make changes in and around the school and to help other students, with the aim of boosting the mental well-being of the school community.

One of the changes we are making is that we are opening a Quiet Room during break and lunch every day. This will be in Room 62 and all students are welcome. There will also be two Well-being Ambassadors in the room should you wish to speak to any of us about anything. Please feel free to come along.

Our main goal is to listen to the students at Oakwood and take your opinions into account, so your input would be hugely appreciated. See you around the school!

The Well-being Ambassadors



Year 7 Family Summer Projects

To mark the transition from Year 6 to Year 7, as budding Year 6 students looking forward to their summer holidays before starting their secondary school career, we ask them to get involved with a project with their family which to be displayed in school.

The idea behind the project was to showcase our Year 7 students' project management and organisational skills whilst also nurturing their creative talents and cultural curiosity. This is something that had only been showcased on our digital platforms during the pandemic and so we were thrilled to be able to house a physical exhibition once again on the school premises.

At Oakwood Park Grammar School, our ethos is centred around gaining a wider knowledge of the world and exploring new ideas as students take responsibility for their own learning. With such a wide range of possible outcomes for the project, a unique approach, resourcefulness and independence were all key attributes in the huge range of stunning and success projects we had on display at the first Year 7 Parents' Evenings in October. The enthusiasm, thoughtfulness and ingenuity of the projects was made clear and the calibre of the projects produced a truly wonderful exhibition to showcase the Year 7 students' excellent efforts.

The eye-catching exhibit that ran the length of the stage at the top of the hall during the Parents' Evening boasted a wide array of interactive displays such as the working windmill and active volcano. Some of the most remarked pieces were the recreation the football stadium, the fossilised dinosaur remains and the touching family histories given to printing, war efforts and both local and international areas with which our students have familial connections.

Having said this, it was not just cultural and historical which were handed in but also the politically motivated pieces such as wildfires and one display looking at different expressions of personal freedoms; perhaps something we all hold dear after the lockdowns of Covid which affected us all.

The sheer amount of time and effort which had gone into them really was overwhelming and led to some excited discussions as the students took time to see their work, as well as that of their friends, with their parents and teachers in an exhibition space they could be proud of.

Whilst the quality of the work meant it was extremely difficult to judge on who should be awarded for their efforts, it was decided the fairest way was to offer it up to a vote which students, staff and parents could be involved in. Therefore, I am delighted to announce the winner of each category will be announced, once the votes have been collected and counted at a prize giving assembly after half term.

All that remains to be said is a massive well done to all of Year 7 to created work they should most definitely be proud of.

