

The Pinnacle

Issue 34 | Spring 2024

Showcasing exceptional work by pupils from
Princethorpe College, Crackley Hall School and
Crescent School

DEED

Princethorpe
College



Welcome

ISSUE 34 – SPRING 2024

This is the first edition of *The Pinnacle* under our guidance, so let us first congratulate Helen Pascoe-Williams, now Head of English, who has passed the baton on to us to collate the content that showcases the incredible work and achievements of our pupils.

Thank you, Helen, for your dedication and perseverance in showcasing the work of the pupils of the Princethorpe Foundation for the past 15 years and making *The Pinnacle* such a flagship publication for the Foundation.

Editing *The Pinnacle* now passes to us, the new Teaching and Learning team – all of us in newly created roles this year. We have introduced some new sections: a student voice page from our Sixth Form leaders, and a cross-phase section to showcase the amazing opportunities we have across the Foundation and to include all three schools working together to provide wider challenge opportunities for our pupils.

One idea remains central to *The Pinnacle*; this is a showcase for exceptional and outstanding work created by our pupils. Identifying the fantastic work of our pupils has changed slightly this year with the introduction of Creative and Mastery da Vinci Merits for our pupils at Princethorpe, in addition to the Full da Vinci merits. This has led to an increase in the number of pupils being rewarded for their mastery of their subject skills and for creativity in thinking skills and artistic endeavours.

This is in addition to the full da Vinci merit where pupils demonstrate both mastery of skills and creativity alongside the endeavour evident over an extended time period. To showcase them all is not possible, but a huge congratulations to all pupils who were awarded da Vincis this term.

It is a privilege to be able to see the range of talent we have here in the Princethorpe Foundation and to be able to present to you a snapshot of some of the amazing achievements of our pupils in the past few months.

The stunning cover art work is by **Genevieve Slater Tucker**, who achieved a Grade 9 for her GCSE Fine Art, with a perfect score of 100%. She was highly commended by the examination board (OCR).

- Julia Lindsay** – Challenge Curriculum Coordinator
- Joanna Evans** – Language for Learning Lead
- Sarah Duran** – Digital Learning Leader

To read more of any of the articles with the



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HISTORY | YEAR 9

Causes of WWII

Pupils in Year 9 responded to their learning of the events that caused the outbreak of World War II. Here are two fantastic examples showing detailed research and explanation of multiple factors that led to the failure of Britain's policy of appeasement.

Tara Rodgers

Britain Declares War on Germany over Poland

Saturday, 2nd September, 1939

Issue #104

German invasions

In 1919, the Germans were forced to sign the Treaty of Versailles, there was much backlash from citizens of Germany, claiming that it was unfair and they deserved more land than they were given. The German Government experienced a number of problems which threatened its existence. After Germany's defeat at the end of World War I, the German Government struggled from crisis to crisis.

The new German Government was linked to Germany's defeat, allowing Hitler to blame it for the outcome of the war.

In 1932, Adolf Hitler became chancellor of Germany, whilst attempting to gain back the land that they had lost due to the Treaty of Versailles.

On 3rd October 1935, Italy invades Abyssinia. In result of Britain and France not coming to the aid of Abyssinia, making Hitler feel more confident in his ability to take over many more countries.

On 7th March 1936, German troops occupied the Rhineland, a part of Germany that borders on France. According to the Treaty of Versailles, the German army was not allowed to have a station there. Hitler offered France and Britain a 25 year non-aggression pact and claimed 'Germany had no territorial demands to make in Europe'.

On Wednesday 9th March 1938, in a desperate act, Schuschnigg announced a referendum whereby the Austrian people would decide for themselves if they wanted to be a part of Hitler's Germany. The next day, Hitler told his generals to prepare for the invasion of Austria and ordered Schuschnigg to call off the referendum. Bearing the knowledge that he would receive no help from Italy, and France and Britain would not be interfering with Hitler's plans, Schuschnigg cancelled – he called off the referendum and resigned. Saturday 12th March 1938, German troops marched into Austria unopposed. A month later, Hitler rigged a referendum; the results showed that the Austrian people approved of German control of their country.

In March 1939, when Germany seized the remainder of Czechoslovakia, it was clear that appeasement had failed. At this time, Chamberlain promised British support to Poland in the case of German invasion. Chamberlain's misguided belief in 'piece in our time' was replaced by a reluctant acceptance of the inevitability of war.



German invasion of Poland, 1st September 1939.

Failure of appeasement

After his Anschluss triumph, Hitler turned his attention to Czechoslovakia. 30th May 1938, Hitler ordered plans to destroy Czechoslovakia by 1st October. 12th September 1938, he made a speech attacking Czechoslovakia. Three days later, Neville Chamberlain flew to see Hitler at the Berghof and agreed that Czechoslovakia should give all areas with 50 percent German Silesians to Germany, the Czechs were persuaded to agree by the British and French.

27th September 1938, Chamberlain met with Hitler at Bad Godesberg, with confidence that the crisis was over. However, Hitler changed his mind and decided he wanted the Sudetenland by 1st October.

29th-30th September 1938, Britain, France, Germany and Italy met in Munich – crucially Czechoslovakia and the Soviet Union were not present. German occupation of the Sudetenland between 1st and 10th October was agreed by all four countries.

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After Nazi Germany and the Soviet Union signed a non-aggression pact, Joachim von Ribbentrop, the German Foreign minister, went to Moscow with full authority to negotiate an agreement. This agreement publicly stated that there would be non-aggression for ten years and made economic agreements. Also, both countries agreed to help each other if there was a war against Poland. Therefore, with Poland surrounded on three sides, they were left in an extremely vulnerable position.

With this agreement in place, it destroyed all attempts by the West to bring the Soviet Union into an alliance against Germany. Also, Germany avoided being dragged into a war on two fronts and they gained vital raw materials from the Soviet Union that helped rearmament.

After trying to avoid war, because of the millions of lives lost during the First World War, and Britain was overextended policing its empire and could not afford major rearmament, especially because France was seriously weakened, and unlike the First World War, Commonwealth support was not a certainty.

However, when Germany invaded Poland on 1st September 1939, Britain and France declared war. This ended the British government's appeasement policy.

Amy Robinson

Britain declares war on Germany after recent attack on Poland

3rd September 1939

Issue #10

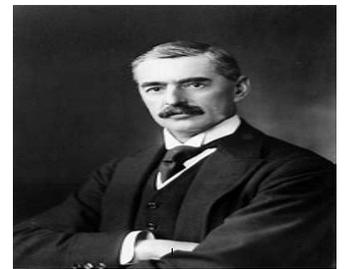
It has become clear that after Great Britain and France were not doing anything to restrain Hitler, Germany has gone out of control and has invaded multiple countries. However, it has seened the invasion of Poland has shook France and Britain. But have they let Germany go to far?

It seemed that Britain didn't have a Prime Minister, before Churchill came in, that believed in war. This meant Chamberlain just let Hitler invade because he was so desperate not to start another war, due to how awful the first one ended. It led most bankrupt and many dead citizens. After all, Britain and France almost lost the war and almost didn't make it out.

Background History

When the 1st World War ended on November 11th, 1918, the Germans signed the Treaty of Versailles which was the official surrender document and was where they had a lot of land taken off them, demilitarized and the treaty also resulted in a big financial punishment. This punishment was for them to pay back the countries they did a lot of damage to with money the obviously didn't have at the time.

When Germans saw how harsh these set of rules where they were certainly caught off guard and very furious, so when Hitler came into power, his goals for the country were to rearm, expand his Empire into Eastern Europe and eventually take over the world. What Hitler wanted to do did not follow the rules set in place by the Treaty of Versailles. This was why he started by invading smaller countries like Alsace.



What caused Britain to declare war?

One event that would have made the war more likely and would have pushed Britain to that decision of war, even before the invasions, was Hitler taking power in 1932. This was because Hitler was quite a motivated and dangerous man, meaning that Britain would have probably had an idea of the plans he may have had.

Furthermore, another cause to why the war broke out was due to the various attacks and invasions Hitler had done on many countries. It all started with the invasion of a poor African country known as Abyssinia in 1935; however Britain and France just sat back and showed no support to the African country. This event would have made war more likely because it makes Germany think that they can invade more countries because no one was doing anything about what they had done. This would have given them a lot of confidence too, because France and Britain were the World's most powerful nations at the time, so they thought if they weren't doing anything, then he could just continue his mission of building his Empire.

In 1936, Hitler ordered his troops to go the border of France and Germany called the Rhineland, where he had been disarmed and was a demilitarized zone, due to the Treaty of Versailles after the 1st World War. He even told his troops that if the French troops come, retreat, but surprisingly they never came. This obviously gave Hitler and the rest of Germany the sign that France was not going to stop them and attack back. It was obvious to him that he uses the back of the...

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German troops marching into the Rhineland in 1936, breaking the Treaty of Versailles.

Excellent English responses

As we prepared for the November mock exams, English students were tasked with lots of essay writing practice on their set texts. Here are two excellent responses which showcase perceptive engagement with the questions, critical appreciation of language and contextual detail and mature written expression.

Grace Isaacs, U6

Othello

'Desdemona is an innocent tragic victim who evokes pity.'

To what extent do you agree with this view?

Remember to include in your answer relevant comment on Shakespeare's dramatic methods.

Shakespeare's Othello has only three women, of three distinct social ranks, that are of predominant focus in the plot. All three are wrongfully accused of sexual misconduct, all three although from varying social ranks and experience are vulnerable to accusations of promiscuity. Arguably such accusations and defamations of character make each of these women a victim who evokes pity, however Desdemona is the only woman who is dealt the capital punishment for promiscuity, a whore's death at the hands of her husband, her innocence and purity of heart compounds the tragic nature of her demise.

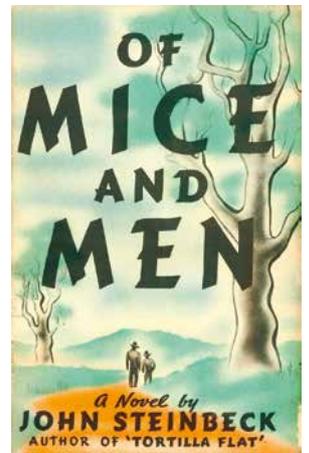


The structural significance of Desdemona's murder, at the end of the play and upon the bed of the consummation of their marriage, visible to all on stage evokes pathos as the injustice of the 'honour killing' is raw and apparent. The tragic nature of the death is highlighted as she offers no resistance to Othello's abuse and anger and her final words in reply to Emilia questioning who strangled her, 'nobody,

Of Mice and Men

Discuss the theme of autonomy in Of Mice and Men
You must consider the context of the novel in your answer (40marks)

In 'Of Mice and Men' few characters have autonomy. One of the characters who has autonomy is the boss. Because he owns the ranch, he has power over all the workers, including the ability to hire and fire at will. In the 1930s, when the book was written, due the Great Depression 25% of the workforce in America was unemployed. This meant that employers could fire you with barely any thought involved because there would be dozens and maybe even hundreds of men who wanted the job. The boss' autonomy in turn gives Curley autonomy because he is the boss' son. This means that he can do what he wants without the fear of getting fired. They also both have the financial stability to do what they want.



Slim has some autonomy, while less than the boss' and Curley's, it is still more than the other ranch workers. Slim has job security because he is a 'jerkline skinner' which is an in demand skill.

Sophie Nicolle, Y11



Ski hat designs

Students have used creativity to design a ski hat using polyester fleece. They have learned about pattern cutting, reducing fabric wastage, and construction of pattern pieces using a sewing machine.

Florence Munn has achieved a da Vinci for her fantastic hat inspired by a duck.



Roman life project

BY DELILAH CLAY

Year 7 History pupils were set an independent research project on Roman Life.

These are screen shots from Delillah Clay's project. Holidaying in Italy over half term, Delillah filmed a documentary style programme with her brother, Rupert, as her co-star. This was a fantastically creative and informative video demonstrating her knowledge.



Richard III

Grace Symons was awarded a Full da Vinci for this extra-curricular project on Richard III. It has fuelled her passion for History and she has worked on three projects so far in her own time.

This project was delivered to her History Group as a 10-minute presentation where Grace not only researched and created the presentation independently, she demonstrated excellent synthesis of historical and archaeological evidence and was able to take questions from the class confidently, and answer them in depth demonstrating thorough subject knowledge, outstanding Mastery, creativity and commitment to wider learning outside the taught curriculum.

The myths and legends of Richard III

GRACE SYMONS

Who was he?

Richard III was the last Plantagenet king of England.
He was killed at the Battle of Bosworth Field by Henry VII.
He has been the victim of Tudor propaganda since his death in 1485 to now.

The Tudor image



This is the most well-known image of Richard. It is a painting that is in the royal collection but that doesn't mean that it is accurate. This painting was doctored by the Tudors to make Richard look like a villain. His eyes and lips have been narrowed to make him look evil, his fingers sharpened into claws and his left shoulder made higher than the original. Although it is confirmed that he had a spinal deformity, he did not have a hunch-backed appearance. His right shoulder would have been higher than the other but, with the correct clothing, it would have been unnoticeable.

Shakespeare's villain.



Although this is a Victorian illustration of the play being performed, Shakespeare's Richard III makes the king seem like a power-hungry, villainous snake who is willing to kill and steal his way to the throne. Shakespeare's focus is on the 'deformed' body of the king. The thought behind this is that, at that time, a deformed exterior would have meant a deformed interior. This would have meant that there was no sympathy for Richard, only the harsh words and opinions of misinformed Tudor people. Richard is portrayed as a man with a hunch-back, withered arm and limping gait. Although I don't believe the play has much historical accuracy, my favourite portrayal is by Laurence Olivier in the version directed by him.

The man behind the lies



This is the unaltered portrait of Richard. All his features are normal and, as you can see, his right shoulder is slightly higher than the left. The Shakespearean legend of Richard's withered arm comes from the writer's imagination and will to make him a hateable villain. He was an advocate for the printing press even though, at the time, it was seen as being the work of the Devil. He would have been a kind and just ruler should he have lived longer. He was killed at 32, the same age as Alexander the Great when he died. The Richard III Society aims to unravel the Shakespearean lies and bring forth the truth about him.

The discovery of his body.

The journey to the discovery.

Depending on who you talked to before 2012, you would either hear that his body was thrown into the River Soar or that his mortal remains were lost to history. That was before a lady called Philippa Langley had discovered something extraordinary in a Social Services car park in Leicester. On the 25th August in an ordinary car park, an archaeological dig was taking place. The aim was to find the church of the Greyfriars which was where Richard III's body was rumored to have been buried. When they started digging in trench 1, they found some leg bones. As they excavated further, they found a whole human skeleton! It had a severe curvature of the spine. Philippa knew that it was Richard.

The body of Richard III

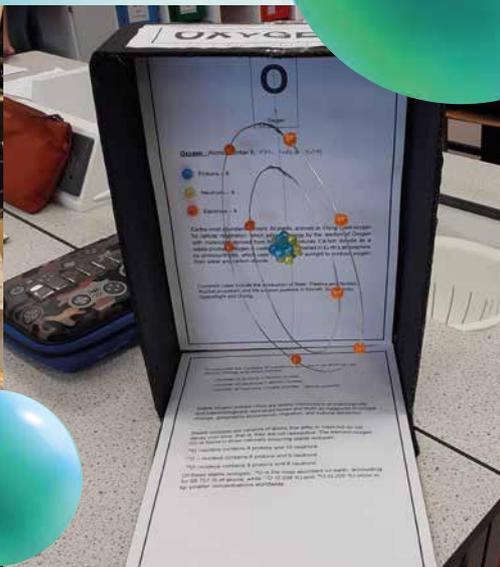


Atoms

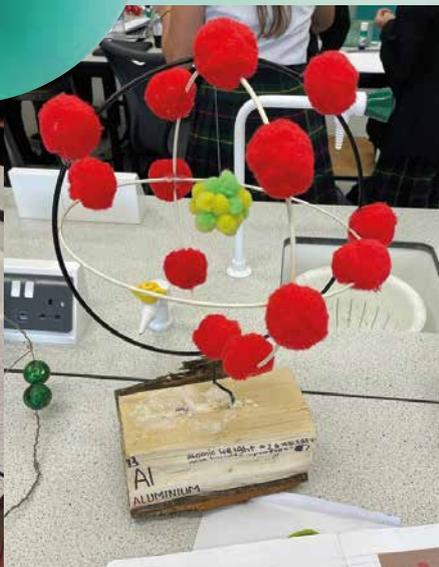
Here are a selection of some of the amazing atom models produced by Year 9 pupils in their Chemistry lessons. They can be seen on display in the new Science Centre.



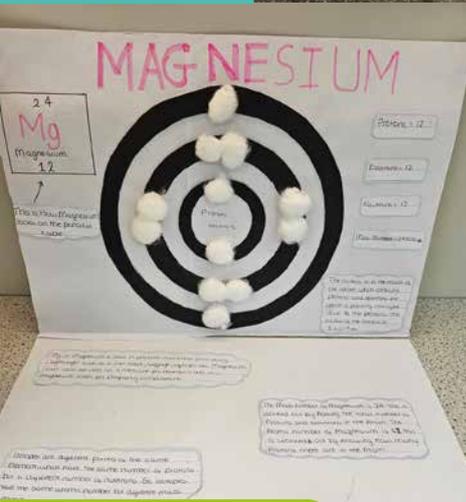
AMELIA HUNT



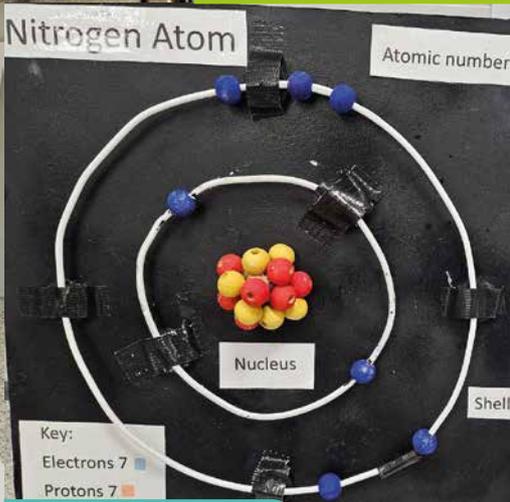
CALLUM CHADWICK



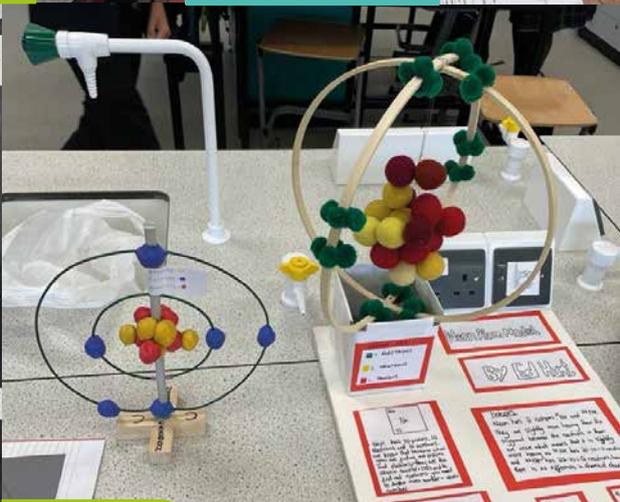
EMILY KNIGHT



MICHELLE GICHIRI



WILLIAM SMITH



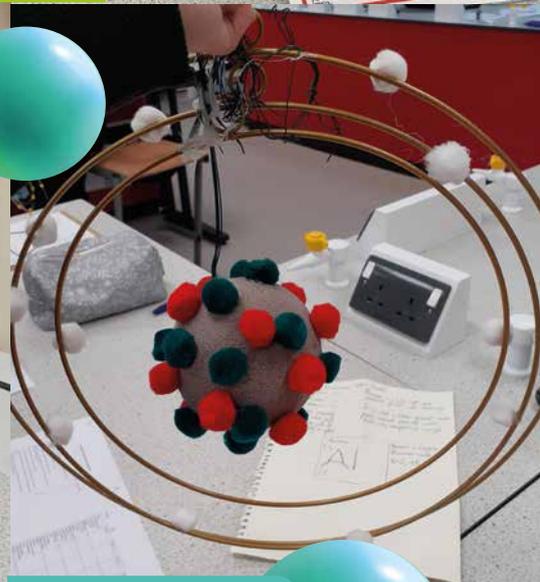
ED HUNT



SAM BEAMAN-HENDERSON



TOM WATERS



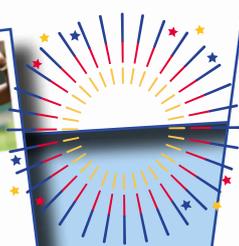
ANNABEL DAVIS

Family Members

BY ERIK WINDHAM

Moi

• Je m'appelle Erik Windham et j'ai douze ans. Mon anniversaire est le vingt-sept décembre. Je suis un peu brun et je ne suis pas vraiment grand mais je ne suis pas petit non plus. Je suis assez gentil, très sportif et un peu intelligent.



Mon père

• Mon père s'appelle Rowan Atkinson et il a soixante-huit ans. Son anniversaire est le six Janvier.

Il est assez grand et très brun. Il est aussi vraiment drôle et très beau! Mon père il n'est pas très sportif.



Ma mère

• Ma mère s'appelle Serena Williams et elle a quarante-deux ans. Son anniversaire est le vingt-six septembre. Elle est assez grande et très brune. Elle est vraiment sportive. Elle n'est pas paresseuse et énervante.



Mon frère

• Mon frère s'appelle Lionel Messi et il a trente-six ans. Son anniversaire est le vingt-quatre juin. Il est vraiment petit et brun. Il est aussi très sportif et un peu créatif.



Ma soeur

• Ma soeur s'appelle Peppa et elle a quatre ans. Son anniversaire est le trente mai. Elle est très petite et elle n'est pas vraiment belle. Elle est vraiment gentille et très branchée.



For their very first term of French, pupils have been learning to describe themselves and others. Here are two excellent examples of a homework task about their ideal family.

My Family

BY KATHERINE LEE

Ma soeur



Ma soeur s'appelle Zendaya et elle a vingt-sept ans. Son anniversaire c'est le premier septembre. Elle est très belle, et assez grande. Elle est un peu paresseuse et vraiment drôle. Zendaya a un chien noir qui s'appelle Noon. Elle aime tout les animaux.



Moi



Je m'appelle Jennie et j'ai vingt-sept ans. Mon anniversaire c'est le seize janvier. Je suis vraiment drôle, et je suis un peu belle. Je suis brune et assez sportive. J'ai dos chiens, ils s'appellent Kuma et Kai. Mon animal préféré c'est un chien blanc parce que c'est assez belle.



Mon frère

Mon frère s'appelle Gavin et il a vingt-quatre ans. Son anniversaire c'est le deux septembre. Il est très branché et un peu sportif. Il est assez grand et brun. Gavin a deux chiens marron, elles s'appellent Mia et Marley.



Ma famille

Par Katherine Lee



Mon père s'appelle Bill et il a cinquante-huit ans. Son anniversaire c'est le treize janvier. Il est très vieux, et un peu chauve. Papa est aussi assez drôle, mais vraiment gentil. Il a un oiseau blanc qui s'appelle Molly.



Mon père



Hola, Me llamo Theo y tengo once años. Tengo un hermano mayor se llama Noah y tiene tres años. Tengo dos hermanas menores y tienen se llaman Ella y Bea y tienen tienen seis y siete años. Mi padre se llama Gilbert y tiene cuarenta y cinco. Mi madre se llama cuarenta y cuatro años. Tengo dos años. Se llaman Mousse y Moji, y tienen cuatro meses años. ^{Eva y tengo tiene}

Introducing Yourself

BY THEO COWLISHAW

Mme Galano Says: Theo wrote a very extended piece of writing introducing himself and his family. He has been using three different verb forms as well as maintaining superb accuracy. I am very impressed, and I can't wait to see more of his written work.

CASSIA O'HANLON, Y10



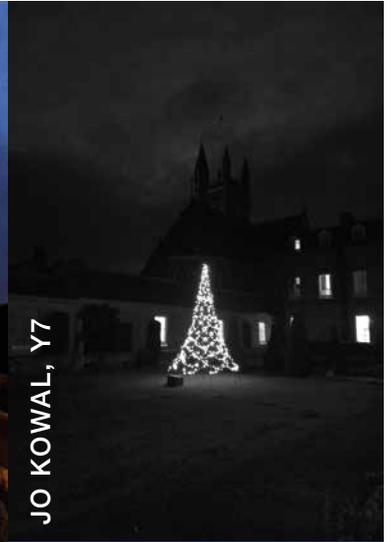
JACK LAWTON, Y7



KYLA MAE MILESTONE, Y10



JO KOWAL, Y7



PHOTOGRAPHY | YEAR 7 TO YEAR 10

Evening photography

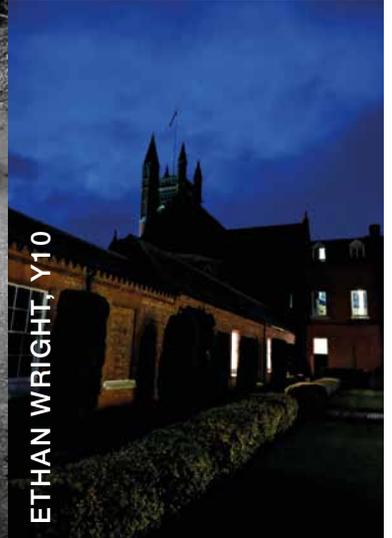
Pupils in Photography Club have been exploring night photography as the evenings have been growing darker.

They have been focusing on using found artificial light around the school site so that rather than relying on their camera flashes they must carefully consider where there is light and what that light is illuminating. Pupils have been thinking creatively about the composition of their photos and how they create an image in the frame, resulting in a variety of beautiful images ranging from festive, documentary, artistic and abstract.

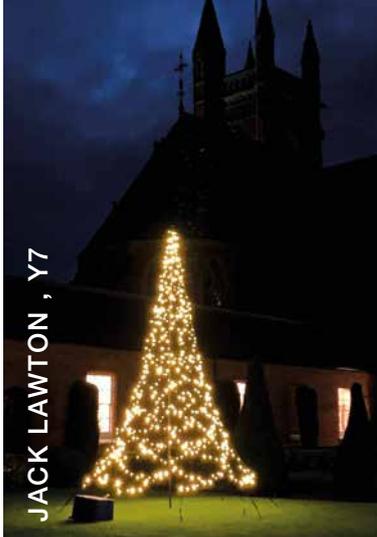
HEATHER ALLEN, Y11



ETHAN WRIGHT, Y10



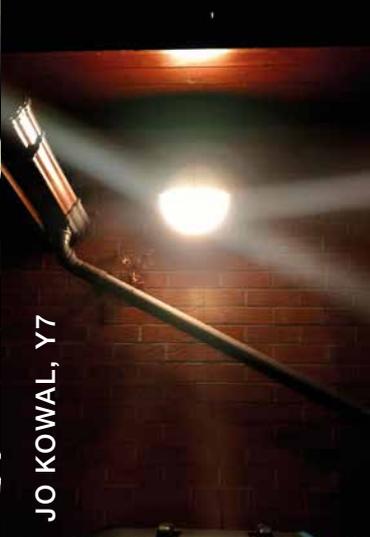
JACK LAWTON, Y7



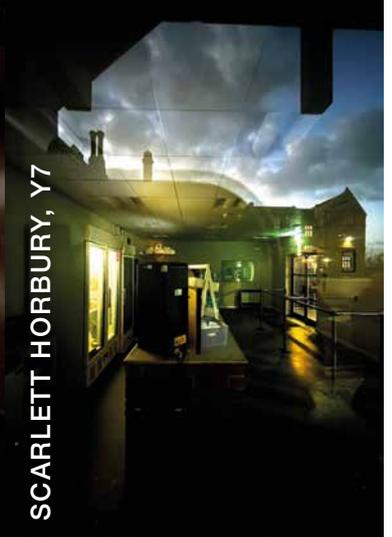
KYLA MAE MILESTONE, Y10



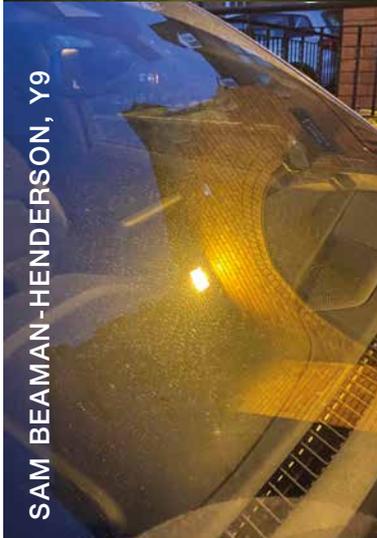
JO KOWAL, Y7



SCARLETT HORBURY, Y7



SAM BEAMAN-HENDERSON, Y9



ETHAN WRIGHT, Y10



YASH PATIL, Y7



SCIENCE | YEAR 6

Investigators' Workshops prove a huge success

In September, children from across the Foundation and from local primary schools enjoyed Princethorpe's fabulous new facilities when they attended Science Investigators' Workshops in the College's brand new Science Centre.

Able assisted by Miss Cooper and her team of specialist science teachers and pupil helpers, the children were put through their paces with some fun Chemistry, Biology and Physics activities. They found out how long it takes for an alka seltzer rocket to explode, used choice chambers to discover the favourite conditions for meal worms to live and designed and constructed paper bridges that withstood some weighty masses.

We hope they enjoyed their science investigations and that the sessions fuel a love of Science and STEM subjects in secondary school!



MATHEMATICS | YEAR 5

Cawston Grange win Princethorpe's Year 5 Maths Challenge

A team from Cawston Grange Primary School, in Rugby, took first place in this year's Princethorpe College Year 5 Maths Challenge while Foundation Prep School, Crescent School, shared second place with Bridgetown Primary School, from Stratford-upon-Avon.

Organised by Douglas Buchanan of DCBEAGLE Challenges, who specialise in running exciting and stretching maths activities for primary school pupils, the now annual competition took place at Princethorpe College on Monday 9 October.

Competing were 52 pairs of enthusiastic and talented Year 5 mathematicians from 25 local schools. After a welcome from College Headmaster, Grove du Toit, pupils completed a series of puzzles against the clock. In five eight-minute rounds they tackled Tangram Triangles, Broken Calculators, Domino Jigsaws, Make 24, Card Order and Curly's Cycling Circuits.

Able supported and marked by a team of Princethorpe Year 10 pupils, the competition stretched and challenged the youngsters with mathematical activities that required both reasoning skills and mathematical knowledge. The event was engaging and fun for all who took part.

The winning teams all received mathematical prizes presented by Princethorpe College's Head of Mathematics, Sharon McBride, and everyone who participated received a certificate and a special Princethorpe cookie.

Comments, Sharon McBride, "The College was delighted to host and support this event. It was a great opportunity for all to put their maths skills to the test and proved to be an exciting morning of mathematical challenges. We were really impressed by the children, well done to everyone who took part."



Language Leaders at Crackley

The KS4 Language Leaders Club was created by Mrs Galano in an effort to develop leadership in the Lower School, promote languages, as well as creating a new Duke of Edinburgh opportunity. This involves 12 of our Year 10 pupils who study MFL for GCSE: Lola, Jonjo, Marco, Bessie, James, Alex L, Alex S, Agnes, Jess, Serena, Daniel, and Glenys.



These passionate individuals planned, in groups of three, a 15-minute Spanish lesson on the topic of their choice and delivered it under the format of a carousel to Year 4 pupils at Crackley Hall on the European Day of Languages. This took place under the supervision of Mrs Galano, Mrs Keenan, and Sixth Former, Lauren Bach. This is not an exercise they were new to, as they had already delivered such lessons in June of this year to pupils at Our Lady's Primary School Princethorpe.

Feedback from Mrs Westerman, the French lead at Crackley, was that the Year 4 students had a wonderful experience and learned so much from our talented Year 10 students. Mrs Westerman could not decide what her favourite part of the experience was. Was it Marco's warm and friendly smile? James' professional and mature approach to teaching? Lola's infinite amount of teaching resources? Serena's natural nurturing and gentle demeanor? Or was it simply the joy on all the pupils' faces, both those being taught and those teaching?

One thing is sure; our KS4 Language Leaders definitely have a talent when it comes to working with younger children. Who knows, maybe they are the key to solving the teaching crisis?

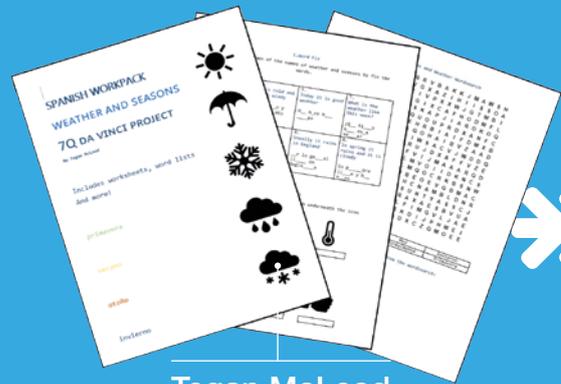
Lola Foulerton's testimonial

I feel very lucky to have had the opportunity to be a Language Leader at Princethorpe College. This has involved working to deliver engaging and exciting lessons in two local primary schools. In small groups we had to carefully plan, prepare resources and teach lessons in both French and Spanish. As someone who is very passionate about languages, I think it is a great way for young children to start learning in a fun, stimulating and age appropriate way. So far, all of our lessons have been a great success! By the end of the sessions, pupils had picked up a new understanding of a different language and everyone had had a great time. Both the pupils and the Language Leaders got so much out of this experience and we cannot wait to do it again!



Weather forecast

Year 7 have been producing their own work describing the weather in Spanish. Here are a few examples of their excellent creations!



Tegan McLeod



Sophie Crawford



Gilbert Millward-Boyton

Yash Patil



Pupil Voice



The pupil voice at Princethorpe is highly valued within the school. Every pupil has the ability for their to be heard through many of the different clubs and activities on offer. All the clubs bring together pupils from different age groups. Below are some examples where student involvement is making a difference to life at Princethorpe.

Izzy and Natalya, U6 - Heads of School

Zak Johnson, U6

Sport at Princethorpe

Sport is a central part of the community life at Princethorpe, as it is recognised as essential for the mental and physical wellbeing of young people. Pupils of all ages are encouraged to take part in any form of sport, even if you're just playing for fun or at a highly competitive level. The college's wide range of facilities offer a variety of sporting opportunities during games afternoons, PE lessons, co-curricular clubs and when representing the school at fixtures. Whether you're into team games such as rugby, hockey or football; solo activities such as badminton and cross country; or just enjoy pushing yourself in the gym or on the climbing wall, the school's coaches help you strive for excellence. This term there has been an abundance of events, from the early cross-country mornings to the end of term House Rugby, Hockey competitions. There have also been multiple fixtures between other schools, in which it is a privilege for pupils to represent their school. Most notably the U13 Rugby team went unbeaten in their entire rugby campaign. In the upcoming months we look forward to more sporting events within the school, most notably the Mixed House Netball tournament which is highly anticipated by the students partaking in senior games.

George Wild, U6

Planet Princethorpe

Planet Princethorpe is the college's environmental group, meeting every two weeks on Tuesday during Tutor Time. Involving all year groups from Year 7 through to Upper Sixth, each tutor group sends a student representative to discuss environmental concerns and give the student body a voice regarding environmental decisions. The group has had input into the Foundation's Environmental Sustainability Plan (due to be published February 2024). Pupils also volunteered at the Christmas Fair and ran a stall selling second-hand books, unwanted gifts and recycled plastic creations - raising over £62 for the WWF. In 2024, Planet Princethorpe will be holding another Green Week - with many sustainability-themed activities and fundraiser events for students to look forward to!



Izzy Wright, U6

Junior Ethos Prefects

This year the Charity and Ethos Team have had the pleasure of working with the newly created team of Junior Ethos Prefects: a group of pupils ranging from Year 7 to Lower Sixth who have been incredible in aiding the Charity and Ethos Team at events and coming up with ideas that they wish to implement within the school. So far during our time as the Charity and Ethos Prefects, we have organised events such as Red Wednesday and Pink Day, as well as having the support of the junior prefects and Youth SVP in setting up and running these events. In addition to this, we have been working hard to reinforce the links within the Foundation between Princethorpe and its feeder schools. This was achieved through running an assembly in Crackley to kick off their 'Vocations Week', as well as attending a meeting with some of the Crackley prefects, their headmaster and the RS coordinator. As a result of this, there are some exciting projects planned for later this year including a faith walk for Crackley's J5 and 6, hosted by Princethorpe College.



Damilola Ajagunna, Y8

Amelie Hancock and Chris Lock, U6

Student Council

Student Council is your voice. Each term, elected student council representatives from different year groups gather together to discuss school-wide issues, events, and provide feedback to school leaders. Each session we run, pupils, teachers, and prefects (Deputy Heads, Pastoral and Ethos) discuss any ideas regarding possible improvements for the school. All students are given the opportunity to sound their ideas, enabling participation and collaboration as well as developing important skills such as communication, leadership, and problem-solving.

Poppy James, U6

School Council

This academic year, the School Council has achieved many of their goals, ranging from improving Wi-Fi around the school to ensure smoother learning in every part of Princethorpe, to looking to create new and exciting co-curricular activities like a basketball club for all years. We have also helped to implement changes to the catering, creating a variety of tasty meals for the students to enjoy, ranging from street style dishes to grab and go lunches that have gone down a treat with all the students thus far. Many new and exciting things are coming in the next term, like charging stations around the school, to ensure students devices are charged and ready for learning at all times, and we as the Student Council are looking forward to hearing more of the younger pupils' voices, passionately talking about how they feel we could all make the school a better and joyful environment.

Student Literacy Council

The Student Literacy Council is a group of students dedicated to encouraging reading across the school. Led by Mrs Evans, we meet every Wednesday lunchtime in LF07 to discuss our plans to promote book-related activities in school. Our council is open to all years, we are always open to new members. So far, we have hosted the Jolabokafloð, a massive Christmas book swap, where pupils brought in books. These were then displayed in the Limes Atrium for other pupils to take their pick of a new book. The event was a great success, and we hope to run it again next year. In terms of our plans for next term, our main event will be based around World Book Day. We are hoping to turn it into a full week of fun, book-based activities which will suit a whole range of different interests and will include a number of house competitions. As time goes on, we hope to strengthen Princethorpe's love for reading, across all areas of in and outside of the curriculum.



Izzy Wright, U6

Sixth Form Led Friendship Plan

As Head of School this year, I felt that it was important to have student-led initiatives to support pupils in the lower years. I have put in place a friendship mentoring plan whereby members of the Sixth Form meet with pupils in Years 7 to 11, sharing similar interests or hobbies. This is usually a weekly meeting where the students can meet to discuss school life, give advice and any support that is needed. In Princethorpe we value the spirit of family, therefore, this friendship mentoring plan allows younger students to be guided by older members of the school.

I have also set up a Tuesday lunchtime club run by members of the Sixth Form, for Years 7 to 9 in the new drama studio. This is a weekly club where students can attend individually or as part of a group to play board games, card games, do mindfulness colouring or just sit and chat to older members of the school. My aim is to create a relaxed environment, with a sense of family spirit, where various year groups can mix, and friendships can be further formed.

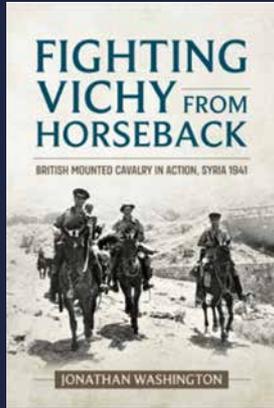


Monthly English Enrichment

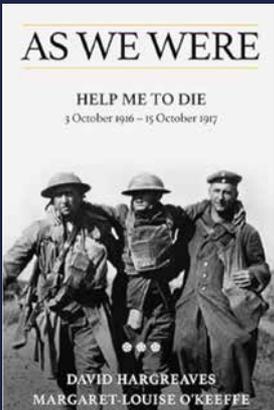
During the last week of each month, the English Department puts on an enrichment session after school to enhance the study of English and to enlighten students about the diverse range of careers that the study of English can lead to.

In September we enjoyed a lecture on forensic linguistics and in October a streaming of the National Theatre's production of Othello. In November, two very great friends of Princethorpe – former English teacher, Jonathan Washington, and former Deputy Head Pastoral, Margaret-Louise O’Keeffe, joined us to talk about the world of publishing. Lower Sixth English student, Joshua Mogg, recounts the evening:

On the 29 November Princethorpe College was visited by two authors who gave us an informative tour on the path of writing and publishing books. The first to speak was Jonathan Washington, who has written a non-fiction book about the British army’s operational use of horsed cavalry in combat in World War II; no other book has ever dealt with this subject matter in quite this way before. Jonathan gave us a deep insight into the trials and tribulations of publishing and how lucky he was with his own publishing experience.



Our second guest was the researcher of the book *As We Were*, Margaret-Louise O’Keeffe. She helped put together a weekly chronicle of the global events from August 1914 to November 1918. Margaret took these 223 weeks into separate chapters and gives us an insight into the powerful testimonies of people during the first World War. We would very much like to support Jonathan and ML in their endeavours and to this end, encourage you to consider purchasing their books.



Please follow the links below for more information:

Fighting Vichy from Horseback
Military History Book | Helion & Company




Fighting Vichy from Horseback with Jonathan Washington - YouTube

Margaret-Louise O’Keeffe books and biography | Waterstones



Politics Conference in London

BY FINLEY SHIELDS

It was an early start for the Princethorpe politics students as we arrived at school at 7.30am to avoid the heavy traffic on our way down to London. We arrived a couple of hours later with everyone raring to go!



The conference was hosted at The Methodist Central Hall in Westminster, and there were another 2,000 politics students in attendance. It was great, and really encouraging, to see so many other students like us travel from across the country to hear the voices of those who have shaped our political landscape over the past 20 years.

We had the privilege of listening to Jess Phillips MP of the Labour Party who held a shadow cabinet post until she recently resigned over her party’s stance on the Israel/Palestine conflict which is currently occurring in the Middle East. She discussed the conflict and talked about Keir Starmer’s reluctance to call for a ceasefire. She told us how he “wants a ceasefire” but also emphasised the fact that due to his position it’s “not easy for him to be able to say that”.

Jeremy Corbyn MP, who is perhaps one of the more controversial party leaders in the last decades, explained to us how he differed from other Labour MPs throughout his time in the party claiming that he warned them to be “careful with what you wish for when going into Iraq”.

Sir Jacob Rees Mogg MP, a stalwart of the Brexit-wing of the Conservative Party, talked to us about the importance of free speech, and how it is pivotal in upholding democracy.

We heard such diverse viewpoints and opinions from these influential people. Other speakers included Steven Flynn the leader of the Scottish Nationalist Party, discussing inequality between Scotland and England, David Davis the past Brexit Minister discussing how he believes our “National Health Service has failed” and its time has passed, Savid Javid the former conservative Chancellor and Ed Davey the leader of the Liberal Democrats.

Ed Davey told us how it is more important than ever to be voting for the Liberal Democrats as in many constituencies it is them who are close to toppling the current Conservative rule. Locally, this may be relevant in Stratford-Upon-Avon where the Liberal Democrats won a majority in the recent Local Elections. He said, “The Tory’s love to pretend they know their way around the economy... they don’t, and it shows”.

“We heard such diverse viewpoints and opinions from these influential people.”



12 Pupils Qualified for Prestigious Oxford University Computing Challenge



Computer Science pupils from Year 9 through to the Sixth Form took part in the annual UK Bebras Computing Challenge at the beginning of November.

This well-respected challenge allows pupils to apply their computational thinking skills to solve a variety of logic problems against the clock.

Altogether, 104 Princethorpe pupils from across the age ranges were recognised with an award, with 30 pupils achieving a 'Merit' and a further 30 pupils achieving a 'Distinction'.

11 pupils placed in the top 10% nationally, resulting in an invitation to compete in the prestigious Oxford University Computing Challenge in January. Congratulations to Year 9s Jasper Nicholls, Elwin Williams, William Long, Noah Cowlshaw, James Sinclair, Woody Osborn and Callum Chadwick, Year 11s Alex Lawrence, Zach Hawkins and Wilf Grindal and Upper Sixth Former Alex Flegg. Daniel Ovens Gibbs in Year 10 will also complete having pre-qualified based on exceptional performance in the OUCC in 2022.

Ed Musson, Head of Computing, was delighted and said, "Well done to all who took part! These are superb results. This year, Princethorpe College entered all pupils opting for Computer Science from Year 9 upward into the Bebras competition, leading to a significant rise in the number of pupils qualifying for the OUCC. We look forward to supporting pupils who will be taking on the OUCC in the new year!"

	No. students in 2023	Max Score possible *	No achieving max. score	Mean Score	Top 10% ** Gold Award
Kits	9,515	120	41	57	n/a
Castors	20,445	152	575	92	n/a
Juniors	117,467	200	99	81	127
Intermediate	209,744	200	91	64	107
Seniors	38,413	200	5	73	115
Elite	12,879	200	1	71	86
SVI students	18	110	0	41	20 ***
Total:	408,481	(Distinction and Merit boundaries vary for different schools.)			

DRAMA | YEAR 10

A Monster Calls

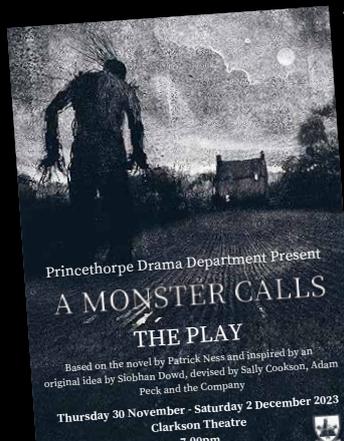
A REVIEW BY MARTHA SUMMERS

On Friday 1 December, I had the great fortune to attend Princethorpe College's annual drama production - *A Monster Calls*- a book written by Patrick Ness, and directed at Princethorpe by Ms Cefaliello and Ms Roberts.

What a fantastic production it was! It is a challenging piece of drama covering bullying, illness, loss and grief as well as looking at a number of close relationships within family and friendships. It was both thought-provoking and moving. It is hard for young people to play adults and the biggest compliment I can pay is to say that every actor was entirely believable, irrespective of the age of the character they were playing.

The content and themes were, I suspect, relatable to every audience member. I should also say at the start of this review that every member of the production played their part in making this a huge success, including the actors, the lighting and sound team and stage managers. The costumes were also excellent, as well as set design, and there was a very clever use of props.

The play is centred around the life of Conor O' Malley (played brilliantly by Monty MacAnara), a 13-year-old boy who is a carer for his mother (again brilliantly played by Orla Fleming), who is suffering with cancer. The play is about him coming to terms with her illness and her death. Conor is his mum's primary carer due to his parents being separated (and his father lives in America).



READ MORE ONLINE
SEE QR CODE ON PAGE 2

Katie Dodd, Y8

Sports: Trampoline and Double Mini Trampoline (DMT)

Representative Honours (achievements): West Midlands Regional Finals 2023 (DMT Level 1 & Trampoline Level 4) – Awarded Gold in DMT, Bronze in Trampoline & Bronze in Trampoline Synchro. National League Championships 2023 (Trampoline League 3) - Awarded Gold & National League Champion (Aged 12). English Trampoline Championships 2023 (Silver Level) - Placed 6th. West Midlands Schools Competition (Years 7-9 Elite) – Awarded Silver and qualified for Zonal Rounds in January 24

How did you get into your sport?

I have bounced from a really early age as my grandparents had a trampoline in their garden. I used to do gymnastics (all four disciplines) and my introduction to trampolining came after attending a holiday club during half term, with my friend.

How did you get involved in trampolining and do you do any other sports?

I used to compete in Gymnastics (4 disciplines) and for 18 months I did both gymnastics and Trampolining.

Read more



Martina Grace, Y11

Sports: Hockey and Athletics

Representative Honours (achievements): England U16s & Warwickshire Athletics

How did you get into your sport?

My mum first introduced me to hockey when I was six-years-old.

How did you get involved in hockey and do you do any other sports? (County Athletics and Cross country)

I first joined a hockey club when I was six-years-old living abroad then in primary school my mum made me do cross country club I so that it would help me with my hockey, I started to really enjoy it so then I decided to join a club and started doing it weekly.

What does your training/week programme look like to compete at your sporting level?

On Mondays I have Talent Academy training, then on Tuesdays and Wednesdays I have school and club training. On Thursdays I go to the gym to do my strength programme and on Friday I rest to prepare for my games on the weekend. On Saturdays I have a ladies game, whilst on Sunday I have a U18s game.

What has been the highlight of your season?

Getting into England U16 squad.

What are your goals for this season?

To get my first junior international caps.

Read more

Grace McCollin, Y10

Sports Athletics, Hockey and Netball

Representative Honours (achievements): English Schools - 75m Hurdles Champion. National ISA - 200m and 75m Hurdles Champion. English Athletics - 75m Hurdles Silver Medallist and 100m semi finalist. Midlands Clubs Athletics - 75m hurdles and 100m Champion. Warwickshire Schools - 100m and 75m Hurdles Champion 3rd place Combined Events and Team Gold in Combined Events at Warwickshire and Midland. England Athletics - Indoor 60m Hurdles Bronze medallist and 60m semi finalist

How did you get into your sport?

With both my parents being PE teachers I have been involved in sport since I was very young, starting with swimming lessons at only 10 weeks old! My first competitive sport was gymnastics, in which I competed for Rugby Gymnastic Club for 10 years – competing at National and Regional Level until the end of Year 7. At junior school, I represented the school at a number of sports and it is through the school Rugby and District Athletics Competition that I first got into Athletics, winning the long jump, high jump and 75m. I was invited to Star Tracks Summer Camp and really enjoyed it and was invited to join James Wright Coaching as part of the Rugby Athletics Club.

Read more



READ MORE ONLINE

SEE QR CODE ON PAGE 2



Bella Ward, Y10

Sports: Netball and Tennis.

Representative Honours (achievements): County netball U13,U14 and U16, Wasps Netball Coventry Hub (start of 22-23 season), Severn Stars RGS Nova (end of 22-23 season), Severn Stars Kings School PDP (2023-24)

How did you get into your sport?:

Firstly by playing in primary school and then I joined Leamington Netball Club aged nine and started playing Sunday league for the U12s, age 10.

How did you get involved in netball and do you do any other sports?

I got involved in Netball seriously when a friend invited me along to Leamington Netball for a trial, I've also taken my umpiring course and hope to pass the assessment in the new year. After starting with Leamington my Mum took us along to a Wasps netball match, the atmosphere was amazing and the speed at which they played was crazy. Along the way I have enjoyed playing football, a bit of rounders in primary, cricket, and golf when I was younger – which I think improved my hand eye co-ordination and therefore my shooting accuracy. In the summer I like to play tennis and compete at athletics competitions for school.

Read more



Freddie Knott, Y11

Sports: Mounted Games (Equestrian)

Representative Honours (achievements): U18 European Individual Champion 2023, Reserve British Team Champion 2023, U18 British Pairs Reserve Champion 2023

How did you get into your sport?

My parents competed and they met through the sport. Both of their families have always had ponies and my Grandad bought me my first pony as soon as I could walk. I always felt that Mounted Games was the most exciting equestrian discipline and it allows me to demonstrate my athleticism.

How did you get involved in riding and do you do any other sports?

I joined Pony Club to learn basic riding skills and then competed in local gymkanas and Pony Club games. As I became more competitive, I swiftly moved on to Mounted Games which is my real passion as it's fast and exciting.

I still enjoy playing rugby for Princethorpe and have been playing since I was six-years-old for Balsall & Berkswell, and Crackley Hall. My parents encouraged me to stay involved in team sports because they felt they were beneficial to my personal development. I was also in the Wasps Development Programme for a couple of years ago before horse riding took over.

Read more



SPORT | YEAR 7 AND 8

Girls' Rugby

On Saturday 18 November, Princethorpe College took 12 Year 7 and Year 8 girls over to Lutterworth Rugby Club in Leicestershire to play their first fixture.

This has been a long time in the making, with various students training over the last two years. This group of Year 7 and 8 girls should really be commended for their commitment: training week in, week out regardless of the weather. As such they have become a solid and supportive team that are making great gains in terms of their understanding of rugby.

The girls lost: 5 tries to 1, with Lutterworth scoring using their fast pace and ability to find space. Our try came from Sisa in Year 7 who took a direct route through the centre of the field, showing her strength and ability to choose a great attacking line.

Training for Key Stage 3 pupils is Friday 4.00pm – 5.15pm. Collection 5.30pm. We are looking for new Year 7s to form a touch rugby team initially, but we will work towards a full contact game in the future.



If you are interested, please come along to training. You will need a gum shield, boots (football/ rugby) hockey socks, warm layers and a drink.

CHEMISTRY | LOWER SIXTH

Cambridge University Chemistry Challenge Success

Designed to stretch and challenge students in Chemistry, the Cambridge Chemistry Challenge takes students significantly beyond the syllabus and encourages them to think about science in the way they would at university.

This summer, all our Lower Sixth Chemistry students took part in the challenge. The chemists prepared themselves for the competition by taking part in the weekly Cambridge Chemistry Challenge co-curricular club to develop their critical problem-solving skills, think creatively, and get a chance to test their knowledge in new, real-world situations.

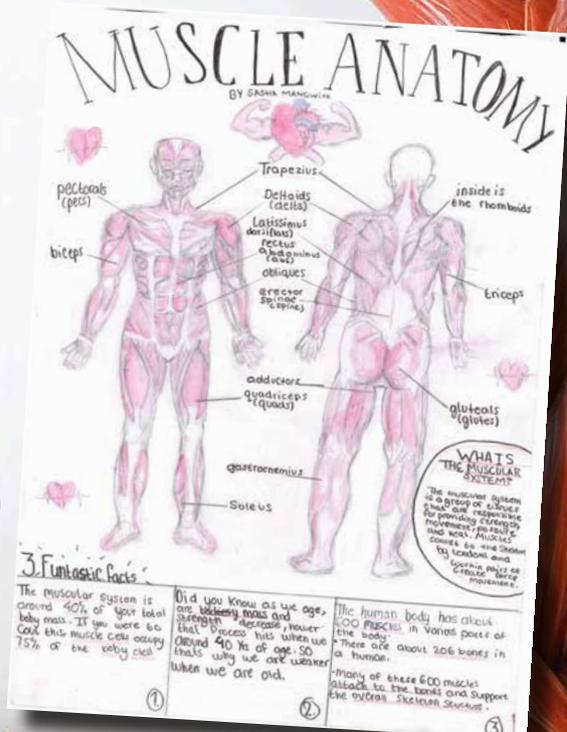
All students who took part in the Cambridge Chemistry challenge have achieved a certificate. Special mentions go to Joseph Newborough who was awarded a Gold certificate, Amy Hogg and Rahul Samra who were both awarded Silver certificates, and Emma Sarkies, Carys Nicolle, and Radley Evans who were all awarded Copper certificates. All college chemists faced tough national competition and we congratulate them all on the great resilience they demonstrated.



BIOLOGY | YEAR 8

Congratulations to the winner of the STEAM poster competition, Sasha Manguiro, for her very detailed work on muscle anatomy.

STEAM Poster Competition



ART | YEAR 11

Artwork by Genevieve Slater-Tucker GCSE Fine Art 'Isolation'.

