

# THE ORIEL VIEW



The latest news,  
views and events  
from your school

SPRING  
2018



## MAIN FEATURE

### [04] RAISING AND GIVING

Our Sixth Form students have been working hard to benefit others this year; with the aspiration of setting a new record for Raising and Giving.

## INSIDE THIS ISSUE

### [02] READING REVOLUTION

### [03] WORLD BOOK DAY

### [05] IT'S NEVER TOO SOON TO HEAD TO UNIVERSITY

### [06] A LEVEL HISTORY TRIP TO RUSSIA

### [08] ELLIOT ORSBORN'S VIEW ON SECONDARY EDUCATION

### [11] DAVID DEIN VISIT



# WELCOME

Welcome to our latest edition of our newsletter, **The Oriel View**.

I hope that it illustrates the sense of adventure and fun that we enjoy at our school whilst still ensuring that our students gain very strong academic qualifications. In this latest newsletter you can read about the trip recently undertaken to Russia, as well as the exciting activities taking place in school such as World Book Day and the Reading Revolution and those undertaken by our Sixth Form students as part of their RAG (Raising and Giving) activities.

Our usual sports update contains detail of some very impressive victories and features the visit made recently to our school by David Dein who will be well-known to football fans. There is an article that illustrates our level of commitment to providing high quality information, advice and guidance with regards to careers and work experience and we are very grateful to the many business representatives who came into our school to speak with our students. I draw to your attention also to the piece written by one of our Sixth Form students, Ioana, about her recent

visit to Cambridge University and another piece written by one of our Year 11 students, Elliot, about his five year journey at our school, essential reading for our younger students in particular.

I hope that you will enjoy this edition of **The Oriel View** and I thank you for taking the time to read it.

**Philip Stack,**  
Headteacher

## FAST FORWARD

## KEY DIARY DATES...

### SUMMER TERM 2018

#### APRIL

**April 17th & 18th** - Animazing Visit

**April 19th** - Parents information Evening on pathways after Sixth Form

**April 25th, 26th, 27th** - Year 10 Villiers Park Scholars Programme – Residential

**April 27th** - Be the Change trip - Year 9

#### MAY

**May 1st** - HPV Immunisation - Yr8 & Yr9 girls

**May 28th - 3rd June** - HALF TERM

#### JUNE

**June 21st** - SPORTS DAY @ K2

**June 22nd** - Year 11 Prom- Lingfield Park Race Course

**June 29th** - Annual Sponsored Walk

**June 29th** - Sixth Form Summer Ball

#### JULY

**July 2nd** - Sixth Form welcome day

**July 3rd** - Oriel History day

**July 3rd** - Town Sports event @ K2

**July 11th, 12th, 13th** - Activities Week

**July 20th** - Last day of term for students. 12.45pm closure, Non-uniform day

**July 23rd** - INSET DAY

**July 24th** - INSET DAY



## READING REVOLUTION!

At Oriel, we're making great use of new technology to support students' reading and vocabulary. We use 2 online programmes: the first, Accelerated Reader (for years 7 and 8), quizzes students on books they have just read and recommends their next book, based on their reading level. We expect all students to read for at least 20 minutes every day and there are plenty of rewards for doing this: when students have finished a book and passed a quiz, they get a sweet from Ms Bruce, the librarian, and positive behaviour points!

The other online programme we use is Bedrock Vocabulary, which teaches complex language in a series of interactive lessons.

Students complete 2 lessons a week. This is set as homework but can also be completed in Bedrock Club, in IT4, on Wednesday and Thursday lunchtime. Our students' hard work has definitely improved the breadth of their vocabulary!

If you would like to track your child's progress on Accelerated Reader or Bedrock and do not have a parents' login, please email Ms James, [zjames5@oriel.w-sussex.sch.uk](mailto:zjames5@oriel.w-sussex.sch.uk)

Above are some of our Year 8 readers who made excellent progress last term!



## WHAT IS YOUR FAVOURITE NUMBER?

What is your favourite number? Maybe it's your lucky number? Or part of your date of birth? Nearly everyone, when asked, will be able to identify a number with particular emotional significance to them.

March the 7th 2018 is World Maths Day and this year, to mark the occasion students and staff of Oriel High school were asked to let the Mathematics department know their favourite number. It was a closely fought race, much like an election, (including some potential outside interference!) but the results came in, and made for interesting reading.

Just over 1000 students gave responses across Years 7 to 13 and about 25% of the staff. The winner, by some margin, amongst students and staff was the number 7. This is remarkable, as this same result was found with a national survey conducted in 2014. 7 was selected for a variety of reasons, from being an important number in the Harry Potter book series, to being somebody's rugby position or just being a lucky number.

Other notable entries include the number 3, which came in second place for both staff and students. Reasons for the popularity of this particular prime number ranged from the age when a student had learnt to cartwheel to being the birth month of a member of staff and lots of their family. 31 was the lowest whole number with a single solitary vote amongst students. The full set of responses, especially the reasons given, has proved to be fascinating reading, and a great chance to get to know the students of Oriel.

Most of you reading this are probably thinking "but this isn't mathematics!". And you're right, it isn't. The analysis of numbers in this way is closer to numerology than mathematics. Maths is less concerned with the mystical or superstitious aspects of numbers but the relationships between them and what happens when we play around with them. Mathematics is also, however, about making sense of the infinite. Trying to understand the world around us by finding the rules that make it work. Sadly, this aspect of Mathematics can become lost to

students in amongst all the rules and algorithms required to get "the right answer".

The "right answer" is, of course important when it comes to obtaining qualifications, however, if you don't care about why that answer is right or how to reach it then it is always going to be more difficult to find. In asking students and staff their favourite numbers our aim was to begin to try and examine the emotional relationship we have with numbers and by extension Mathematics. To begin to take students on the journey from finding a number amazing because it's on their football shirt to understanding why that same number is incredible for all sorts of equally amazing mathematical reasons. For example, our winner, the number 7 is not only lucky but a Prime number. Prime numbers have only two factors, 1 and themselves. Prime numbers are the reason that, amongst other things, we can securely shop online.

So, what is your favourite number? And what else could be amazing about that number?

**Simon Marriott**

## WORLD BOOK DAY 2018

This year's theme for World Book Day was 'Lost Property'. We held our annual competition to celebrate this with some great results. Mr Stack came and opened the competition by cutting the ceremonial ribbon in the library at break on Thursday 1st March and the students surged forward to be the first to see the display of lost property and to get started on the competition. The keenest students came back at lunch and again after school to beat the crowds. Answer sheets started to flood in and we opened the display up until lunch time Friday to give everyone a good chance to participate. Emma Simmons has always been a big reader and her knowledge shone through being the only entrant with 100% so definitely earning the title of Book-iest Bookworm 2018. It was a fabulous success and we all had jolly good fun.

**Event:** Locker display in the library filled with items lost by book characters.

**Competition:** Three Levels.

**Level - 1 Match the locker numbers to the book characters**

**Level - 2 Match the Book to the book characters**

**Level - 3 Match the author to the book title**

The more you were able to complete the more chance you had of being crowned the Book-iest Bookworm for WBD 2018.

### Prizes:

Level 1 Gold coins

Level 2 £10 Book tokens

Level 3 Kindle Fire – Book-iest Bookworm

### We had 87 entries!!!

Top Prize: Kindle Fire went to **Emma Simmons** DMA YR10 BOOK-IEST BOOKWORM!!!!

2nd: **Jade Vohra** JCW YR8

Joint 3rd: **Katie Cook** YR7 SJO & **Megan Browne** YR8 DMA

**Luke Barber** YR8 LDE & **Jacob Niner** YR8 LDE worked together and will get a £5 book voucher each

Well done to all who participated.





# RAISING AND GIVING...

**Our Sixth Form students have been working hard to benefit others this year; with the aspiration of setting a new record for Raising and Giving. Activities have included:**

★ Going 'bare faced' for Macmillan to raise awareness of skin cancer. Our senior head girl, Sarah Burridge and fellow sixth form student Aimee Burgess challenged the girls in the Sixth Form, younger years and their teachers to go without make up for a week. They also presented awareness assemblies to younger students. It made getting to school a whole lot easier for some and raised almost £500 for the charity.

★ Community Leader Eimer Batchelor challenged everyone in the Sixth Form to reverse the 'Advent Period' by collecting sanitary products for a local foodbank. She also put together a presentation to be shared with every mentor group, explaining what period poverty is, how it affects some teenage girls' educations; and how we could support a charity determined to eliminate it.

★ Our annual 'Festive Fair' was a popular, fun and spirited as ever. The event is one that every Sixth Form student gets involved in; either promoting the event or running a stall/ activity. From decorating your own bauble; to waxing the leg of a Sixth Form student there was plenty on offer for Years 7-9 to enjoy. This year we supported three charities. The first was The Royal Brompton hospital's charity. Over the past decade they have provided two lifesaving heart operations for one of our students Bradley Rose and he nominated them in order to give something back. Elise Liley-Riddle nominated the second charity, The Anthony Nolan foundation, after they were able to provide the bone marrow donor match her mother needed in her treatment. Finally, Annabell Agate, who has been completing work with people diagnosed with dementia in her preparations for medical school felt that we should support the work of a charity improving the lives of patients and their families. Our final charity was, therefore, Dementia UK. The event raised almost £600 for these charities.



**TUESDAY 27TH MARCH**  
Oxford and Cambridge Student Conference

**THURSDAY 19TH APRIL**  
Parents information Evening on pathways after 6th Form

**TUESDAY 19TH JUNE**  
Higher Education (UCAS) Conference (Y12)

**WEDNESDAY 11TH - FRIDAY 13TH JULY**  
University Residential Trip –University of East Anglia

**JULY**  
Future pathways interviews

## CAREERS ADVICE AND GUIDANCE OPPORTUNITIES IN THE SIXTH FORM

# It's never too soon to head to University!

**One of the best ways to find out about university and make an informed decision about whether it's for you is to attend a taster session; these can be everything from one day subject events to Summer Schools and we encourage our Sixth Form students to embrace these opportunities. Some of these events are also open to Years 10 and 11 so make use of your Unifrog University Shortlist to research these now! Ioana Staicu (Y12) has lined up several this year; here she writes about her experience of the Cambridge shadowing Scheme.**

**Being a Cambridge Student for a Weekend: Ioana Staicu, Oriel High School**

The Cambridge University Students Union is organising the 18th edition of the Cambridge Shadowing Scheme. Its main purpose, according to the official website, is to bring UK students from state schools without a tradition of top university entry to Cambridge for three days, in which they would have the chance to spend time with an undergraduate and 'shadow' them in the subject they are studying. The idea of this programme was to give them a real taste of student life right from the 'source'.

I was lucky enough to receive a place on the programme – the number of application has by far exceeded the expectations of the organisers, with over 3000 applicants out of which only around 360 were accepted. Mostly all costs were covered by CUSU, which encouraged people from all backgrounds to participate.

On the first day, the students had a Welcome Talk at Emmanuel College, where Olivia Hylton-Pennant, the Access and Funding Officer of the CUSU, gave us a brief overview of what we were going to experience in the next few days. After that, all students were distributed to different colleges around Cambridge, typically in those that their 'mentors' (undergraduates) attended.

The rest of the day was filled with social time with new faces – the perfect time for Q&A about Cambridge! However, the highlight of the day was definitely the formal dinner at Trinity College, which took place in the beautiful hall that looked very much like a Harry Potter setting.

The second day has been dedicated to academic sessions – the 'shadows' went with their mentors to lectures, supervisions and classes, according to their subject of interest. The content was, as expected, of a high academic level, and the professors and lecturers were friendly and highly-competent in their approach to students. After a very brain-challenging morning, students had the chance to choose between a wide range of activities – whether it was a tour of the picturesque town or of the immense University Library, movie/quiz night, information workshops or the Murder Mystery puzzling experience, students had a lot of fun with their mentors and their new friends.

Finally, the third day gave us a final surprise: a very interesting talk from Dr Sam Lucy, Admissions Tutor and Fellow at Cambridge University in which she explained the whole application process and what students should consider when applying for university, particularly Cambridge.

Overall, the feedback was very positive on all sides. "I wish I had this opportunity when I was in Year 12, it's an amazing scheme!", admitted Isobel, mentor and first year History undergraduate. Victoria, one of the year 12 shadows, said: "I saw what student life is really like, I would certainly recommend it to other people!"

I could not agree more. It was a certainly eye-opening experience that encouraged me to consider Cambridge as a future university choice. If you want to find out more about the programme, you can visit the website [www.applytocambridge.com/shadowing/apply/](http://www.applytocambridge.com/shadowing/apply/).





A-Level History Trip: **To Russia**

**Tours of Moscow and St Petersburg**  
February 2018



# RUSSIA

During February half-term 22 A-Level History and Politics students were fortunate to be the first Oriel students to venture into the Land of the Tsars, Russia! Although the trip was organised to enhance and support the learning of the A-Level History students studying Tsarist and Communist Russia, 1855-1964, the trip was extended to other students in Year 13 who wanted to join in the adventure to Moscow and St. Petersburg. The itinerary for both cities was intense, across the six days and five nights in Russia – but both the students and staff would not have done it differently; as every moment, monument, museum and minute of the trip was just simply mind-blowingly epic!

## Day 1: Crawley to Moscow

The coach transfer from the airport to our first hotel in Moscow was just a wonderful opportunity to soak up the geography, weather and sights around us – and get a feel for Russia. Once we arrived at the hotel half the students were more than happy to take the Moscow Metro to Borovitskaya to do a tour of Red Square by night. The sights of seeing the Kremlin, Cathedral Square and St Basil's Cathedral with the night lights was just magical. As it was still Christmas season in Russia, every building in the area was lit up beautifully against a very black sky; and the students enjoyed the sights as well as the snow.

## Day 2: Moscow

We visited Lenin's Mausoleum, where the preserved body of the first communist leader is still on public display 94 years after his death. We soon took our first obligatory group photo outside the stunning St Basil's Cathedral. Nearby is the Kremlin, Russia's mythic self-contained city with a multitude of palaces, armoury, churches and a medieval fortress. Inside the Cathedral of the Annunciation, every inch is covered with beautiful Russian Orthodox iconography and paintings. We made our way to the Kremlin Arsenal, and on our way, saw the Changing of the Guard outside the Tomb of the Unknown Soldier – a sight which makes the one outside Buckingham Palace mild in comparison. Inside the Armoury Chamber museum hosts a treasure house of precious ancient Russian regalia, ceremonial tsar's and tsarina's dresses, armour, stagecoaches and a large collection of gold and silverware.

We then headed to the Central Armed Forces Museum; which has accumulated the most prominent and important military relics, weapons and vehicles of the late Tsarist and Soviet period.

## Day 3: Moscow

Visiting Lenin's house and the museum in Gorki was just simply magical! This is where Lenin spent the last years of his life, and we were guided around his country estate; and still managed to have a few snow ball fights outside it. We then headed straight to Poklonnaya Victory Memorial and Museum to the Great Patriotic War; and this was the moment we fully realised the epic scale Russia had to provide. The Museum featured numerous exhibits about the war, including beautifully crafted dioramas depicting seven major battles; and at the centre of the museum is the Hall of Glory, with a large bronze sculpture, the "Soldier of Victory" standing imposingly underneath a large dome and over a large space.



## Day 4: St Petersburg

In St Petersburg we headed straight to the Cathedral of Spilled Blood, which was built on the spot where Tsar Alexander II was assassinated. It was certainly an impressive structure, and we took a few moments to go into the cathedral and feel the intense level of spiritual and religious experiences of everyday Russians. We headed to the Monument to the Heroic Defenders of Leningrad and Museum, it felt more sombre and profound in experience. The museum commemorates the heroic efforts of the residents of Leningrad and the soldier's attempts to repel the Nazis in the 900-day Siege of Leningrad during the Second World War. Our final destination for the day is to the blue and white Catherine's Palace and Park (also known as the Summer Palace). We passed through an immeasurable amount of rooms which had spectacular Tsarist aesthetic décor, with rooms literally covered in gold and in one case amber stones! Whilst somewhat impressed with the extravagant wealth being displayed, it was also easy to see why there was a Russian revolution against the tsarist autocracy in 1917!

## Day 5: St Petersburg

We explored many of the excursions and sights in the heart of St Petersburg; from St Nicholas Church (the Sailor's Cathedral – one of the few to have remained open throughout the Soviet era), Cruiser Aurora, Finland Station and Smolny Institute (a Palladian edifice in St Petersburg that has played a major part in the history of Russia). At Peter and Paul Fortress, the oldest building in St Petersburg founded by Peter the Great in 1703, we visited the Cathedral (the last resting places of the Romanov Tsars) and the Prison (where many revolutionary and Bolshevik prisoners were imprisoned).

However, our main and last focus of the day was the outstanding Hermitage Museum (the Winter Palace); where the Bolsheviks stormed the building in 1917 during the October Revolution. Founded by Catherine the Great in 1764, the Hermitage museum houses over 3 million items of art and cultural significance – and the rooms were absolutely endless with priceless artwork, statues and larger-than-life rooms; and this ended up becoming a highlight for all of us on the trip.

## Day 6: St Petersburg to Crawley

Last day in St Petersburg we headed to Yusupov Palace – the site of the murder of Rasputin; with a series of wax models to help explain the events which led to the death of 'the mad monk'. We went back to Nevsky Avenue again for lunch, and soon saw ourselves revisiting the outside of the Hermitage again – to take one last group photo outside these impressive surroundings, covered in snow.

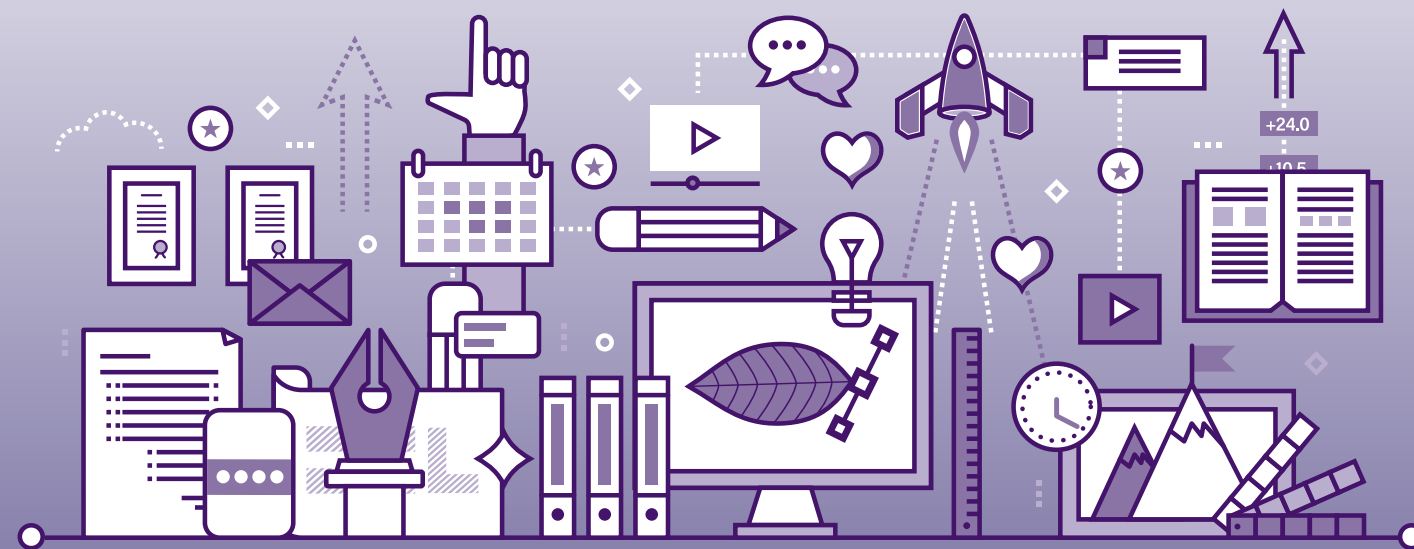
Mr Jayasuriya would like to thank Ms Glentworth and Mr Smith for doing a tremendous in staffing and looking after the students during the half-term. The students were outstanding ambassadors for the school outside of the UK.

**Milan Jayasuriya**  
Trip Leader: Russia 2018



## Elliot Orsborn - An Oriel High School Student Perspective 2013 - 2018

# Secondary Education



**Five years.** Five, unique years that shape an individual and prepare them for their life ahead. To me, secondary education is vital for boosting confidence, strengthening resilience, and building a career. Never would I have thought at the start of year 7 that I would be where I am today; I started out as a shy, quiet 'cruiser' student, bullied in previous years and on the edge of teenage development. Now, I am writing A Level applications and preparing for my GCSEs. No matter who you are - a parent, a current student, a primary schooler or teacher - I hope this article alters, or challenges, your perspectives on twenty-first century secondary education.

Transition. Open evening is a delight: you're toured about the school by a student, navigating what seems like a labyrinth of corridors, watching exciting experiments in the science department, or observing what the curriculum has to offer. As the year travels through and you await your place, there is a mix of excitement, ambiguity and nervousness within the air. For me, induction day was such a massive insight into the school life. Naturally, like many others, I didn't know where to go or who was going to be there, but the prefects always do an excellent job to ensure the day runs smoothly. I know firsthand, and it seems like every year is similar in the sense that everybody is excited, but nobody truly knows what the day will hold. I felt like I would never learn the seeming labyrinth of corridors, or fit in with other students. But now I realise that you don't have to 'fit in', as uniqueness makes an individual, and that I could probably navigate the corridors blindfolded.

**Key Stage Three.** Three rapid years which inevitably highlight your strengths and weaknesses, and dictate the options for your GCSEs. The first couple of weeks in year 7 were challenging. Like many others, I got lost in the crowds and had to look for assistance to reach the classroom. But that was okay - the older students were always happy to help and it didn't matter if you were a couple of minutes late to class back then. I found that in the first few weeks, nobody really knew each other and these were exciting times for me to discover new friends and learn how the classes work; we were all quite obediently silent as each teacher clearly explained their rules at the start of each lesson. In year 7, one class has stuck with me until this day - history class. The teacher was quirky and funny - but equally authoritative. Each of us had nicknames and it was the first time that I properly enjoyed school - thanks to the people in those lessons. In each year, I found certain classes which have stuck with me to this day. Onwards and upwards.

**By year 8,** I had gained a significant amount of confidence and had started to participate in lessons. I had my favorite subjects, which changed year-on-year. Previously at open evening, I was intrigued by drama, music and catering - but through trial and error I realised that actually I can't sing, act or cook! In year 8 I was starting to enjoy Spanish; I was with quite an intriguing bunch of students, helping to discover how I learn and most importantly my interests. That was the year which uncovered that I quite enjoyed English - and in lessons I always had analytical ideas to share. Developing and enjoying school life is important; lessons like these which spark creativity and passion are essential for the future. Creating new friendships and enjoying the social aspect of school life helps develop essential communication skills which employers take favor in. I knew my classmates, and they knew me; I had a supportive group of friends and classmates which only strengthened in year 9.

**It's okay not to be sure.** At the start of the decision year I knew the subjects I was good at and the ones I needed to improve in. Any outsider would think it's easy to choose three subjects - but they must be subjects you're strong in, plus they must go well together and fit your interests. Doesn't sound so easy now, does it? If you're in the younger years, don't worry. I had no idea - and I still don't - of what my future career could look like. If you'd have asked me in year 8 to pick Spanish, and Geography, I would've laughed and probably turned my nose up at them. The truth is, choosing subjects to keep paths open was the best option for me. Having profound interest in discovering the human body and running for a local club made me choose PE. Year 9 was also the year that I grasped opportunity: I auditioned to be in the school production of 'little shop of horrors', drew a portrait with a small group to be put up in Three Bridges, and became a Prefect. And of course, I still had a fun time in most of my subjects. Interest for creative writing in English prevailed, and I (finally) got to grips with mathematics. Key Stage Three is clearly important for building the foundations for the GCSE courses; yet they are also the most enjoyable years in terms of development and friendship.

**Finishing Key Stage Three,** I had acquired an amazing set of friends, seized opportunity at every possible corner, and was putting my hand up at questions that I didn't even know how to answer - I had come so far. I realised that it is okay to make mistakes, and that everybody is in the same boat. Oriel has a feeling of togetherness prevalent throughout the corridors and classrooms - each bursting with positive energy and discovery. I felt this sense of 'togetherness' especially at events like the annual Sponsored Walk (which I eventually found out that I could run), after competing for the first time at sports day and experiencing the intriguing culture of London and Paris for various activities weeks. It felt like I had fully matured and I could collaborate with teachers - after all, as a previous student once said 'it's not about us and them, or them and us - it's only about us'.

**Teachers are real people.** If you get to know them, most of them are really kind! They're not some kind of alien species on our planet for the sole purpose of extracting GCSEs from the brain - no. They have true respect, understanding and compassion for students - especially for the ones who go above and beyond in their studies. Key Stage Four is an important yet stressful time for students, and they know. They get it. They've been through secondary education, higher education and university - of course they'll understand if you have too much work to do. Their actions and words will shape your understanding the world, your perspectives and thought processes for the rest of your life. Fascinating, eh? Building respectful alliances with these masters of education are paramount, as after all - you're with them 190 days a year.

**Year 10 goes extremely quickly.** You'll laugh, you'll cry (over maths questions) and most importantly - you'll learn. Unfortunately, the only possible method is exam question after exam question after exam question. At times, I wanted to be back in the blanketed warmth of year 9. Obviously, these are the most important years and so I would highly suggest buckling down, getting organised and making yourself enjoy even the subjects you don't like (trust me, it works). Everyone is feeling the same pressure at that point in time and so talking about any worries you may have is key to overcome them. Essentially, there is a 'click' point within every subject, where suddenly everything interlocks into place. This may happen at any point during year 10, although it could happen in year 11. For example, my brain used to frazzle at the sight of any chemical equation involving reacting masses in order to work out the percentage yield and describe its efficiency - but now I'm considering Chemistry for A-Level! You get to know your GCSE classes: over the course of two years I have made extremely strong (hydrogen) bonds with everybody in Geography and English and Triple Science - we have a good laugh, know each other well and can rely on each other for support. Between double lessons we catch up, breathe and grab some water. At revision sessions, the teachers sometimes bring food and we share ours too. Spanish has benefitted my life, and I cannot stop speaking it outside of the classroom!

**Extra-curricular opportunity** in Key Stage Four doesn't cease, either. In year 10, I still had the ability to participate in sports day and the sponsored walk, before embarking on a trip to Budapest to quench my cultural thirst. Taking part in a three-hour first-aid course with my classmates was fun; it meant we could navigate for two expeditions (one practice, one graded). Additionally, volunteering at my local parkrun, improving my physical health and writing stories and poetry over three months contributed to Bronze Duke of Edinburgh Award. At the moment, mentoring students participating in Project You and helping fellow mentees in year 10 with Spanish work has been my recent focus. It's not all exams, you know!

### Advice.

If I had to provide three top tips for secondary school they would be:

#### 1) Stay positive.

It seems simple, but if school is weighing you down, try to find something relaxing to do such as reading, writing or meeting friends. After all, life is about balance. Speak to somebody, a parent, teacher, friend, or learning community support - they're always there to help.

#### 2) Respect others.

If you build solid foundations of respect with your teachers and classmates, then you'll most likely find that it helps in the real world. Having a good attitude towards teachers and students can earn respect and trust, which are necessary components to thrive in a business environment.

#### 3) Seize opportunity.

Writing competition? Go on then. Debate society? Make a difference! DofE Bronze? Let's do it! Try not to be nervous about undertaking a challenge, a change, or something new. They say secondary school is the best time of our lives, and so you should grasp opportunity at every corner.

The staff at Oriel High School have crafted the best five years of my life so far. I hope, as I said at the beginning, that whoever you are - you are going to take away something from this article. Whether that be advice or a changed perspective, I hope you enjoyed reading this.

Elliot Orsborn YR11



# ORIEL HIGH SCHOOL CAREERS DEPARTMENT 2018



Deputy Head of Sixth Form, Owen Svoboda, has taken over the running of the careers team, and now oversees Careers Provision, and Information, Advice and Guidance at the school. Ross Thornton is Oriel's internal Careers Advisor, and has recently passed the Level 4 Diploma in Advice and Guidance. He is available for careers chats and guidance sessions with students of any year group.

The Careers Department have organised a number of events and visits for our students so far this year. This is part of our plan to extend careers provision to all students at Oriel, from year 7 up to Sixth Form.



## Be the Change Programme

We have joined the other six Crawley schools in signing up to the Be the Change initiative for year 9 students. Be the Change is a ground-breaking, inspirational programme aimed at young people who may face challenges in the learning environment, but with the right support have the potential to aim high with great results. The programme aims to support young people on their journey and open their eyes to the world of work and the possibilities it can bring.

So far our students have attended the Be the Change launch at the Arora Hotel last November, and the Stepping Up Conference at the Gatwick Hilton Hotel this January. They are also undertaking a series of one-to-one sessions with their assigned mentors from the local business community.

A workplace visit to the Gatwick Hilton takes place in March, and this venue will also host the Awards Celebration in April.

## Work Experience

In January we launched the 2018 work experience programme, which takes place in July and will see all our Year 12 students go out on a four-day work placement.



## Careers Events

On the 22nd February Oriel hosted another of its popular Speed Careers events, which take place annually. The event was attended by 34 guests from nearly two dozen businesses, many of whom also attended the Business Breakfast hosted by our Deputy Head Helen Everitt prior to the main event. Speed Careers is aimed at year 9 students who will shortly be choosing their GCSE options. This year, for the first time, year 7 students were invited to take part, and they thoroughly enjoyed the experience!

The Careers Department has also organised a number of trips and visits for students during National Apprenticeship Week, which took place from 5th – 9th March. Firstly, on Friday 2nd March we took Sixth Form students to the UK University and Apprenticeships Search event, which takes place at the Emirates Stadium in London.

This was followed by a very busy week. On Monday 5th March Crawley library hosted the Crawley Schools Careers and Apprenticeships Fair, seeing Oriel take groups of year 11 and year 13 students. Then on the 6th March Sixth Form students visited the National Apprenticeships Show at Sandown Park Racecourse.



On Friday 9th March STEM students from years 10-13 visited the local Siemens Traincare Facility in Three Bridges. This involved a tour of the depot, and talks about employment and apprenticeship opportunities at Siemens, and in the engineering sector.

## Website

The Careers and Moving On section of the school website has recently been improved and updated, and now features live links to various careers research and post-18 websites. Find it here: [www.oriel.w-sussex.sch.uk/careers-moving-on/](http://www.oriel.w-sussex.sch.uk/careers-moving-on/)

We also now have a new Apprenticeships page, featuring links to apprenticeships websites, as well as a 'Current Vacancies' section which has live apprenticeship vacancies, including higher and degree apprenticeships. Find it here: [www.oriel.w-sussex.sch.uk/sixth-form/progression-routes-at-18/apprenticeships/](http://www.oriel.w-sussex.sch.uk/sixth-form/progression-routes-at-18/apprenticeships/)

We are only two months into 2018 and already it has been an incredibly busy and rewarding Spring Term for the Oriel Careers Department, and our students. There is much more in the pipeline so watch this space!

# David Dein VISIT

On Monday 29th January, we were delighted to welcome David Dein, former vice-chairman of Arsenal FC and The Football Association to give an inspiring, informative and motivational talk to our Year 10 and 11 GCSE PE students, Year 12 and 13 Cambridge Technical Sport students, A Level PE students, as well as additional members of the staff and student community. The talk was enjoyed by all, with many students commenting that they felt extremely lucky to have the opportunity to hear from one of the most influential men in English football's recent history.



## SPORTS UPDATE

### Year 7 Girls Basketball

Oriel hosted a Year 7 basketball tournament on Tuesday 22nd February. The girls played in a round robin tournament with their first game against a strong St Wilfrid's team. This game was very fast paced and St Wilfrid's attacked hard. The girls lost this match, however their second match against Hazelwick the girls got into the zone and had some excellent phases of attack. With many shots rebounding off the back board this match ended up in a draw. The girls dominated their last game against The Gatwick School which resulted in a well-deserved win. Congratulations to all the girls that took part, you did Oriel proud.

Team: Amy Allen, Bo Barker, Ellie Best, April Long, Charlotte Ward and Issy Hague.

### Year 8 Rugby

Our Year 8 rugby team have begun their season with three excellent wins against Imberhorne (30-10), Midhurst Rother (55-10), and St Wilfrid's (70-0). Here's hoping such impressive form can be maintained against Shoreham Academy, Rydon, and Tanbridge House in the remaining three fixtures this term.

### Year 9 Rugby

Our Year 9 Rugby team are now showing their potential and have displayed some fantastic team performances recently. Firstly, beating Midhurst Rother 52-0 and then following that victory up with a thumping 64-7 over

Tanbridge House, a team we have previously lost to. Watch this space for further friendly games as we have some in the pipeline.

### Girls Football - UI2's

The girls had a strong start to the season with a 1-1 draw away at Hazelwick. They then went on to win their next home games, though poor weather and pitch conditions has meant a couple of cancellations. The team have also taken part in the EFL Cup, narrowly missing out by losing to our Year 8's who entered the same (UI3) competition. They have finished the season by winning the local area tournament and are our first ever UI2 winners!

### Girls Football - UI4's

After a loss in the opening game away at Tanbridge House, the team have done well again in the leagues. They also reached the semi-finals of the County Cup, narrowly losing out away at Durrington in extra time. However, they have brought home both the North Sussex District tournament trophy, and the EFL Cup trophy for the second year running.

### Girls Football - UI6's

Our UI6's reached the quarter finals of the County Cup, losing out to Tanbridge House in extra time, and at the time of writing are yet to play the North Sussex District tournament, a competition they will be favourites to win.

### Sports Hall Athletics

K2 hosted the North Sussex District Sports Hall Athletics competition on Thursday 8th February. Oriel took teams from Year 7 and 8, both boys and girls. They competed in various indoor athletics events and performed really well. It is exceptionally fought between the various schools, and we are proud to say that both the boys and the girls teams performed amazingly. The girls came 2nd in both age categories and the boys went one better by winning both age groups. This result meant that the boys represented North Sussex in the Sussex games in March.

### Sixth Form Football

This season we have had varying success. The football is run in a league format and we have been playing teams from Chichester through to Brighton, and within the local area. We have played various teams, and have recorded two wins, three draws and one loss so far. The most recent match saw the debut of Josh Neathey for the Sixth Form in which he scored 2 goals, one was a fantastic free kick. Joe Walker, our right back is the top scorer, converting every penalty he has taken. Hopefully if the future results and the weather are kind, we will make it through to the knockout stages.





## STUDENT OF THE MONTH

### DECEMBER

**Asia** - Charlotte Ward 7VDA  
**America** - Jessica Mallard 10SJO  
**Australasia** - Tarrin De Meyer 9KDO  
**Africa** - Ellie Cornish 11NHA

### JANUARY

**Asia** - Holly Christian 11CRE  
**America** - Gemma McCann 8KDA  
**Australasia** - Aimee Harvey 7GGR  
**Africa** - Maddie Race 11MAB

### FEBRUARY

**Asia** - Rebecca 8SRE  
**America** - Charlie Hulbert 7CMO  
**Australasia** - Katie Burbidge 9MSY  
**Africa** - Leah Mitchell 11SMR

## WE DAY UK 2018

### Wednesday 7th March

We Day is held at Wembley Arena every March to celebrate a year of social action. The day brings students together to celebrate the actions they are making through their voluntary, fundraising, community engagement and leadership achievements.

Many of our students are regularly involved in fundraising and volunteering in and around our local community, and as a school, we support our students in being involved in community action both locally and globally. One charity we support through the 'We Schools' programme is 'Free the Children'.

Each year Oriel High School students take part in two community actions, one local and one global.

On Wednesday 7th March, the 14 students who were selected for their commitment to supporting others both in and out of school attended We Day. On the day, they saw a variety of music performances from The Vamps, Alexandra Burke and Tokio Myers and talks by inspirational speakers Spencer West, Katie Piper and Musharaf Asghar & Mr. Burton from Educating Yorkshire. The students had a great time, inspired to return to school and continue the work they have been doing.



## A Christmas surprise from Greenaways Residential Foundation.

We were lucky enough to be invited to nominate students and their families to receive a Christmas hamper. The criteria was varied and this made the selection process all the more difficult. However after much deliberation the students were chosen for a variety of reasons and then the good news was ready to be shared.

Pastoral co-ordinators had the role of Mother Christmas ringing around families giving them the good news that a hamper full to the brim of Christmas treats was on the way!

Lots of volunteers arrived at Greenaways on the 23rd December to help with deliveries including BBC's Sophie Robinson from DIY SOS. They were able to supply 20 hampers however in total Greenaways Residential supplied 128 hampers to families across Crawley feeding 217 adults and 296 children.

We asked Darren Greenaway what was the motivation for his generosity and he said that he wanted to give back to families in Crawley. After being inspired by a few people along the way during his difficult upbringing he wanted to give a few families regardless of circumstances an enjoyable Christmas.



At Oriel High School we are committed fully to Safeguarding our Students. We promote the welfare of our students and expect all staff and volunteers to share this commitment. All staff undergo Child Protection Training and screening, including reference checks with previous employers and an enhanced criminal records bureau check with the Disclosure and Barring Service.

The Designated Safeguarding Lead for Oriel High School is - **Melissa Huxford** (Assistant Headteacher, Safeguarding and Inclusion)

The Deputy Designated Safeguarding Leads for Oriel High School are - **Helen Everitt** (Deputy Headteacher) and **Tim Matthews** (Deputy Headteacher)

Your Learning Community Pastoral contacts are listed here. Please contact the Pastoral Co-ordinators initially if you have any concerns about your child or another child in the school.

### SIXTH FORM

**Ms S Slayford**  
**Student Support Officer**  
**sslayford@oriel.w-sussex.sch.uk**

### ASIA

**Mrs J Burchell**  
**Pastoral Co-ordinator**  
**jburchell@oriel.w-sussex.sch.uk**

### AFRICA

**Mrs J Taylor**  
**Pastoral Co-ordinator**  
**jtaylor@oriel.w-sussex.sch.uk**

### AMERICAS

**Mrs Spies**  
**Pastoral Co-ordinator**  
**lspies@oriel.w-sussex.sch.uk**

### AUSTRALASIA

**Mrs D Harlowe**  
**Pastoral Co-ordinator**  
**dharlowe@oriel.w-sussex.sch.uk**

SCHOOL OFFICE T.01293 880 350 | STUDENT ABSENCE (24 hours) T.01293 880 363 | SCHOOL EMAIL E.office@oriel.w-sussex.sch.uk