



## End of Term Letter

### Headmaster

Dear students, parents and friends,

My newsletter this term is a little different from the usual, as it's about a member of staff: the wonderful Mrs Owen. Even though she hasn't aged a day since I first met her in 2006, she is celebrating 20 years of service to the school this year. What better way to teach the values of the school than by celebrating someone who has exemplified them so perfectly over such a sustained period...

Anyone who has met or been helped by Mrs Owen will know that her defining characteristic is her compassion. She has a heart the size of a Chivers coach, and this is evident every day as she steps in to protect a child at risk of harm, helps a student transform their behaviour, assists a pupil with a subject they are finding challenging, or organises support for a child with special educational needs. She is a role model to our students, and we see her influence everywhere as they support, help, protect, and teach one another, fostering a sense of belonging in our close-knit, warm, and tolerant community.

Behind the scenes, Mrs Owen is ferociously committed. I have never met a harder worker. She puts countless hours into helping every student, parent, and member of staff in her care, ensuring the school runs more smoothly than an F1 car. This work ethic is reflected in the hundreds of classrooms I have visited this year. Our students share Mrs Owen's focus, ambition, and relentless desire to succeed. This is, of course, why they achieve so highly, outperforming even the best private schools in public examinations, debating tournaments, and on the sports field.

Furthermore, the work Mrs Owen has done over the last two decades has required deep personal courage, dealing daily with critical events that most of us would hope never to be exposed to in a lifetime. She is a creative, problem-solving, and deeply intelligent person, able to bend school systems and leadership structures to her will. She is a truly formidable school leader whom I am blessed to work with, and our students are privileged to be led by her. We would all do well to look to her example over the next twenty years, as it would inevitably make us all better students, workers, leaders, and human beings. Thank you, Mrs Owen, for all you have given to the school on the twentieth anniversary of your joining us.

I would also like to thank all staff for their help and support over a very busy year. We have undergone a huge number of systems migrations since joining our new multi-academy trust, and staff have navigated these with adaptability, patience, and skill. I am pleased to say that, since joining GLT, we have received substantial investment in the school estate and will be installing a new roof and air conditioning in the Hutchins Block and a new air-pump heating system in the English Block.

Four members of staff have taken up leadership roles in the trust alongside their existing school remits: Mrs Shears is leading the Drama Curriculum Network this year, Mr Philippou is leading religious studies and citizenship this year and next, and Mr Cole will be overseeing the trust-wide science curriculum next year. I will also be line-managing other trust headteachers alongside my role as Headmaster here. It is fantastic to see our staff taking a lead in an already highly successful multi-academy trust and sharing the strategies that make WCCGS such a successful school across the country.



## End of Term Letter

### Headmaster

On the topic of building capacity, our PTFA has been phenomenal as usual this year. Most recently, they have purchased a brand-new minibus for the school, refurbished our library, funded a new café queuing system to be installed this summer, and bought 50 new PCs for classrooms. Mr Asten has also kickstarted our school fundraising campaign, and we would ask all parents who are able to do so to begin making a regular donation to one of our [faculty campaign pages](#). More information on our giving campaign can be found in this [video](#). Sincere thanks to all who are supporting the school to help us provide a world-class education for our students.

Finally, we must say farewell to some staff:

**Mr Brown** joined the school in 2020 as a teacher of English. He will be moving on to the Marist School in Ascot to continue teaching his subject.

**Mrs Patel** also joined us in 2020 as a teacher of biology. She will be moving on to the same post at Whitgift School.

**Ms Boland** joined us in 2019 as Head of Classics. Since then, she has also led our debating team and been Housemaster of Bridges House. Ms Boland is moving to Tiffin Boys' School to take up the position of Head of Classics.

**Mr Nicholson** also joined us in 2019 as a teacher of Computer Science. He has also led Woodcote House and has been our Scout Leader. Mr Nicholson is taking a well-earned retirement but will continue to lead our scout troop.

We thank these staff for all they have given to the school and wish them well in the future.

Thank you to everyone who has helped the school reach new heights this year. I will write again in the autumn term with an update on our results and destinations

Have a wonderful summer.

Your faithfully,

**Jamie Bean**  
Headmaster  
Wallington County Grammar School



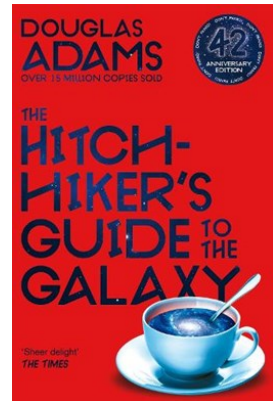
### Department of English: Summer Read 2025

**Prove that you've read these with reviews or a blog when we return in September and earn commendations!**

#### **The Hitchhiker's Guide to the Galaxy** by Douglas Adams

It's an ordinary Thursday lunchtime for Arthur Dent until his house gets demolished. The Earth follows shortly afterwards to make way for a new hyperspace express route, and his best friend has just announced that he's an alien. At this moment, they're hurtling through space with nothing but their towels and an innocuous-looking book inscribed, in large friendly letters, with the words: DON'T PANIC.

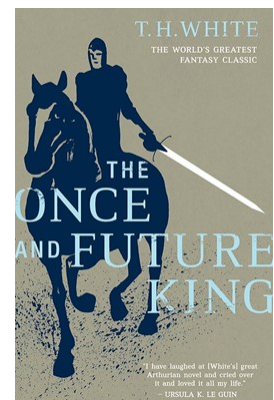
*The School Librarian says:* It might as well not have a plot at all, but honestly, who cares when it's as funny as this? We're heading into the summer holidays, so read it and make sure you know where your towel is before you hit the beach.



#### **The Once and Future King** by T.H. White

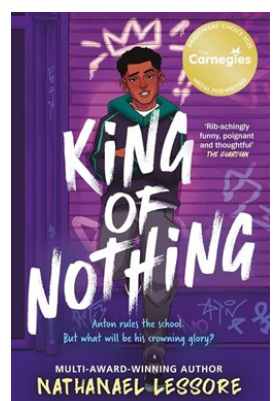
Once upon a time, a young boy called "Wart" was tutored by a magician named Merlyn in preparation for a future he couldn't possibly imagine. A future in which he would ally himself with the greatest knights, love a legendary queen and unite a country dedicated to chivalrous values. A future that would see him crowned and known for all time as Arthur, King of the Britons.

*The School Librarian says:* A fantasy masterpiece on a par with *The Lord of the Rings*, and a contender for my all-time favourite novel. It moves effortlessly from brilliant comedy to heartbreaking tragedy, and I genuinely envy anyone who gets to read it for the first time.



#### **King of Nothing** by Nathanael Lessore

Anton and his friends are the kings of Year 9. They're used to ruling the school and Anton wears the crown. The other kids run away when he's about but that's the way he wants it - he's got a reputation to live up to after all. So when he gets into serious trouble at school, he doesn't really care, but his mum most definitely does. She decides it's time for Anton to make some new friends and join the Happy Campers, a local activity group. Anton would quite literally rather do anything else, especially when he finds out Matthew, the biggest loser in school, is also a member. But after Matthew unexpectedly saves Anton's life, Anton figures maybe this kid is worth a shot. Teaching him some game is the least Anton can do to repay the debt



#### **The Ballad of Halo Jones** by Alan Moore & Ian Gibson

Halo Jones is bored. Trapped in The Hoop, a futuristic world where jobs are scarce and excitement non-existent, Halo sets out to see the galaxy any way she can and to rewrite her destiny. From drudge work on a glamorous cruise liner, to serving in a brutal war zone, Halo experiences love and loss and she grows up into the woman who will change the course of the galaxy's history.

*The School Librarian says:* An early work from one of the best comics writers in the business that features a truly superb galaxy-hopping heroine. Where did she go? Out. What did she do? Everything.



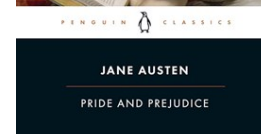
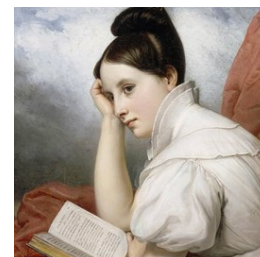


### Department of English: Summer Read 2025(Continue)

#### **Pride and Prejudice** by Jane Austen

When Elizabeth Bennet first meets eligible bachelor Fitzwilliam Darcy, she thinks him arrogant and conceited, while he struggles to remain indifferent to her good looks and lively mind. When she later discovers that Darcy has involved himself in the troubled relationship between his friend Bingley and her beloved sister Jane, she is determined to dislike him more than ever. In the sparkling comedy of manners that follows, Jane Austen shows the folly of judging by first impressions and superbly evokes the friendships, gossip and snobberies of provincial middle-class life.

*School Librarian says:* Don't let its reputation as a "classic" let you think it's stuffy and dull, because it's a witty, sharp and extremely funny read. The protagonist's mother and father - who are thoroughly neurotic and deeply cynical respectively - are delightful.



#### **Dread Wood** by Jennifer Killick

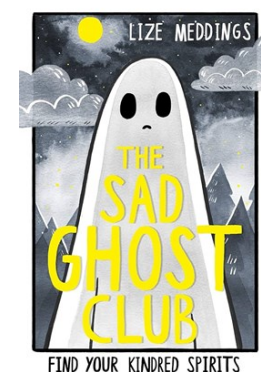
When classmates Angelo, Hallie, Gustav and Naira are forced to come to school on a Saturday, they already think it's the worst day ever. But they're wrong. Things are about to get seriously scary! What has dragged their teacher underground? Why do the creepy careakers keep humming the tune to Incy Wincy Spider? All alone and trapped at school, the gang's only hope is to figure out why they are being targeted. But they'd better be quick. Because something is lurking in the shadows and it's out for revenge...



#### **The Sad Ghost Club** by Lize Meddings

This is the story of one of those days - a day so bad you can barely get out of bed, when it's a struggle to leave the house, and when you do, you wish you hadn't. But even the worst of days can surprise you. When one sad ghost, alone at a crowded party, spies another sad ghost across the room, they decide to leave together. What happens next changes everything. Because that night they start the The Sad Ghost Club - a secret society for the anxious and alone, a club for people who think they don't belong.

*The School Librarian says:* If you're having a bad day, this is a hug in graphic novel form. It's funny, sweet and warm; there's a ridiculously cute cat in it as well.



#### **Dune** by Frank Herbert

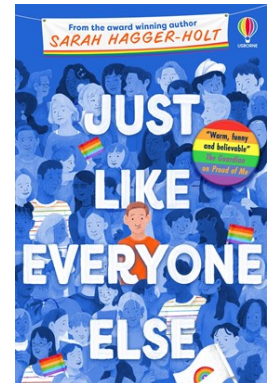
Melange, or 'spice', is the most valuable substance in the universe. And it can only be found on a single planet: the inhospitable desert world Arrakis. Whoever controls Arrakis controls the spice. And whoever controls the spice controls the universe. When stewardship of Arrakis is transferred to his house, Paul Atreides travels to this dangerous planet to ensure the future of his family and his people.

*The School Librarian says:* A story about an arid, unforgiving desert planet that could be a lush, verdant paradise if the ruling powers cared for anything other than the wealth that they can extract from it. Published in 1965 and made arguably more relevant than ever by climate change, this is science-fiction at its most unnervingly prescient.



**Department of English: Summer Read 2025(Continue)****Just Like Everyone Else** by Sarah Hagger-Holt

Thirteen-year-old Aidan can't breathe in his crowded family home. Running is his only respite from four loud sisters and involved, touchy-feely parents. Then his mum makes an announcement: she's having another baby. Only, this time it's not for her; she will be a surrogate for gay couple Justin and Atif. Aidan is incensed. As if his family wasn't embarrassing - or big - enough already. But he's also scared. Aidan thinks he might be gay, and he's really struggling to accept this possibility. He's definitely not ready to come out, but what if being around Justin and Atif exposes him as gay? If only he was just like everyone else.



## Wallington County Grammar School success in the Oxford Scholastica Academy Essay Competition!

Congratulations to Wallington County Grammar School pupil Rowan Raposo, who was Highly Commended in the Oxford Scholastica Essay Competition 2025!

Oxford Scholastica exists to inspire teenagers to seize the future. They do this by offering academic programmes which combine university-style teaching with academic challenges, Master-classes and cultural adventures, including their summer school in Oxford as well as online courses and internships. You can find out more here about their [Oxford Summer School](https://www.oxfordscholastica.com/oxford-summer-school/) (<https://www.oxfordscholastica.com/oxford-summer-school/>).

Rowan Raposo wrote a brilliant essay answering the question "What do you think the greatest challenge currently facing Economics is and how might you play a role in tackling it?".

The panel of judges were very impressed with Rowan's essay, nominating it as Highly Commended and ranking it within the top 100 entries of a competitive field of over 650 entries.

Rowan received a Certificate of Achievement and has won a free place at an Oxford Scholastica academic conference.

Entering an Essay Competition is a great way to prepare for university applications, think deeply about a topic beyond the school curriculum, and widen your academic horizons. Oxford Scholastica warmly welcome entries from Wallington County Grammar School for future Essay Competitions, and any students who are interested can find out more here: <https://www.oxfordscholastica.com/resources/essay-competition/>





### Department of Mathematics: Year 8 and 9 Team Maths Challenge

On Monday 16th June, the team of Ishan Singh, Kunav Sridar, Kyrill Huang and Michael McCearney (accompanied by Mr Datta) set off for the Royal Horticultural Halls in London for the UKMT Team Maths Challenge National Final. The team had been invited after scoring a highly impressive 232 out of 236 in the Regional Final earlier in the year. The National Final had 5 rounds.

1) A poster round, on the theme of "The Geometry of Plants". The team had prepared some research and then had to answer 3 questions provided on the day and incorporate them into the poster.

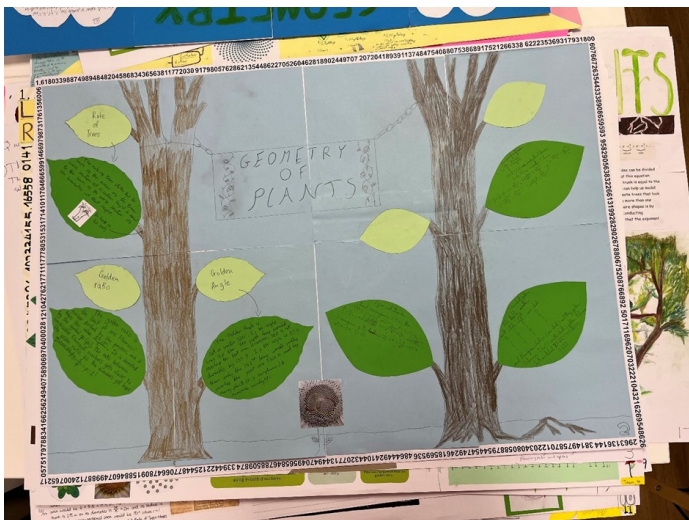


2) The "Group Circus", where the team went to 8 different tables to solve 8 different problems as a group.

3) The "Crossnumber", where the team was divided into two pairs to solve a crossnumber - similar to a crossword but with digits instead of letters. The twist is that one pair had only the down clues and the other pair had only the across clues. Some clues needed clues from the other pair, so for example 8 across might be "Halfway between 3788 and 5 down", so the other pair would need to complete 5 down before you can answer 8 across!

4) The "Shuttle", where the team was again divided into two pairs. There were 4 rounds, each with 4 questions. Each pair had alternating questions, and each question after the first relied on the answer to the previous question, so one mistake would cascade through the rest of the answers!

5) The "Relay", where the team was again divided into two pairs. One pair was moved to another part of the hall, and questions would be answered one at a time. Once a pair had answered a question, they had to bring it up to a teacher at the side of the room and then take the next question to the other pair. They would then answer their question and take the next one back to the first pair and so on. Despite instructions from the organisers to "walk calmly", there was a lot of running in this round, and several near collisions between pupils!

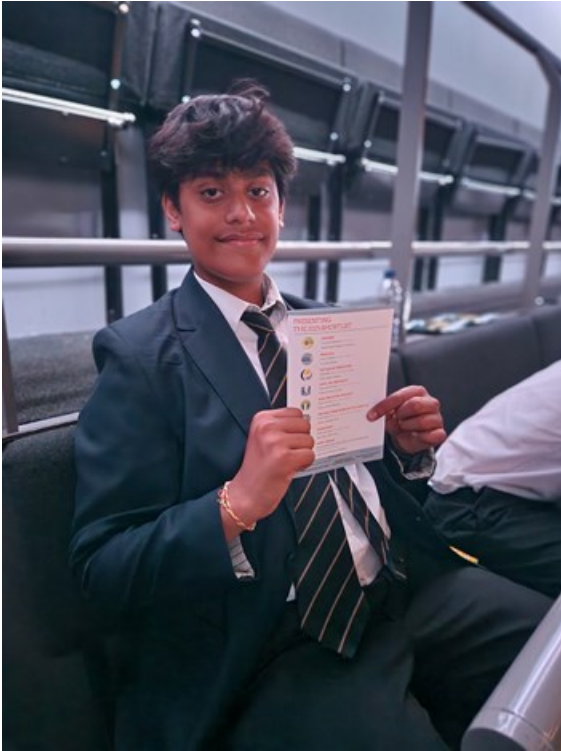


After all the events, WCGS placed 23rd out of the 64 teams taking part. While this was slightly disappointing, it was in fact the first time that WCGS had ever qualified for the National Final, making it our best ever result in the event's 20+ year history! There were some lessons learned and this is hopefully a benchmark for future success! Well done to the team!

by Mr. R. Datta



### **Drama Department: Papatango Young Playwrights' Award Showcase**



Every year, we take part in a wonderful charity-funded project with Year 9 that gives students the opportunity to be published as writers.

Parth Patel, now in Year 10, was shortlisted—down to the final eight—this year, and we were lucky enough to watch his monologue performed by a professional actor on a London stage. A wonderful take on Edwards last thoughts at the end of the Blood Brothers Musical.

You can read about the event here: [Papatango Theatre Company | Today's the day! We're busy getting ready to welcome all of our shortlisted writers and guests for the Young Playwrights' Award Showcase.... | Instagram](#)

*When I found out that I had been shortlisted for a prize due to my writing skills and hard work, it gave me a sense of fulfillment. It made me realise the power of my writing, and seeing all the other students there who had been shortlisted gave me more hope for the future. Drama has always been a big passion of mine, so seeing my work on a professional stage meant the world to me. I'm especially grateful to my drama teachers for all their support, and I really couldn't have done it without them.* by Parth Patel, Year 10

*It was really fun to go and watch Parth's monologue being performed to a live audience. The theatre made us feel very welcome with excellent seats and free refreshments. We ended up watching 8 performances from different secondary schools around England. 3 winners were chosen and it felt incredibly close. One I particularly enjoyed was a performance of Happy, a dwarf from snow white. And his experience in a mining accident. It was incredibly tense when the winners were decided but unfortunately Parth did not end up winning. Even still, it was a spectacular day and it was lovely to see a fellow student being recognised.* by Charles Wood, Year 10





### **Drama Department: PAPA tango - goWRITE**

Year 9 Drama GCSE students had the wonderful opportunity to take part in a monologue writing workshop funded by The Arts Council. This will climax in the publication of their work in a book, alongside professional actors performing their work for them to view a screening of these performances.



### **Oliver Auditions Whole School Production 2025**



We are thrilled to announce that the whole school musical in January 2026 will be Oliver! Auditions were totally mind blowing, so much talent and so many students eager to take to the stage. We are so thrilled with the momentum that the Drama Department is carving out here at WCCGS. Against all odds, we are really determined to keep the arts alive!





### **Drama Department: A level Success top 1%**



There has been outstanding success for three of our talented U6th Drama students who will be studying Drama beyond WCCGS.

Tom Phasey has been accepted onto the BA Hons Acting course at LAMDA, which is an outstanding achievement since the course consistently **receives over 3,500 applications for only 30 available places**, indicating a high level of competition.

Kyle Onyango has received an unconditional offer from the Central School of Speech and Drama.

Barney Downer has received an unconditional offer for the Actor Musicianship course at the Guildford School of Acting. Both of these courses at Central and Guildford have an offer rate of less than 1%.



**MFL Department:****Success in the Oxford University Spanish Flash Fiction Competition**

I am delighted to share that two of our pupils have been recognised in the prestigious **Oxford University 2025 Spanish Flash Fiction competition**, which invites secondary school students to write a short story of no more than **100 words in Spanish**.

**Jaami Sheikh in Year 11** was named **runner-up** in the **Years 10–11 category** for his thoughtful and imaginative piece *Tictac en la pared de un aula*. In addition, **Shaarav Pal in Year 10** received a **Highly Commended** mention, a fantastic achievement given that the competition received **over 450 entries** this year. The judging panel, made up of academics from Oxford's Faculty of Medieval and Modern Languages, praised the creativity, originality, and impressive use of Spanish across all entries:

“We greatly enjoyed reading all of this year's entries and, as always, were impressed with the level of creativity and inventiveness. We particularly liked the stories that were playful with their perspectives and structure, which we could see had come from moments of personal thought and showcased different opinions and ways of seeing. It was wonderful to see a good command of Spanish throughout, as well as an ability to manipulate the language imaginatively.”

**Jaami's story, *Tictac en la pared de un aula* (Tick-tock on a Classroom Wall), is shared below, along with an English translation:**

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**Tictac en la pared de un aula**

No soy solo unas manos; soy un recordatorio que trae diferentes visiones en las cabezas de diferentes personas cada vez que posan sus ojos en mí.

A veces sienten alegría, babeando como al imaginar el delicioso pastel que disfrutarán más tarde, o quizás alivio, imaginando a sí mismos caminando, sonriendo fuera de la escuela, o incluso estresados, teniendo menos tiempo hasta su detención, imaginando a sí mismos sentados frente al aterrador director. Con cada tic y cada tac miro pacientemente alrededor del aula, esperando encontrar a alguien reconociendo mi presencia. A veces me pregunto, ¿Dónde más me necesita la gente?

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**Tick-tock on a Classroom Wall**

I am not just a pair of hands; I am a reminder that sparks different thoughts in the minds of different people every time their eyes rest on me.

Sometimes they feel joy, drooling as they imagine the delicious cake they'll enjoy later, or perhaps relief, picturing themselves walking, smiling, out of school — or even stress, realising how little time they have left before detention, imagining themselves seated before the terrifying headteacher. With each tick and each tock, I patiently look around the classroom, waiting for someone to acknowledge my presence.

Sometimes I wonder — where else am I needed?

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**Congratulations to Jaami and Shaarav** for their outstanding success in this national competition. You have made the school very proud!

by Mrs A. Gabriele



### MFL Department: ¡Rap en Español! – Year 8's Creative Challenge

As part of their end-of-year project, my 8W Spanish students were tasked with creating and performing a 1–2 minute rap in Spanish, using vocabulary from all the modules studied in *Viva 2*.

Each group was given a different set of vocabulary to include in their rap, and they had to use verbs in at least two different tenses.

To ensure collaboration and accountability, each group member was assigned a specific role:

The **Group Leader** kept everyone on track and made final creative decisions.

Two **Dictionary Experts** supported with vocabulary and ensured accuracy.

At least two **Performers** had to take the stage, ideally memorising their lyrics.

One student took on the role of **Timekeeper and Quality Checker**, making sure the rap had rhythm, correct conjugations, and met all the project requirements.

The results were hilarious, filled with energy, laughter, and lots of Spanish! Performances were evaluated not just on content, but on pronunciation, fluency, teamwork, and, of course, creativity.

Take a look at some of our students in action below:



by Mrs A. Gabriele



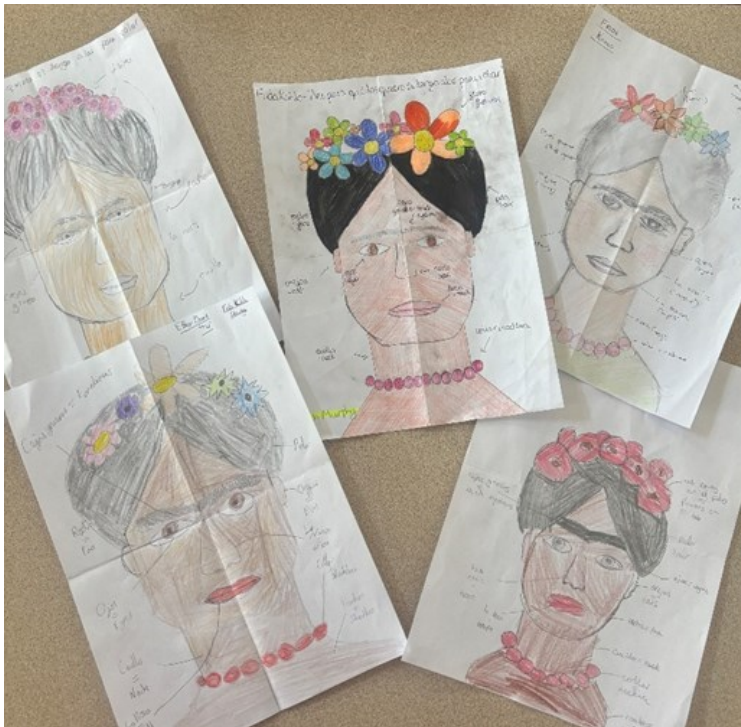
### **MFL Department: Exploring Art & Culture in Year 7 Spanish!**

This term, our Year 7 Spanish students embarked on an exciting cultural journey through the world of Hispanic art. As part of a special module, they explored the lives and works of renowned artists including Frida Kahlo, Joan Miró, Salvador Dalí, and Pablo Picasso.

The project offered students a unique opportunity to combine language learning with creativity. They discovered fascinating facts about each artist's life and artistic style, while also expanding their Spanish vocabulary, such as learning parts of the body to label Frida's portrait.

Students took inspiration from what they had learned to design their own original artworks, showcasing both their understanding of the cultural content and their growing language skills. The results were vibrant, imaginative, and truly reflective of the artistic influences they studied.

¡Buen trabajo, Year 7! We're incredibly proud of your creativity and enthusiasm in embracing both the language and the culture of the Spanish-speaking world.





### **MFL Department:**

To celebrate the end of term, students in French class enjoyed a special tasting session where they tried a traditional French drink called *Diabolo menthe*: a refreshing mix of mint syrup and water, commonly served in cafés and on terraces in France during hot weather. The tasting sparked lots of excitement as students explored new flavours, described the taste in French, and shared their opinions with enthusiasm. It was a fun and interactive way to build cultural awareness and connect language learning to real-life French traditions. Learning French never tasted so cool!





### **MFL Department:**

#### **More than words - A Pearson event at Emirates Arsenal Football Stadium**



On Wednesday 2<sup>nd</sup> July, seven Year 10 students took a trip to the Emirates Stadium (home of Arsenal Football Club), where we got to experience a day of fun and interesting language-based activities and talks in the Pearson More Than Words event.

Upon arrival at the stadium, we kicked off the day with talks from several people working in different industries about how languages affect them and their jobs, and the benefits they have experienced (or could have experienced) from learning/knowing multiple different languages.

First of all, we had a talk from a former doctor who has previously done work in the army and on television, who recounted her past experiences working abroad, in countries like the Balkans and Syria. Unfortunately, she was never able to speak any of the languages that she required to work in these countries, making her job a lot more difficult when working with different patients, as she was unable to communicate properly with them, and struggled to understand their needs. Overall, the main point of her speech, and the point that she kept coming back to, was her deep regret at never speaking or learning any of these languages, to help understand and support her patients.

After this, we had talks from a diving instructor at PADI (the Professional Association of Diving Instructors), and a former Community Outreach Officer from Arsenal, who both emphasised how languages can open up new opportunities and paths for you that you may never have had if you hadn't learnt a language, recounting how they have been able to work all over the world in their jobs, going to places, working with people, and doing things that they never knew they could.



Once this had finished, we had a chance to participate ourselves! With the first ever edition of *Languages Got Talent*, students from a variety of different schools got a chance to showcase their own ability, and any languages, native or learned, that they were able to speak. Ranging from Arabic poems, to "half-French" songs and a Spanish version of *Creep* (or "Raro" - by Radiohead), there was lots of great talent on display, with the winner decided by a judging panel and announced at the end of the day.



### MFL Department:

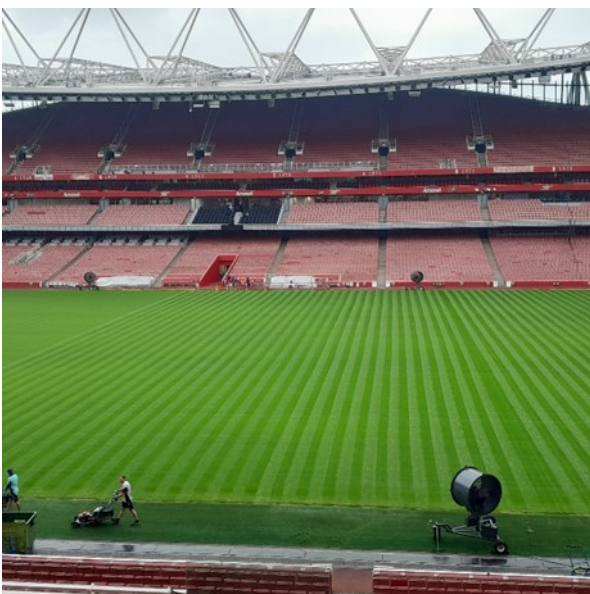
#### More than words - A Pearson event at Emirates Arsenal Football Stadium (continue)

Then, it was time for lunch! We were free to roam around the stadium in our pairs, visiting a variety of different stands and stools set up by organisations ranging from L'Institut Français to the Costa Rican Embassy. As we went around, we had a chance to discover, interact with, and learn more about the countries, languages, and jobs being advertised, with the overarching mission of filling out a Scavenger Hunt, where we had to find a specific piece of information from each stool, such as the meaning of "Pura Vida", a common Costa Rican saying, (answer - everything from hello and goodbye to I'm well or even its most literal translation "Pure Life"!).



Finally, to end the day, we had a session of Bollywood dancing! Yes, that's right, we had a traditional Bollywood dancer come in, who taught us how to dance to the Hindi-Urdu song *Chaiyya Chaiyya*, helping us to learn the words through the music and our bodies. This was then followed by an interesting session by the Swing and Dialect Coach from *The Lion King*, who taught us about an array of different interesting and unique languages from his native country of South Africa, such as one dialect which requires lots of different clickings of the tongue to distinguish between different words and phrases, which completed the day.

Steve Eaden, of Mingalaba and previously outreach coach for Arsenal, ended the day showing us the plethora of jobs one can apply for in the field of sports. Most teams need language speakers, from coaches, to web developers and player support. He showed us a recent Man U advert for a candidate speaking French or Spanish.



All in all, it was a great day of language learning, exploration, and application to the real world, showing us students the undeniable and evident benefits of learning languages, and taking them seriously, as they can take you to places you've never been, do things you've never done, and meet new people you've never met, having an incredible positive impact on your own life, while seriously helping you to stand out amongst a crowd of like-minded individuals.

by Noah Ghirlando



### **MFL Department: WCGS Wins British Council International School Award.**

Wallington County Grammar School is proud to have been awarded the **Intermediate Level** of the **British Council's prestigious International School Award**, in recognition of its commitment to embedding a global dimension across the curriculum.

The International School Award celebrates schools that demonstrate exceptional international work and help prepare students for life in a global society. At WCGS, we believe in the importance of fostering cultural awareness and global citizenship among our students.

This year, our international initiatives have included a vibrant Cultural Diversity Week, featuring a foreign language book sale, "around the world" food tasting, themed assemblies, an International Sing Staff performance, and more. We have also strengthened our global links through school exchanges with France and Spain, including pen pal projects and student visits, as well as school trips abroad, such as the Year 10 MFL visits to Barcelona and Paris.

Our Sixth Form students have taken part in international-themed challenges like the SCOOP journalistic competition, explored careers abroad, and attended talks delivered by international staff and guests, such as award-winning American author of *Supremacy*, Parmy Olson.

We are delighted to receive this recognition and look forward to continuing to grow our international outlook in the years to come.

by Mrs A. Gabriele



## International School Award

# Certificate

This is to certify that

**Wallington County Grammar School**

has achieved

**Intermediate level**  
Developing internationalism

Scott McDonald  
Chief Executive, British Council





**MFL Department: GCSEs in Community Languages**

Dear Parents and Carers,

If your child is fluent in a language other than English or the modern foreign languages taught at school (French and Spanish), they may be eligible to sit a GCSE in that community language too. While we do not teach these subjects as part of our curriculum, we are happy to support students who already have the necessary skills and would like to gain a formal qualification.

We can assist with exam entry, access to past papers, and general guidance. Please note that for the speaking component, we will need to arrange for a visiting examiner, and the cost of this will need to be covered by parents or carers. Further details about arrangements and costs will be shared in due course.

This opportunity reflects our broader commitment to language learning and diversity. At WCGS, we are proud to celebrate the rich cultural and linguistic diversity within our school community. We recognise the value of community languages, not only as a way to maintain cultural heritage, but also as a meaningful part of our shared identity. We are always delighted to see students building on their home languages as part of their wider education.

GCSEs in community languages are currently offered by UK exam boards in the following languages:

- Arabic
- Bengali
- Chinese (Cantonese or Mandarin)
- German
- Greek
- Gujarati
- Hebrew
- Italian
- Japanese
- Panjabi
- Persian
- Polish
- Portuguese
- Russian
- Turkish
- Urdu

If your child is confident in one of these languages and may be interested in taking a GCSE exam, please contact **Mrs. Campello Martin in September** to express your interest or ask any questions.

Thank you, as always, for your continued support.

Kind regards,

Mrs. Campello-Martin

Teacher of Spanish, French and Portuguese



### WCGS vs. WHSG Philosophy Debate

WCGS was proud to host a thrilling interschool philosophy debate, showcasing the intellectual talents of our superb A-Level philosophers: John Stokes, Oscar Stevenson, and Timothy Mazela. Representing Wallington High School for Girls, three equally impressive opponents came well-prepared to tackle the profound question: Must a complete understanding of reality be a physical one?

With a number of curious and ambitious Year 11 students in attendance, the event offered a captivating glimpse into high-level conceptual analysis and philosophical argumentation. Students on both sides engaged in rigorous debate, drawing on sophisticated ideas including Wittgenstein's views on language, the puzzle of inverted qualia, the concept of intentionality, and the principle of the causal closure of the physical.

The quality of thought, clarity of argument, and respectful challenge made this a debate to remember. A huge well done to all participants; our future philosophers are clearly in excellent form.

by Mr A. Philippou





### **Art Department:**

#### **Student Art Exhibition at Vellum Mill Gallery**

This Summer, Vellum Mill Gallery in Carshalton housed another amazing Exhibition of GCSE and A Level work by WCGS artists. Originally booked for one week, the exhibition was extended due the overwhelmingly positive response received from visiting artists, other local schools and members of the public. We received multiple enquiries regarding whether the work was for sale, and many visitors took to social media to express their appreciation and even review the pieces in various blogs.

Our students are incredibly talented and we were thrilled to be able to share their work with the wider public, and look forward to next years' show!





### Art Department: A Level Taster Sessions

This term, our Year 11 students had an exciting introduction to A Level Art, focusing on the bold and expressive world of Expressionism. Inspired by artists such as Gabriele Münter and Wassily Kandinsky, they explored the movement's energy and emotion through large-scale still life studies, using vibrant colour palettes and dynamic brushwork. The department was buzzing with creativity as students took the opportunity to experiment with new materials and embrace a more playful, intuitive approach. It has been fantastic to see such enthusiasm and individuality - our future A level artists are off to a great start!



### Year 8 Masterclass

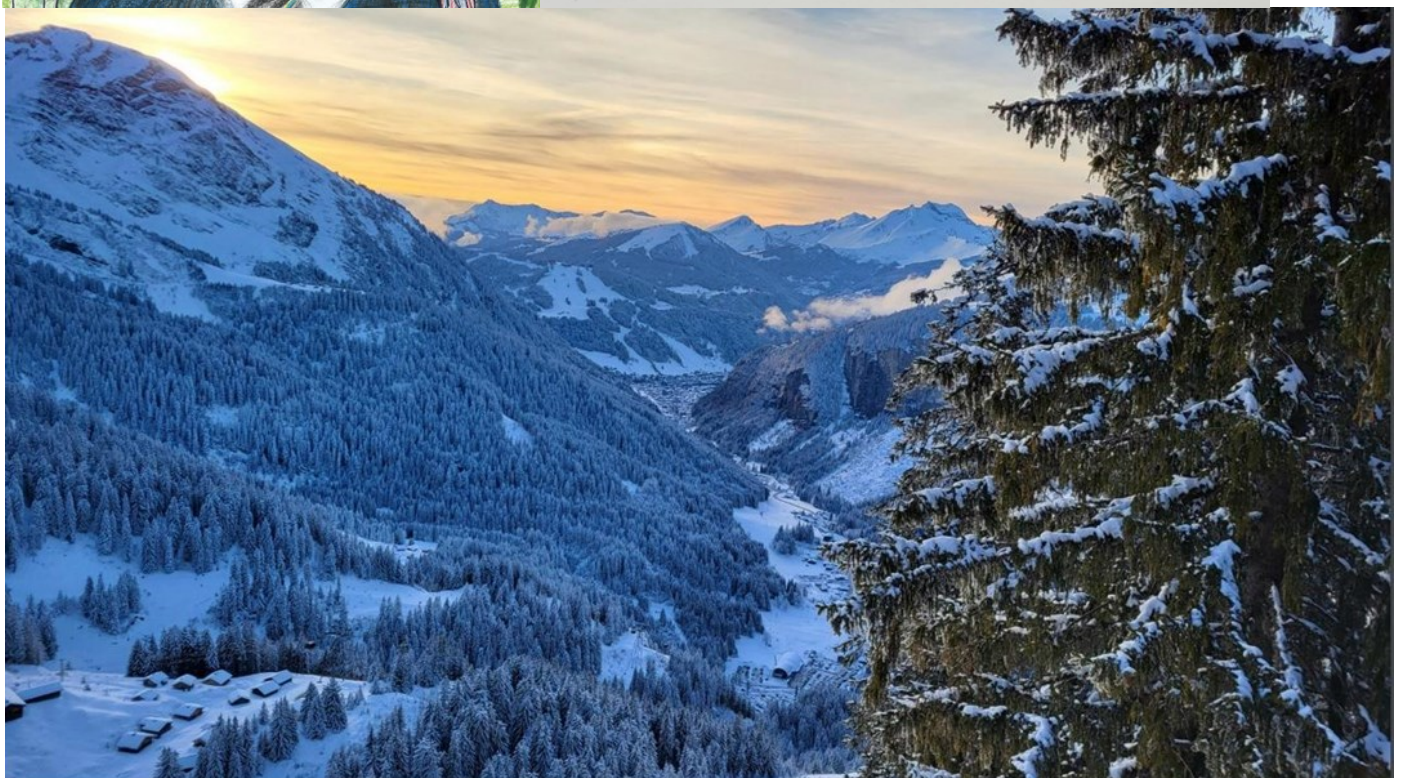
As this year's Year 8 Art Masterclass comes to a close, we are proud of how much our students have achieved. They have immersed themselves in drypoint etching and still life painting, developing skills and confidence they will carry with them into Year 9, and beyond. We are especially excited to see some of our group moving on to GCSE Art in September. A new Masterclass group will be starting in the autumn term, and we welcome current Year 7 students who are interested in taking Art at GCSE and ask them to speak with Mrs Paliotta in September about getting involved.





**Art Department: Artists of the Month**

Congratulations to David Khokhlov (Year7) and Matthew Medina, George Hornblow-Lee and Theo Barnes (Year 8) for being among our current artists of the month!





### Art Department: Art Library

We are pleased to introduce our new Art Library, now available in AR1! This space offers a growing collection of books on artists, art history, and key movements - an excellent resource for developing ideas and supporting research. GCSE and A Level Art students will find it especially useful for their extended coursework. All students are welcome to visit and read during Friday lunchtimes. Come along to explore new artists, gather inspiration, and enrich your understanding of the art world.



### Happy Holidays!

We hope all our students have a restful and enjoyable break, returning refreshed for the new school year. Over the summer, we encourage everyone to take the opportunity to visit an art gallery or exhibition - it is a great way to stay creative and find inspiration away from the heat. This year, we recommend *Yoshitomo Nara* at the Hayward Gallery, *The Art of Mankind* at the Fashion & Textile Museum, and the always popular *Royal Academy Summer Exhibition*.

If you feel inspired to create something new, we would love to see your artwork when you return in September!





**Anti-Sexism and Equality Taskforce**

This year, the Anti-Sexism and Equality Taskforce (AST) at WCGS has been hard at work! We've organised this year's White Ribbon Assemblies, International Women's Week, and so much more. Most recently, 12 of our members took part in Tender's Healthy Relationship Ambassador Training to spot early signs of Domestic Abuse in relationships as well as look at different behaviours seen in both healthy and unhealthy relationships. These students gave up their own time after school to help build an inclusive school environment. Our newly certified ambassadors will be working closely with Ms Adams next year to create new resources and support students at our school.



These are the new members of our Healthy Relationships Ambassadors Team: Kyan Louis Navaja Y13, Zack Long Y12, Vivek Lall Y12, Ali Hadi Y12, Luwa Akintunde Albrow Y12, Arvish Gopee Y12, Manuchehr Folad Y12, Arya Bhasker Y12, Safwan Hasan Y12, Saksham Wadhwa Y11, Ridhwaan Ali Y11, Aariz Ahmed Y11.

Special thanks go to Ms Adams for organising this amazing opportunity! All of them are excited to deliver this training to more students and help increase awareness about Domestic Abuse and warning signs in unhealthy relationships among students of our school.



Just a few weeks ago, the AST was thrilled to receive an invitation to speak at the Sutton Council's "Youth Takeover" programme, where young people take to the stage in a council meeting to deliver presentations about issues they are addressing and their initiatives. It was a pleasure to be able to attend and talk about the amazing events the AST has been involved in and share ideas with young people from all over the borough. Many councillors and students from the borough were very interested in our work, and post-meeting, I received a swarm of emails expressing interest in collaboration and voicing their amazement at seeing how progressive we are. It was great to learn from other students in Sutton, and we are hopeful to be involved in borough-wide collaboration next year as we begin to plan a Male Allies Event with the Sutton Women's Centre. To say the least, it's been a great year for the AST, and all of our work has been thanks to the amazing support of our student body and staff. Thank you all, we can't wait to see what's in store for next year!

by Aariz Ahmed

**SELF DEFENCE TRAINING SIXTH FORM GIRLS**

- ONE OF THE STUDENTS MOST POPULAR IDEAS WAS OFFERING SELF DEFENCE COURSES TO THE SIXTH FORM GIRLS. LAST YEAR WE WERE ABLE TO RECEIVE FUNDING FOR THE GIRLS TO BE TAUGHT BY TAEKWONDO INSTRUCTORS.
- "HELPS TO LEARN ABOUT BEING CONFIDENT WHEN ALONE OUTSIDE"
- VERY GOOD TURNOUT FOR TEACHING DAYS
- STUDENTS LEARNT BASIC DEFENCE MOVES AS WELL AS STRATEGIES FOR STAYING AWARE OF THE ENVIRONMENT.
- THE SCHOOL PROVIDED THIS TRAINING FREE OF CHARGE TO OUR STUDENTS

**INCORPORATION INTO OUR CURRICULUM**

FROM SEPTEMBER NEXT YEAR, WE ARE ADDING AN EXCITING CHANGE TO OUR YEAR 7 CURRICULUM. NEW STUDENTS JOINING WALLINGTON COUNTY GRAMMAR SCHOOL WILL COMPLETE THE "WORKING WITH BOYS" PROGRAM DEVELOPED BY ANDREW HAMPTON DURING THEIR FIRST YEAR. FURTHERMORE, WE ARE RECEIVING STAFF TRAINING FROM HIM DIRECTLY. MANY OF OUR PASTORAL STAFF AND SLT HAVE ALREADY READ HIS BOOK.

**WORKING WITH BOYS**

THIS BOOK WILL INFORM REFORM TO OUR BEHAVIOUR POLICY AS WE ARE BEGINNING TO THINK OF NEW WAYS TO EFFECTIVELY SUPPORT THE BOYS AND YOUNG MEN OF OUR SCHOOL FROM THE GROUND UP. THIS IS A PROACTIVE APPROACH TO ADDRESS THE ISSUES THAT MAY ARISE IN THE FUTURE AND IS A COMMITMENT FROM OUR SCHOOL TO LEAD THE WAY.

**ANDREW HAMPTON**





### WCGS Celebrates Pride Week

This year marked a significant milestone at WCGS with the launch of our very first official Pride Week, proudly organised by the newly relaunched Pride and Allies group. The school was transformed with vibrant decorations, and each day brought its own splash of colour and celebration.

We kicked off the week on Monday with a joyful launch event. The school was alive with rainbow decorations, setting the tone for a week of inclusivity, positivity and unity. Staff and students alike took time to admire the displays, soaking in the atmosphere and spirit of Pride.

On Tuesday, we hosted a delicious bake sale alongside engaging talks on diversity and inclusion. These discussions sparked meaningful conversations and reflected the school's commitment to celebrating every individual.

Wednesday brought creativity and teamwork to the forefront with a flag decorating session for Key Stage 3, while the rest of the school took part in an exciting Pride-themed quiz. It was brilliant to see everyone participating with enthusiasm and Pride spirit.

Thursday saw the arrival of our much-anticipated Sports Day Bonanza — a definite highlight of the week! With refreshments, ice lollies, water balloon games (including some well-aimed shots at Mr Jones!), and plenty of sunshine, the day was filled with fun, laughter, and celebration.

We wrapped up Pride Week on Friday by announcing the winner of the flag decorating competition and reflecting on the fantastic energy that the week had brought to WCGS.

Each day of the week also featured a different colour of the Pride flag — starting with red on Monday, followed by orange, yellow, green, and ending with blue and purple on Friday — adding a bright and meaningful layer to the celebrations.

This was the very first time WCGS celebrated Pride Week in this way — and with the Pride and Allies group now relaunched, this is just the start of the inclusive, joyful and proud journey we are building together.

by Saksham Wadhwa





### Female Forum Review

Throughout the year, the Female Forum has offered a wide range of activities for the women of WCCS — both teachers and students. From simple meetups to help build a community of women in the school, to guest speakers and alumni sharing their experiences, the Female Forum lunchtimes have provided a comforting space where we can speak openly, free from judgment, and discuss our opinions on relevant topics of the week.

We've had many meaningful discussions, including sensitive topics like misogyny, women in male-dominated careers, as well as university life and future plans. All of these sessions have been insightful and thought-provoking.

Ms. Adams has been a key figure in making this all possible, playing a crucial role in organising the sessions and acting as our first point of contact for wellbeing support — overall, she's been a driving force behind these opportunities.

These meetings happen every other Thursday at lunchtime, covering a variety of topics each time. At the start of the year, it was mostly about getting to know each other and connecting with the female staff. As the year went on, we welcomed former students, had a self-defense training day, hosted guest speakers, and ran activities for events like International Women's Day.

Each of these events has shaped my experience at school. Being part of this group every two weeks has helped me feel more integrated and has reinforced the sense of community that the Female Forum represents.

by Heli Patel

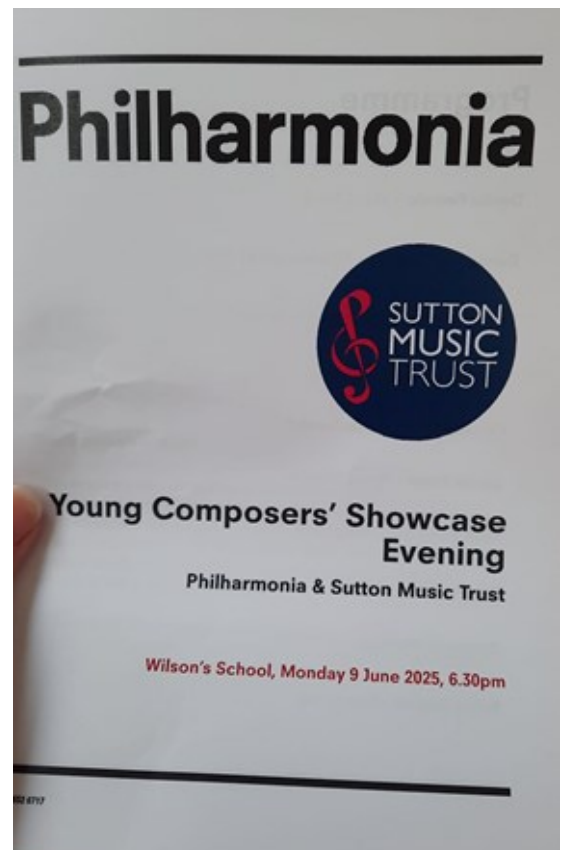
### Music Department: Young Composer Project with the London Philharmonia

We are incredibly proud of four of our A Level Music students – Quentin, Luke, Oke, and Daniel – who recently took part in an exciting Young Composer project in collaboration with the world-renowned London Philharmonia.

As part of this unique opportunity, the students attended two professional workshops with musicians from the Philharmonia, where they received expert guidance and feedback on their original compositions. Each student composed a piece specifically for the Philharmonia ensemble, which was then performed live at a final showcase event.

This was a truly inspiring experience, giving our students the rare chance to hear their music brought to life by some of the finest musicians in the country. It was also an invaluable opportunity to develop their compositional skills and gain insights from professionals working at the highest level in the music industry.

A huge well done to Quentin, Luke, Oke, and Daniel for your creativity, hard work, and musical maturity! by Mrs J. Martin





### **Music Department: Summer Concert 2025 – A Fantastic Finale to the Year**

On Monday 8th July, the Music Department hosted its annual Summer Concert – a brilliant way to round off the academic year. The concert was a real celebration of musical talent, showcasing students from all year groups, including some students from Year 11 and Year 13 who returned to perform.

It was a particular joy to see how much our WCGS choirs have grown this year. They delivered a stunning performance of *Lay a Garland*, an incredibly challenging piece arranged in eight parts. The dedication and musical maturity shown by the choir members were nothing short of inspiring – I'm so proud of each and every one of them for their hard work and commitment.

Our Instrumental Group also continues to flourish, producing a rich and polished sound that impressed everyone in the audience. Once again, I'm hugely grateful for the students' enthusiasm and dedication throughout the year.

The evening also featured a variety of solo performances from students across all key stages – thank you to everyone who stepped forward to perform. And our fantastic bands from Years 9, 10, and 12, who displayed both teamwork and initiative in organising and rehearsing their own sets – a true testament to their determination and musicianship.

Special thanks go to our wonderful site team for help with the event, the PTFA for providing refreshments, and to the entire Music Department. A thank you also to Mr Slade for his continued work with piano, singing, and for accompanying the choir.

Finally, a huge well done to all students who performed and a warm thank you to everyone who came to support the evening. We look forward to welcoming you back in November for our Autumn Concert!

by Mrs J. Martin





### Touch Typing Club

Friday the 11th of July was the last session of the Touch typing club. On this occasion, students competing against each other to crown the fastest touch typist.

**The winner was Arthur Au Yeung 9G Radcliffe**  
**Runner up Janaash Jeyakumar, 8RA**  
**3rd place Fahad Ghazi 8CA**

Well done to all boys for their perseverance and improvements.



### International Olympiad on Astronomy and Astrophysics

Congratulations to George Bailey, who has been selected to represent the UK at the International Olympiad on Astronomy and Astrophysics, taking place in Mumbai, India, this August. His selection follows a strong performance in the British Physics Olympiad and his participation in the national selection camp held at Oxford University over the Easter break.

This is a significant achievement, as George is the first student in the history of Wallington County Grammar School to represent the UK in this international competition. Around 50 countries take part in the Olympiad, each sending only five students—making selection highly competitive.

We wish George the best of luck in this exciting and well-earned opportunity.

