

PINNER HIGH SCHOOL

INSPIRING LEARNING

ISSUE 7 SUMMER 2021



IN THIS
ISSUE



HEADS UP!



Our Trailblazers are completing their GCSEs. We are a school that likes to look forward, and we do so with optimism and excitement. The future is bright.

When you like to do things for the first time it becomes infectious and it's the enthusiasm that is catching. When we first opened, our first GCSE results were out there on the horizon, almost as far as the eye could see. They have hurtled into view. No one can quite tell me where the last five years have gone.

Before we reach those results, we know we have celebrated milestones before. After one year, Pinner High School was showcased in the Parliamentary Review highlighting good practice in schools nationwide. We were cited in the House of Lords a year later as a model of a new school in the Grand Debate on Educational Standards. Ofsted judged us 'Outstanding' in all categories in our third year. Just 7% of schools received such a judgement in the first term of that academic year, so it felt like things were going in the right direction. And early this year, the news that we were one of just eight schools across the country shortlisted for the TES Secondary School of the year award. There are well over 4,000 eligible schools, so this is quite the accolade, and such a lovely thing for the whole community to celebrate. We say it quietly, as we like working with our neighbouring schools, but we have been the most oversubscribed school in Harrow for the last two years, with 1202 applications this year for 180 places in Year 7. Students from 59 schools across London, Hertfordshire and Buckinghamshire have applied to join our Sixth Form.

That is one way of tracking the last five years, but it ignores the best bits. It tells the story of paper not people, the cover but not the contents, the numbers but not the names.

Pinner High School is full of wonderful young people in all year groups, who continue to embrace the opportunities available to them and make the most of the chances that they have. Our Trailblazers will go on to our own Sixth Form or Colleges in the local area as young people who have brought a school to life and enhanced their own prospects by doing so. Theirs are the footsteps others are following. Much as awards bring admiration, it is the triumph over adversity that is more defining. The last year has brought challenges to everyone, and the school community has met each one with their heads up. It turns out that doing things for the first time is an excellent skill in itself, not just for students, but colleagues too. Perhaps it doesn't matter too much what that 'thing' is. Maybe you're the first Pinner High House Captain, the first to launch 'PinnFest', the first to find your way down a corridor of brand new labs, or the first to try live lessons on Google Meet. Setting up a school from scratch makes it easier to set up a Covid-19 testing facility, almost overnight. It is in the confidence to trust yourself to get it right, to be resilient when challenges emerge, and to show courage and flexibility to find a creative solution. That is the Trailblazers' spirit. They are all Pinner High School Values, of course. No one can tell me where the last five years have gone, but I hope these will be the Values, and the spirit, that underpin the next five too.

Chris Woolf

Headteacher

"PINNER HIGH SCHOOL IS FULL OF WONDERFUL YOUNG PEOPLE IN ALL YEAR GROUPS, WHO CONTINUE TO EMBRACE THE OPPORTUNITIES AVAILABLE TO THEM AND MAKE THE MOST OF THE CHANCES THAT THEY HAVE."

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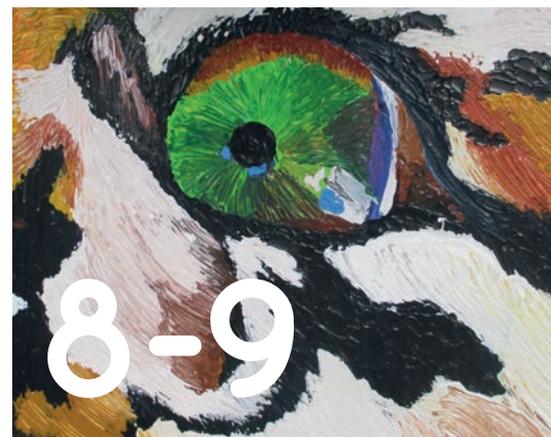
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PINNER HIGH SCHOOL SHORTLISTED FOR SECONDARY SCHOOL OF THE YEAR AWARD!

TES editor Ann Mroz said: "It is always a highlight of the education calendar to see the best ideas and people lauded at the TES Schools Awards. But this year, it felt more important than ever to run an event that showcased and celebrated the hard work that teachers and school staff do for children and their local community every single day. This has been one of the most difficult years in education, but - as ever - teachers continue to rise to the challenge.

"We had a record number of entries this year and the standard was very high, so all those shortlisted should be very proud: it's an extraordinary achievement to be on this shortlist."

Headteacher Chris Woolf commented: "This is a staggering achievement for the students and staff at Pinner High School. It reflects everything that everyone does every day and I am so proud of them all. To be named on a shortlist of just eight schools across the country is amazing."

Chair of Governors Dr. Ahmed said: 'Congratulations to the whole community. I am so delighted to support Pinner High School and see the wonderful things that happen there all the time.'

Headteacher delighted with prestigious award nomination

Written by Gerard Roberts

Pinner High School is among the few educational institutions across the country that have been shortlisted for the Secondary School of the Year award.

The TES School Awards recognise the outstanding institutions that the education sector has to offer; and headteacher, Chris Woolf, is understandably delighted with the nomination.

He said: "This is an amazing achievement for the students and staff at Pinner High School.

"It reflects everything that everyone does every day and I am so proud of them all."

'This is an amazing achievement for the students and staff at Pinner High School'



The school is nominated for yet another award after a great deal of recent success

It's not the first time this year that the school has been among the awards, as they were also awarded the People Health and Wellbeing Gold Award in July. They were also given two Pearson National Teaching Award Certificates of Excellence.

David Simmonds CBE MP, who represents Pinner, also congratulated the school for their recent nomination.

He said: "Congratulations to Pinner High School who have been nominated for Secondary School of the Year. After a particularly challenging period, this

is a well-deserved recognition for the hard work of all the pupils and staff."

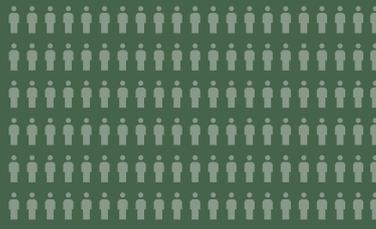
Sadly, the awards night will not be held in person this year as planned but, for the very first time, award winners will be announced at a virtual ceremony in the evening of Friday, November 13.

You can see a full list of who's in the running for this year's awards by going to the TES website at [tesawards.co.uk](https://www.tesawards.co.uk)

"Congratulations to Pinner High School who have been nominated for Secondary School of the Year. After a particularly challenging period, this is a well deserved recognition for the hard work of the pupils and staff"

DAVID SIMMONS CBE MP

900 STUDENTS



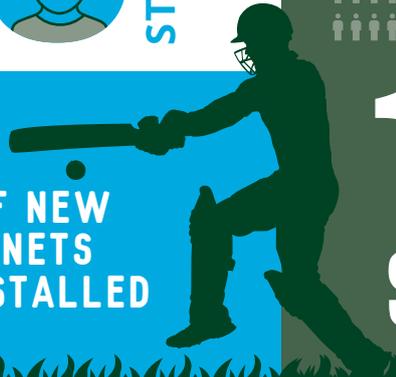
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SHORTLIST FOR THE

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SECONDARY SCHOOL OF THE YEAR AWARD

6 LANES OF NEW CRICKET NETS TO BE INSTALLED



126 STAFF

22 NEW A LEVEL COURSES STARTING IN SEPTEMBER

88 STUDENTS INVOLVED IN THE DUKE OF EDINBURGH'S AWARD



0.62

MILES LAST DISTANCE OFFERED FOR PLACES IN SEPTEMBER 2021



99 STUDENTS' STORIES

PUBLISHED IN 2 'YOUNG WRITERS' 100 WORD COMPETITIONS

1202 APPLICATIONS FOR 180 YEAR 7 PLACES



1505

GCSE ENTRIES ACROSS 4 DIFFERENT EXAMINATION BOARDS



1 GREEN FLAG ECO SCHOOLS AWARD

291

SIXTH FORM APPLICATIONS FROM STUDENTS IN

59

SCHOOLS IN LONDON, HERTS AND BUCKS

PINNER HIGH SCHOOL

YEAR



People Like me

Representation matters: 'You've got to be able to see it to be it'. We have high aspirations for all our students at Pinner High School, and this year have targeted specific activities to boost recognition that challenges stereotypes. Science Teacher Ms. Andrews tells us more.

A Science Challenge Day

All Pinner High students celebrated both British Science Week and International Women's Day in March through discovering the role different people have played in Science, Technology, Engineering, and Maths, sometimes referred to as 'STEM'.

The students learnt about the role of women in STEM and many of the comments from students communicated disbelief at the historic treatment of women in STEM:

'Women today have more opportunities to be great... back then they were not given a chance, so men like Charles Darwin were not able to see their knowledge as a whole'

The focus of the day was a competition to construct a Rube Goldberg machine that complied fully with the design criteria of the '6 steps in the chain reaction and a ball to be dropped into a cup'. Congratulations to Robert in Year 8 who won the competition! His machine was, fittingly for lockdown, built in a digital simulator which was a unique approach to the project. It displayed the following scientific phenomena: gravity; kinetic and potential energy; Newton's laws of motion; perfectly rigid bouncing bodies; rotation and momentum. The image is the final moment of his prize-winning video where the ball is about to be deposited into the cup.

As a Scientist I like to evaluate, and 36% of students said they could identify as a Scientist more by the end of the day than they could at the start. This shows us just how important it is that they can see people like them, not just in Science, but in the world as a whole.



Simulated Rube Goldberg Machine V1

"Congratulations to Robert in Year 8 who won the competition! His machine was, fittingly for lockdown, built in a digital simulator which was a unique approach to the project."

Mr. Mason, Teacher of History, writes about how we have explored the History curriculum in a different way to highlight the diversity of backgrounds people have that can challenge a conventional view of events.

It is our aim to show students that history is, and has always been, about 'new thinking'. Spurred by very recent changes in society; 'Black Lives Matter' and 'Me Too', an array of historians have sought to tell often overlooked stories of different people that are often omitted from traditional pictures of the past. With 'Black Tudors', Miranda Kaufmann explodes the traditional interpretation of a homogeneously white-English Tudor state by delicately telling the stories of a number of people of different backgrounds. Yasmin Khan's 'The Raj at War' disrupts the common 'White Man's War' view of the Second World War with a range of stories of the Indian contribution to the Allied war effort. Kaufmann and Khan's interpretations are invaluable examples of historians using the experiences of diverse individuals to tell alternative, more accurate and representative stories of the past.

Modelling this trend, Year 8 historians have been exploring and evaluating this nation's commonly held views on the First World War. Inspired by David Olusoga's excellent book 'The World's War', students were invited first to identify a number of common ideas about the War; that it was fought by white men from England; that everyone chose to enlist to fight patriotically for Britain; or that everyone, irrespective of race or skin colour fought together. After students seemed confident in these narratives, they started to discover letters, diary entries and reports that detailed the experiences of very different soldiers who fought for and with Britain during the Great War. In one lesson, students read from the Indian sepoy Amar Singh describing his own, very personal reasons for joining the war effort, or the troubling experiences of the Kenyan Carrier Corp soldiers, who found themselves forcibly segregated in the trenches from their white comrades. Armed with this new knowledge, students then tore down the common views of the war, using the experiences of the 'long forgotten armies' of colonial troops to tell more accurate and representative interpretations of the past.

It is clear from conversations with Year 8 students, and from their excellent assessments that they recognise the importance of evaluating traditional stories of the past. Lucas in 8AW argued that the "experiences of the 'long forgotten armies' helps us see the struggles and challenges that everyone fighting the War faced, not just physically, but mentally too". Carys in 8BW stated forcefully that the "experiences of these troops can help us tell a more representative and true story of the past".

Which narratives of the past will Year 8 pick apart next? Do we tell a good enough story of the Russian Revolution? Are historians' interpretations of the Holocaust up to scratch? It is clear that our historians are aware of the importance of wearing their 'sceptical historian' hats and never settling for simply accepting traditional stories told about the past.



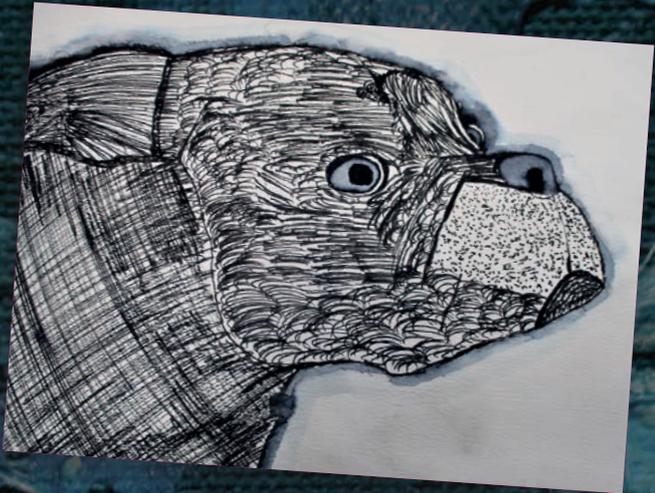
TRAILBLAZERS' GALLERY

This is a gallery of the work from the Trailblazers, Pinner High's first GCSE Art class. Every student in the class has their work represented in this showcase.

The work draws from a range of different starting points and themes including 'Surroundings', 'Science and Nature', 'Abstract' and 'Identity'.

Each student has chosen their own Art journey, working towards their own particular strengths and interests through the course. We are extremely proud of our very first Year 11 Art group. They embody so many of our Pinner High School Values; not just creativity and collaboration but their kindness and compassion too.





Short stories



Creativity is one of our Pinner High School Values. It is written all around Pinner High School. Second in English, Ms. Tidd tells us more about the success our students have had in the 'Young Writers' national competition.

'Our students have always struck me as talented writers, and it is brilliant to see that the 'Young Writers' judges agree. Earlier this year, the English Department entered students from Years 7, 8 and 10 into a writing competition called 'Trapped'. It is an appropriate topic, no doubt inspired somewhat by our strange lockdown year. The editors at Young Writers look for work that is imaginative, expressive and original and a staggering 87 students were selected to have their 100-word short stories published.

Following this success, we invited students from Year 9 to take part in 'Unsolved'- a competition which resulted in 22 students having 100-word stories published in the crime and mystery genre. Writing a story in 100 words is difficult, but it is a challenge that has clearly brought out the best in our students.

It has since fired the imaginations of the students and spurred them on to write their own stories, some of whom are currently drafting novels and short stories in their spare time. We are deeply proud of them all and hope this spark in creativity continues.'

My End

The scorching sun glistened on the turquoise water as I stepped out of my canoe to explore the caves. This is remarkable, I thought.

Suddenly I was frozen by a deafening rumble. The rocks from above the entrance had collapsed. I was trapped. Blinded by the darkness, my foot slipped. Searing pain in my leg screamed. My heart in my mouth, I scabbled to my feet. The icy water now pouring through the gaps in the rocks was attacking me from all sides.

Overcome by fear, I let the water swallow me as I knew this was my end...

Imogen (Year 8)

Haunted

Suddenly the light switched off and the door behind me closed. Five strange-looking people came out from the darkness. I slowly started to move backwards but then I felt something touch the heel of my foot! There were five other people behind me but then I realised I was trapped! I was surrounded! It was the scariest moment ever! The circle was getting smaller and I didn't know what to do until I heard someone rushing down the stairs. He came down with a large thick bat and walked right up to me and... there was nothing but black!

Idris (Year 7)

Paralysis

I woke up. There was a shady purple sky, and everything else was a black silhouette. I then stood up. Everything was strange and scary. I tried to lie back on the grass and go to sleep in hope that this nightmare would go away. I couldn't. I couldn't move or even turn around. Then something moved. I heard a groan of something like a monster. I could see a silhouette of it coming towards me. I tried to run away but I couldn't. I was panicking as it slowly moved towards me. Finally, it lunged one fast leap...

Giorgio (Year 8)

Consumed

It consumed them, took over their life. Stole their time, energy and will to live. People would tell them to get over it, that it was not a big deal but for them, their entire life felt like a bad dream they could not escape. Escape, that was their goal, but every single attempt was futile. Ignore it, that lasted for a while until it came back like a wave of emotions rushing right towards them. Denial was the hardest stage for them to get through, every single waking moment denying their existence as if it were a sick joke.

Halla (Year 10)

Never Follow A Rabbit

Once upon a time, there was a boy named George, who was playing hide-and-seek with his brother, Max. He saw a rabbit and started chasing it. Suddenly, he fell into a deep dark pit. Scared, he called out for help but nobody heard him. He was trapped. As it grew dark, George heard Max shouting his name. Excitedly, he called back and was quickly rescued by his brave brother. George learnt his lesson to not run blindly into the forest.

Krish (Year 7)



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refurbished

spaces

for hire

Contact

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Inspiring Learning