

SOUTHEND HIGH SCHOOL FOR BOYS

ACADEMY GRAMMAR SCHOOL

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Headteacher: Robin M Bevan MA MEd PhD FRSA



October 21st, 2022

Dear Parent

Thank you to all our parents and families for your continued support and encouragement. In particular, we were deeply encouraged by the level of contributions that were provided – by you through our pupils – for the annual school **HARP harvest collection**, to help provide meals for the homeless in the local community. It is one of many activities within our school that reflects and develops the values, attitudes and dispositions embedded within our school vision documents.

Governors recently endorsed an updated version of this vision, retaining many of the original elements but strengthening the work we do as a school to promote a ‘narrative of hope’ for all our pupils in what we all know to be challenging times. A summary of the revised vision is on the table (below): although some aspects of the grid would require explanation, the key strands are very clear. We set out to provide a safe and welcoming environment, where all our pupils can develop an appropriate sense of self-regard and self-regulation; to be supported in their academic learning across all aspects of knowledge, skills and understanding; but also to exhibit an ‘ethical optimism’ rooted in their agency and capacity to contribute to the well-being of a future society.

These ideas can appear abstract, but are deeply grounded in the design of the opportunities and activities every day in school. The participation in house competitions affords our pupils opportunities for teamwork, for leadership, for humility, for belonging and affirmation. This was especially evident in the **opening house football competition** in which almost all of our younger pupils competed. School assemblies have focussed on helping all our pupils to understand more about the **science, psychology and habits of effective learning**. Visiting speakers have included professional poets and local charity workers. Pupils have developed and presented assemblies and other activities that affirm the values and narratives aligned to **Black History Month**. The term began with the exceptional **Model United Nations** event, in which members of our Sixth Form represented the different nations of the world seeking to resolve the challenges that are only too evident in national and international news.

School may often appear simply to be a series of timetabled lessons; but effective education is much more. Please continue to encourage attendance and participation in the widest range of activities, all of which – together – serve to ensure the trajectory that is modelled in our vision.



After half-term we will resume assemblies with time spent in preparation for the solemnity and significance of our **annual act of Remembrance**. (Please note the late start for pupils in Years 7-9, between 10:30 and 10:55, on Friday 11th November.)

We also have a late start for all pupils, at 09:30, on Friday 4th November; as a very large number of our students will have been taking on representative and leadership roles during the **Sixth Form recruitment Open Evening**, the night before.




Finally, by way of reminders for the weeks ahead, we anticipate that a high proportion of students will continue to cycle to and from school during the winter months. **It is time to ensure that every cyclist is equipped with working lights for the darker mornings and dim evenings**: my personal recommendation is a pair of flashing LED lights (with at least 15 lumens of light intensity), that can be readily strapped onto and removed from the bike into a pocket or bag ... an early Christmas gift perhaps!

Kind regards,

A handwritten signature in black ink, appearing to read 'R. Bevan', with a small flourish at the end.

Robin M. Bevan
Headteacher

“Two of the greatest gifts we can ever give our children are ‘roots’ and ‘wings’ ...” attributed to Maria Montessori (c.1870)

activator	elements	 with roots	 through community	 to wings
growth in ‘self-regard’	self-assurance (external) self-esteem (internal)	calm safe – ‘belonging’ protected individual optimism hope a ‘place’ to contribute	acceptance/restoration welcomed/reintegrated (repeated) encouraged open-ness kindness trust	uplifted supported empowered ‘skilled’ with empathy self-knowledge ‘equipped’ with agency
growth in ‘self-regulation’	active participation dimensions of trust	expectations boundaries ‘community ceremonies/rituals’ devolved individual trust learning to behave ‘community purpose’	immersive participatory activity common identities shared successes ‘interdependence’ developing shared trust learning to collaborate	leadership influence transformation high trust – ‘independence’ emergent mastery servant leadership
growth in ‘knowledge & skills’	emergent (future relevant) cultural capital applied transformative agency	foundation knowledge breadth of study domain-specific skills applied reasoning depth of understanding learning in context	contemporary awareness broad knowledge base domain-specific mastery meta-cognitive tools inter-disciplinary themes authentic overview	‘future-based’ expertise specialist study intellectual agility auto-didactic authoritative scepticism influential thinking
growth in ‘ethical optimism’	equality, environmental & social justice hope	considerate conduct responsible actions symbols/examples of hope: in our school community	empathetic understanding limited ‘footprint’ narratives of hope: across history, cultures & contexts	compassionate action sustainable advocacy imaginings of hope: dreaming the future society