

Prendergast Ladywell School Newsletter



Achieving Excellence

OCTOBER 2020



3 BAME History teaching at Prendergast Ladywell School.



4 Hugely successful celebration of yellowness, all in aid of raising funds for MIND.



6 Prendergast Primary School goes from strength to strength.

Welcome to our first newsletter of the Academic year 2020-21. We are pleased to present to you some of the things that have been going on in the Primary and Secondary phases of our schools in this edition.

This academic year has been characterised by the systems and controls we have put in place to meet the change of preventing the spread of the coronavirus.

All year groups are in bubbles, located on separate corridors, with separate outdoor spaces, toilets and lunching facilities.

We have been able to deliver a full curriculum, with every subject we would have taught pre Covid, still being taught in the same number of periods inside the Covid protections. In the secondary phase this has been achieved by teachers travelling to students, and teaching them in their bubble classrooms. The primary phase has worked to ensure that their curriculum remains as rich and varied led by their classroom teachers.

I am pleased to say that attendance in both phases of the school has been strong, at 96% from the start of term to our last data point on the 16 October, 97% in the primary phase and 95% in the secondary phase of the school.

When I first drafted this

introduction I was going to be pleased to say that so far this term we have not had any positive cases of coronavirus in our school community, however in this past week we have had a small number of staff and students who have alerted us to their having had a positive test result.

Unfortunately, that means we have had to close the school to some year groups in the last week of the half term to self-isolate. **In all instances we will welcome all students back to school on Monday 2 November.**

I would ask parents and carers to act on the important bullet points below, which enable us all to remain safe and for the school to remain open to students.

1. **Do not** send your child to school if they, or anyone in the household, has coronavirus symptoms:
 - a. A new continuous cough
 - b. A high temperature or fever (37.8 or above)
 - c. A loss of normal sense of smell or taste
2. In the secondary phase, **you must** ensure that your child has a face covering to wear in school. It is now mandatory that face coverings be worn in corridors,

and indoor social areas, including the canteen, except when eating. We recommend students bring at least two washable cloth face coverings to school each day.

3. If any member of your household, or your child has a test, they should not come to school until their result has been received. **You must** inform the school immediately if you receive a positive test result for your child.

I wish all our students, their families and the staff at Prendergast Ladywell School a restful and healthy half term.

Niall Hand
Headteacher



Rehumanisation - Part 2

By Mr Ikechukwu Okey (Head of Faculty – Mathematics)

In part 1 of rehumanisation, I cited the quote below from Dr Clarke:

"... Most of the history of African people throughout the world is told through slavery...A short period in our history, considering that we are the oldest of the world's people..."

So why is this the case?

We could ask that with current access to knowledge, is keeping people in this state of dehumanised consciousness deliberate, or as is claimed, merely unwitting prejudice?

Some Examples

The following three examples give a brief insight into both continental and diasporan presences generally overlooked by British education:

- The Olmec Civilisation of Central America – 1500 - 400BC
- The Western Sudanic Civilisations of Ghana, Mali and Songhai AD700 -1600
- The Benin Earthworks estimated date from AD1000 to 1600

Part 3 delves into why people are racist.



THE REASON

'...Let no one say "Why are you looking back to the architecture, ships and the metallurgy and achievements of the Old World, surely these things happened thousands of years or hundred of years ago?"

No, no, no... This is the universe, space-time continuum. What happened ten thousand years and ten minutes ago have the same relevance as they occupy the same space and time in consciousness.

Nobody who thinks that the oldest traceable ancestor they can point to was a Slave, nobody who thinks that can be anything but a sick Man or Woman...'

DR IVAN VAN SERTIMA
1935 - 2009

The Olmec Civilisation

The presence of Africans in the Americas – The Olmec civilisation in Mexico.

Dr Ivan van Sertima's 12 points of converging evidence of the Olmec presence.

'They Came Before Columbus' – 1976 <https://youtu.be/jjhxeYRw2n4>



Braids on the side of the Olmec heads

Dr. Ivan Van Sertima
'The African Presence in America Before Columbus'
Watch the video and make notes in the following areas:

1. Written Accounts
2. Metallurgical
3. Navigational
4. Botanical
5. Oral traditions
6. Sculptures
7. Skeletal Remains
8. Scripts
9. Architecture
10. Paper
11. Transport Techniques
12. Religious Symbolism

The Western Sudanic Civilisations

The best known of the many rulers of the Western Sudanic Empires of Ghana, Mali and Songhai was the 14th century ruler of Mali, Mansa Musa, whose Hajj was said to have unbalanced the Egyptian economy due to the amount of gold he gifted en route.

Musa depicted holding a gold coin from the 1375 Catalan Atlas.

Mansa Musa I, Ruler of Malian Empire, 1280-1331 he is said to have had an approximate net worth of \$400 billion.

<https://www.youtube.com/watch?v=O3YJMaL55TM>



Musa depicted holding a gold coin from the 1375 Catalan Atlas.

The Benin Earthworks

This excerpt from the Guardian newspaper's article in 2012 on Benin city highlights the conditions lived by human beings in a part of Africa post colonisation:

'With its mathematical layout and earthworks longer than the Great Wall of China, Benin City was one of the best planned cities in the world when London was a place of 'thievery and murder'. So why is nothing left?'

"Houses are built alongside the streets in good order, the one close to the other," writes the 17th-century Dutch visitor Olfert Dapper. "Adorned with gables and steps ... they are usually broad with long galleries inside, especially so in the case of the houses of the nobility, and divided into many rooms which are separated by walls made of red clay, very well erected."

We must take care with references about the impressions of Africa. Take the Dutch visitor to Benin mentioned above. A simple search on Wikipedia shows us that his account was indeed a secondary rather than the primary source it seems to claim: 'He (Dapper) wrote books about world history and geography,

although he never travelled outside the Netherlands. Dapper never travelled to Africa but used reports by Jesuit missionaries and other (Dutch) explorers. Within a few years he published about China, India, Persia, Georgia, and Arabia. The fine plates include views of Algiers, Benin, Cairo, Cape Town, La Valetta, Marrakech, St. Helena, Tangier, Tripoli, Tunis, as well as animals and plants.'

The inhumane treatment of 'black' people in recent history links to the creation of race and subsequently racism. Inaccuracies taken as facts were used to justify the enslavement of Africans and later colonisation of Africa emulating the previous 1000 year process practised by the Arabs and Arabised Africans. JON happened in 1492



Benin City was described as 'wealthy and industrious, well-governed and richly decorated'. Illustration: Decompiling Dapper

BAME History at Prendergast Ladywell School

As October is Black History month I thought it relevant to highlight changes made to the History curriculum to better reflect the diversity of both our students and our nation. Although we have always celebrated Black History Month, I have long thought that we need to go beyond this to consistently study both the histories of people and places outside the United Kingdom and the experience of non-white people living in this country.

Therefore the KS3 History curriculum is changing this year to focus on two major themes – the struggle for democracy and power in Britain over time, and connections between Britain and the world. In addition to our traditional modules on British monarchs in the medieval period, Year 7 will also study a unit on Medieval Mali, one of the richest empires the world has

known, its Emperor Mansa Musa, and its relations with the rest of the world.

In Year 8 students will study a unit based on Miranda Kaufmann's work Black Tudors, which highlights the diversity of this country in the 16th century. They will also study the early British Empire and the development of concepts around race which were used to justify slavery. Our focus on the transatlantic Slave Trade will take in the Haitian Revolution, which saw formerly enslaved people overthrow their captors and establish an independent republic.

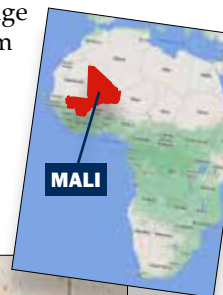
Year 9 students will study the Civil Rights movement in the USA in the post-war years, as well as contrasting this with the experience of post war migrants to the UK. I have aspiration to further develop the curriculum with studies of the influence of the Silk Roads in

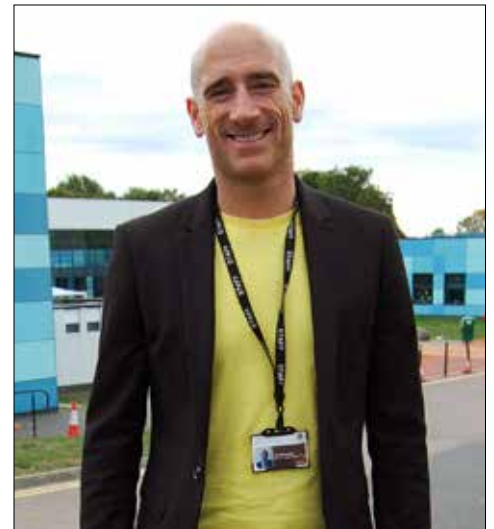
developing international relations, and a case study of the British Empire in India, hopefully next year. In broadening the curriculum in this way I hope to greater engage our students and reveal to them lesser known aspects of this country's history.

Mr D. Vaughan
Head of History,
Head of Humanities



Mansa Musa, medieval Emperor of Mali





A Celebration of Yellow - Fundraising for MIND

Saturday 10 October was World Mental Health Day.

The school has acknowledged this day by raising money for the Charity Young Minds and holding their #HelloYellow fundraising event on Friday 9 October 2020.

Students were permitted to wear yellow accessories with their uniform and donate £1 to support the charity. It was a whole different atmosphere

compared to last year, where the school was buzzing with the Bake-off and cake sale which are one of students' favourite fundraising activities. However, despite limited interactions between pupils, now in Year Group bubbles, the whole school community came together to make this a memorable day.

Students were involved in discussions during morning/afternoon

registration about mental health.

Thank you to all the tutors, year leaders, the school council, members of staff and the students themselves who contributed to make the whole week and the day so special.

We have raised £227.05 that the Leathersellers will match. Therefore, Young Minds will get a donation of £454.10.

Ms Luperon



Here are some thoughts and a few tips from students to promote well-being

Why is Mental Health important?

Mental health is important as you are never sure if someone is going through something. That's why it is important. It could be painful and sad or it could be something they need help with.

How would you know if someone needs help?

You can look at their behaviour. So, let's say that you had a nice, sweet, innocent and "Goody Two-Shoes" friend. Then, for some reason their personality changed a lot. They became troublesome, bad, rude and started swearing (please do not swear). You know that something is definitely not right.

What do you do if you know someone in school is going through something?

One way that you can help is by reporting it to an adult. For example, you can tell their tutor, the counsellor or anyone you believe that you can trust. It could be serious.

Do not give the information to someone they don't like or trust. E.g. enemy, fake friend, bullies (which is highly unlikely) or just a bad person. Never give away that information as it's a secret that they mostly wish that no one will find out.

What if you are the one that's going through something?

Remember that you are not alone. There are many other people who like you who could have a problem in a way. Know that there is someone that can help you.

Another way to find help quickly is to just read the letter about the school counsellor.

Please note that these are just some of the questions that I thought about. This will hopefully be what you would have asked for.

I wrote this for all those people with really deep self-doubt, serious problems and those who are not sure about what to do with the life they have.

Remember that you are loved by your relatives and friends and that you are not alone. Someone will rescue you from the deep, dark hole you're trapped in. You will find a way out of there.

Thank you for reading this presentation.

Shirley 7N

I learnt how to be in a good mental state by talking about your feelings. Talking about your feelings can help you stay in good mental health and deal with times when you feel troubled.

Keep active...

Eat well...

Drink sensibly...

Keep in touch...

Ask for help...

Take a break...

Do something you're good at.

Adam 10R

"In their childhood, children learn how to cope with challenges that may arise. Children who are mentally healthy have a good quality of life and can do well at home, school and within their communities."

Alessandro 8N

Mental health issues are something many teens go through. It's something that we might even try to hide from others. In these trying times, I know that it's been even tougher on not only teens, but society as a whole. Not everyone has been affected by what's going on but even then, I think it's important that we make sure to raise awareness about mental health as a whole. Many people are suffering silently. Whether it's a colleague or a classmate, this is why it's important that we make it known that it's nothing that anyone should be afraid of and it's nothing that cannot be talked about. Let's increase conversations about mental health and help each other as a society and as a community. Wear yellow to show your support!

Fatima 11N

I didn't wear yellow last Friday but I did donate a pound to the charity. It was good fun because lots of people wore yellow and everyone was joyful. Also, the teachers made good comments on everyone's clothing!

On Hello Yellow day, I felt like everyone came together as a community and embraced passion for helping children and adults who have mental health problems.

Name withheld



Prendergast Primary School on...

Parent, Teacher, Assemble

The PPS PTA are a marvel and have begun the year with a bang, whizz, kapow! Welcoming all new parents, carers and staff into the Association and releasing a round of funding, the PTA are keen to continue their good work to support and strengthen our school community.

The PTA's first meeting, led by Kimberly and Saffron, was a huge success, with attendance and involvement increasing and some exciting new fundraising projects discussed. Voting decided the allocation of funds for this term, with financial support going to the following bids:

D&T Cooking resources - to ensure the primary school's excellent teaching kitchen is well-stocked and to support continued impactful and exciting Food Education;

PPS Entrance Garden - to support the re-planting and upkeep of the beautiful mini garden area by the school gates, where children and the community can spend a peaceful moment;

PPS Museum artefacts - to allow pupils and staff access to inspiring exhibits and sources in school, whilst museum visits are restricted. A range of artefacts will be bought to support cross-curricular learning and promote brilliant speaking, listening and writing opportunities- literacy, oracy and creativity here we come;

Book Corner replenishment - to improve the offer of reading material in two ways: firstly, to increase stocks of dual-banded books, which are branded to attract older readers who need support to develop reading fluency. Secondly, funds will be used to purchase books that are more diverse and that closely represent the pupils in our school. We're all familiar with the phrase, "you can't be what you can't see." We're aiming to provide books that have a wider range of role models and protagonists and that celebrate and educate about the cultures of our school's population;

Playground equipment - to ensure children's playtime is enjoyable and varied. Now using designated areas of the playground and AstroTurf,

within year group bubbles, certain areas of the playground are out of reach. The addition of play equipment will allow pupils to enjoy sports, arts, construction and more during break times regardless of their play area. Our support staff and sports coaches will be promoting the positive use of play equipment and games to support friendship, learning and co-operation;

Music Equipment and Storage - to provide portable storage to allow Music to be taught across the school in bubble classrooms and to purchase easily-cleanable nylon drumsticks and foam padding to begin a programme of class-based chair drumming. Rock on!



Go-Read

Reading can take us to places we might never otherwise go- PPS is developing its reading offer, investing in ways to support reading in school and at home. The introduction of Go-Read is one of the newest developments for the primary school's reading provision. A pioneering, digital reading record, Go-Read is a fantastically simple and effective way to record and incentivise reading. Designed by an ex-headteacher and with a user-friendly interface, Go-Read allows parents, carers, pupils and staff to record any reading that children complete; whether reading with an adult or independently, Go-Read allows logging of pages read, and sounds or words to practise, and- at the end of a book- provides a book review template. Children collect reading gems every time they read or review

a book, which they can 'spend' on reading cards in the Go-Read rewards area. Users can tap in the title of a book, search for a title in Go-Read's broad library or even use a device camera to scan an ISBN number. With Go-Read, PPS are truly up-to-date with their reading recording and we can't wait to see how its use impacts frequency and motivation within reading. So what are you waiting for? Go-Read!



Dyslexia Awareness

Mrs Blanchard, PPS SENDCo, helped us all to celebrate Dyslexia Awareness Week this October.

As Mrs Blanchard shared, "At Prendergast Primary School, we are inclusive practitioners and we support all of our pupils. Dyslexia is a learning difference and we see this as an opportunity to develop new ways of sharing what good learning looks like."

We spoke about dyslexia in our classrooms and corridors and also enjoyed watching this video, which explains what dyslexia is and helps to celebrate learning differences: <https://youtu.be/11r7CFIK2sc>





Giant Leaps

Every year, a group of intrepid explorers put worries and wobbles aside and begin the brave and bold journey into a new realm. Yes, we're talking about those courageous big-school daredevils- the Cygnets and Ducklings have arrived! Moving up into Reception and joining a new school can be daunting and this year particularly, it's a big

step for the 4 and 5-year olds of PPS EYFS. Yet, they have met the challenge of starting school with a smile and a bucketload of resilience. Mrs Aguilera, Mrs Bongiovanni, Ms Collins, Ms O'Connor and Miss White welcomed the new Reception children warmly into PPS, by preparing an enticing and exciting learning environment. Reception

parents and carers prepped the Cygnets and Ducklings for their new learning adventure by talking about school, trying on uniform, taking part in virtual home visits and watching video tours of PPS. As a result, we've now got a settled, resilient and confident cohort of Reception children that we're proud to call Prendergast Primary's Class of '27!

School Streets

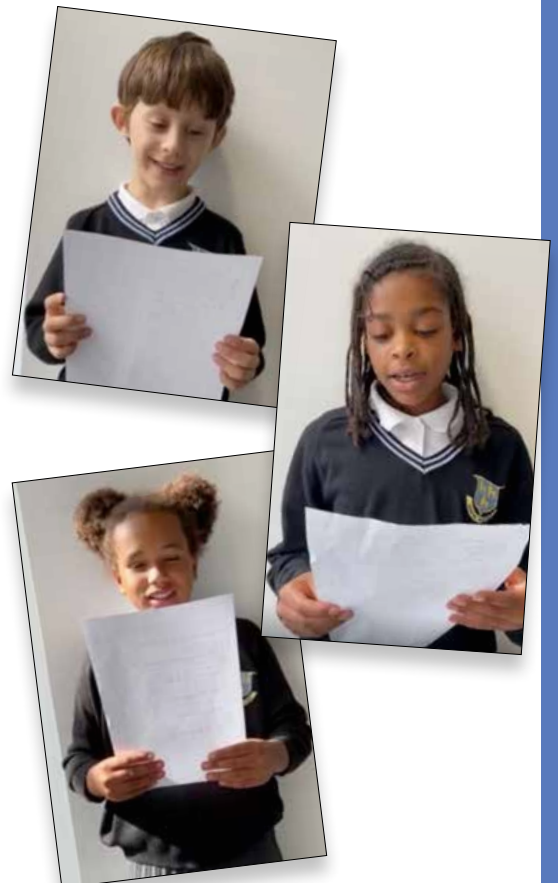
The new academic year saw the exciting beginning of Ewhurst Road becoming part of the School Streets initiative. A School Street is a road outside a school with a temporary restriction on motorised traffic at school drop-off and pick-up times. The restriction applies to school traffic and through traffic. On Ewhurst Road, the School Street limited access applies from 8:15-9:30am and 2:45-3:45pm. As a result of becoming a School Street, the entrance to our school is a safer, healthier and more pleasant environment for everyone. We've seen a rise in pupils using bikes and scooters to come to school and we've also got to know our neighbours.

Thank you to the residents of Ewhurst Road and surrounding areas, and to Paddy Swift, Mrs Shrubsall, Mrs Nicholls and Mr Hand for all their hard work and support of School Streets.

Poetry Day

*Roses are red,
Violets are blue,
Poems can rhyme
but they don't always.*

Rhyming, free verse, blank verse, acrostic, sonnet, haiku... the world of poetry is vast and wonderful! Children and staff at PPS thoroughly enjoyed celebrating National Poetry Day on 1 October. Poems were read at registration, after lunch, in heads and out loud. Pupils learnt about a range of poetry and applied their creativity by penning and performing poems throughout the day whilst teachers filmed readings of their favourite Poems at Home to share with the school community. Lots of our classes are studying poetry next half term so our appetites are truly whetted. Our Harvest Poetry competition is always a popular event and we're very excited to judge the entries and find this year's winning work of literature. What better way to spend an afternoon?





Ruby's endures protests on her walk to school with her mother



Ruby's escort of Federal Agents



Ruby meets President Obama



Barbara Henry, Ruby's first teacher

Ruby Bridges

This month, as a whole school, PPS have been learning about the story and legacy of Ruby Bridges. 2020 marks the 50th anniversary of Ruby becoming the first African American child to integrate a New Orleans school. Ruby endured many challenges because of the colour of her skin yet she still had love in her heart and showed tremendous

resilience. Through literature, cinema and song, we have explored Ruby's story in depth and have celebrated her courageous actions including her civil rights work to date. We can't wait to share the work the children have created in response to Ruby's story and we look forward to continuing to explore black history, heritage, culture and achievements.



Friends of Prendergast Ladywell School

NOTICES FROM PARENTS

Saturday morning running club

If you, your teachers or family members are interested in a Saturday morning running club contact me Julia
email: juliajam66@talktalk.net

Matched funding

If you work for an organisation that has a matched funding policy, any money you raise could be matched by your employer. Companies may match the fundraising total for an event, in our case £1,210. We are keen to keep fund-raising as we have not reached our target of approximately £ 2, 000. We are on our way and would like to ask for your support.

We would be grateful if you could let us know if your employer has a matched funding scheme, or if they are willing to match fund any of our events.

This could be a really large source of income and will help us raise money for particular projects to support the learning of our children.

Friends of PLS/PTA

We are also interested in establishing a Parent/ Carers and Teachers Association or something similar for our school and invited parents to attend a Zoom meet up to discuss ideas and how we can all contribute to further events to support our school community.

Please contact Ms Lupéron via o.luperon@prendergast-ladywell.com if you are interested in talking to other parents via Zoom and in getting involved to support the school community.



5k Run for Homework Software

On a sunny Saturday morning, two parents, teachers in the PE department and eight students took part in the 5k fun run in Ladywell Fields.

Thanks to the initiative of Ms Lambourn, who organised the event, the effort of PLS' students and the generosity of parents, teachers and members of the community raised £1210.

These funds will be used to purchase a homework software package.

Ms Lambourn is keen to organise more events in the future.

Please see her message below:

"Running is a metaphor for learning
The naturally gifted breeze past the finishing line
The runners who stay the course and reach the finishing line
The runners who meander off course but find their way back to finish

Thank you to:

- the student runners who gave up their Saturday morning to run
- the teachers who gave their support and also gave up their Saturday lay-ins
- Daniella, fellow parent runner and the parents/ supporters who came to support the runners.
- the 52 donators who donated to our school run, and Tesco Catford and Catford Mews Cinema for donated prizes."

Julia Lambourn, Parent

Students accounts of their morning

My experience was a great one indeed because at the same time I felt strong and helpful. So now, I feel glad that I got out of my bed on a Saturday morning to attend this fun run. The fun run made me a better person seeing people cheering me on while I was running. However, I was tired but it was worth it. I wasn't in it for the prize. I was in it for the school. I would also like to make a tribute to all

the teachers, adults and other students that joined the fun run. So that is my experience at the 5K fun run.

Thank you for reading my article.
Robert 9P

My experience in the 5km race was good fun, I was able to run with some of my PE teachers and even with other children I did not know. I even became friends with one of one of them. I was also able to interact with them and we ran in different turns. After the race, they gave me a twenty five pounds Tesco voucher and a certificate!! It was a great day. I had a lot of fun!!

Alessandro 8N

Hi, I'm Marley, participant and winner of the 5k fun run! It was a very exciting experience although I nearly missed it because of car problems, but I fortunately made it just on time to end up beating my form tutor and winning four cinema tickets for me and my friends. It was pretty tough but I held on till the end.
Marley 7G

Gothic

DYear 7 made a thrilling start by sinking their teeth into their Gothic writing unit this half-term! Frankenstein, Dracula and The Woman in

Black became a source of imagination as students created their own sinister Gothic monsters, wrote spine-chilling descriptions of Gothic settings and

crafted suspenseful Gothic stories! We are very impressed with their work and hope they have a fantastic Halloween!

Yasmin Zensen
HoF Communications

She froze in terror. An anonymous silhouette was dissolved into the darkness of the corridor. A hunched figure at the back of the crepuscule hallway caught her attention. Its fingers were curled, quite like its deformed back. The ears pointed to the ramshackle roof, but the fingers pointed to its palms. But she couldn't let this person overwhelm her disquietude. All she knew that saving her best friend from incarceration was her main priority. In a slightly whimpering voice, trying to sound as tough as possible, she said to the shadow, "I'm not afraid of you. You are a disgusting person, or whatever you are. Now free my friend from imprisonment, or I will end you." Without giving time for a reply, she dashed to the door where she heard her best friend caterwaul for survival. She tried to open the door. Locked. Then suddenly a light began to flicker, and a croaky old voice spoke. "End me, will you? I think not. I shall never allow it. End you, will I? I think yes. I shall allow it. And soon you shall be gasping for air desperately whilst your friend is unbeknownst to the current happenings. Start, shall I? I think yes. Say goodbye." She got a glimpse of his ghoulish face. He had crimson red eyes, almost demonic. A gargantuan forehead with wrinkles that overtook it. That was the most she could see before losing consciousness. She felt one sweaty hand swing round her mouth, incarcerating her breathing. Another sweaty hand looped around her throat. She kicked and pushed, but nothing was working. She was helpless. Her eyesight faded. The man removed his hand from her face and asked with a deranged cackle, "Any last words, little girl?" A desperate gasp for air exited

her mouth, intentionally trying to say: "I'm sorry." Then she became a corpse, lying on the ground without a single heartbeat.

Joe 7P

As the beastly figure came into focus, she saw its pointed bruised nose poking out of its ripped cloak. Its legs looked like they had been torn and scratched, its slender hands had long ginger nails like claws. As it reached the bottom of the twisted stairs its claws scraped along the wall ripping the wall paper. As it shuffled closer she could make out two glowing, orange eyes dangling out of the sockets. The more she uncovered of his pale face, the more she wanted to scream. Its mouth, as far as she could see, was spotted with sharp yellow teeth, ready to rip your head off with one clean bite. Alice tried to scream but no sound came out; she tried to run but her legs would not move. The monster crept closer and closer. She heard the creak in the floor as it moved. CREAK. The monster crouched down, as if about to jump, its joints groaning under the weight of its gaunt upper body. "Am I going to die?" Alice was thinking as she heard the shot... A cloaked figure emerged from the darkness, hands on a gun. The monster lay on the floor lifeless. Alice was transfixed and still quaking with fear. She inspected the cloaked figure that had come to her rescue, hoping it wasn't another monster. His ginger fringe covered his blue eyes, his mouth was barely visible but she could see that he was smiling. "The name is Patrick, you can call me Pat," he said in a deep professional voice. "You saved my life!" exclaimed Alice. "You should not be in here, let's get you out", Pat's heroic voice was

filling Alice's chest with hope. Patrick guided Alice through the maze of rooms. Suddenly she stopped. A orange glow peaked around the corner. She moved closer to the glowing door ahead of her, whilst Patrick had carried on unaware. She heard an ominous cry from behind the door. As Alice's hands wrapped around the cold metal handle, her eyes glowed with same glow as the now cadaverous monster. Her skin turned pale, white as snow. Her nails grew long and ginger, her clothes wrapped around her and turned into a deep black cloak. "This is the gate to your freedom", exclaimed Patrick but no response could be heard. Slowly he turned, Alice was nowhere to be seen. "Hello!", he said trembling. He went back, passed the fountain and into the hallway; before him stood a monster, just like the one he had shot. He reached for his holster, there was no gun.

He tried to scream but no sound came out. He tried to run but his legs would not move. This time no shot came. "Is this the end?", he thought to himself...

Christopher 7P

Thoughts of death and blood filled every little nook and cranny of her mind. Moments passed where just the wind, Alice and the silhouette shared an awkward minute. She gazed intriguingly at the hunched abyss before her. Waiting. Waiting. The strawberry blond hairs on her scrawny neck stood on end. Slowly, her heart sank deep into her stomach as a helpless, decrepit mouse scoured along the floorboards. Creak. The monster took one step. Pitter-patter. Another. Then suddenly...

Amazing drawing - I'd love this as a Halloween costume! Great labelling!

Character design



She came from a ruined wedding. her sister and her were the most beautiful in the town with the most beautiful smile and most beautiful eyes. A insane old lady was very angry and wanted to ruin them they slit her smile and stabbed out her sister's eyes. She vowed that she'd send 100 girls to heaven to keep her sister company while she killed the insane old lady.

CHARACTER DESIGN

Describe the appearance of your character:
Will it be obviously supernatural?
Is it a ghost?
Is it human? A mutant?
Label key parts.

Describe the attributes of your character:
Does it smell of anything? What is the texture of its skin/hair or fur? Is it warm to the touch?
Label key parts.

Summarize your design:
Write a paragraph (5-8 lines) to give a backstory to your character.
Where does it come from?
What are its intentions?



As the luminous moon shone above the church, Dr Doofenschmirtz gathered up parts from the graveyard creation, he has been...

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Love it - especially the eyes of the victims!

Amazing drawing and description - I'd love this as a Halloween costume! Great labelling!

his patchy Jacket was ripped & torn



The leather and Rusty mask was fused right into his rotting flesh.

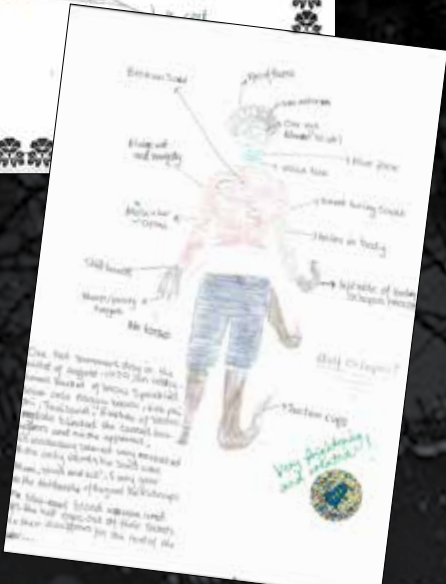


A Shadow sat atop his small head, dripping with blood.

He was alive yet his flesh was de-composing that hid under his white ghostly skin.

He was covered head to toe in black and brown, almost as if he dressed in the night itself.

His torn black night sky of a cloak looked like it was found in an old bin. It flicked past his dirty, rust coloured jacket and ended near his bone thin ankles.



would thrive if only she touched a drop of innocent blood...

Ria 7P

To her young eyes Alice could make out, a lean nose with a straight, bony bridge and misshapen, elliptical nostrils that hung dangerously over pursed, rose pricked lips, black warts lived on a high balding forehead, the eyes were sunken -deeply placed into his bloodless and deceased brain, his spine curved inward -and housed a bloated hunchback. Although the complexion was rather pale, a pumping redness bulged through a narrow layer or undernourished skin. Draped head to toe in dim ebony he moved in very swift motions.


He crept closer and closer towards the brave girl. A flush of cold hail smacked the phenomenally dirty panes of the dilapidated house. Not even the slightest distraction could set it off the path towards Alice. She shuffled back ever so quietly, that particular floorboard she had stepped on seem dodgy and unstable (this floorboard was the 13th floorboard down the corridor - have I that mentioned Alice is triskaidekaphobic. One...Two... Three...The weak board couldn't hold the agile weight of Alice and gave in. The damage of fall was fatal and severely hurt her feeble ankle. When she landed her left leg folded beneath her and absorbed the impact. Like maggots, the warm, fresh blood guzzled out of her open womb and not too long after that a dizzy spell cast over her and she fainted. Many days passed where she was stuck in the hole without 2 of the basic human needs (water or food) that unfortunately lead to a very slow and painful ending. After 3 agonizing days...she died.

Her corpse was never found after days of searching, and her mum runs around the block every night since then to find her beloved daughter. Once even the little hairs on your arm touches the land where her spirit dwells, a sweet tune lures your body -most particular your soul into the house. You will then drift up the stairs and hover over her remains until her soul resurrects from the chest she once had and pushes you slowly into the whole to find a soulmate for her body. Alice's body, should be alive again,

For a while he stood there, paralysed but mesmerised by the size of the house. It was decrepit with broken windows and the crumbling walls were lit up by the flashes of lightning which momentarily illuminated the dark space in the middle of the woods. Matt walked towards the house, which had a rusty metal door, which opened with a slow and loud creak, but Matt was so transfixed on exploring that he still walked in undeterred. Matt started exploring the ground floor library and living room but there was nothing of interest, so he went up the opaque spiral stairs. Upstairs there were three bedrooms, a bathroom and a dark room with no windows full of cobwebs and glass bottles full of brightly coloured liquids. He searched all the rooms but found nothing that really took his interest. But when he turned around, he saw a door made of solid oak wood. As he approached it, he could visualise a sign pronouncing DO NOT ENTER which was written in blood. But matt is an imbecile and opened it anyway. About a second later a monster slowly and silently crept up behind him from the darkness. Suddenly, the monster trod on a noisy floorboard which made Matt flash a glance in horror. Temporarily he was paralysed with fear. Full of trepidation Matt backed out of the room quaking in his shoes and ran.

Matt ran and ran but the black Silhouette was faster than Matt, so the silhouette caught up to him. The silhouette snatched Matt and started barking and screaming at him in an unknown language. The sombre Matt struggled free but the monster caught him again. But this time they were in the light that was peering through the shattered window and he saw the silhouette was just his dad pulling a prank on him wearing one of his Halloween costumes.

Magnus 7P

 Like the shroud, the ghostly castle was
fowering, the moon was behind it,
separating the dark, overcast cloud.
Silently, the castle stood, isolated
and off the clouds, with the moon
in its arms, a moon behind it. A murder
of crows surrounded the building
from top to bottom, trapping it in
its place. The gothic castle was
so imposing, so overwhelming, that
I thought it was going to fall right
on top of me! Ominous, overshadowing,
sinister, the castle was terrible. The
long and thin ends on the turrets of
the castle were razor-sharp burls
ready to pierce me. The moon was
a marshmallow white.

Dark clouds chased me and rain drummed
on my shoulder as I frantically searched for
shelter. Through the tall waving weeds and plants
an abandoned house could be seen. Determined,
I took off running towards the building while
pushing away thorns and greenery. Pounding
on the door, fists aching, I became
desperate. The house was so old, so decaying
that with barely a hard push it gave way.
My eyes were captivated by what they saw:
Several embellished chandeliers hanging on the
ceiling of the room. A large dark wood table
and a couple lit candles sprinkled around
that were flickering in the moonlight.

Dr. Chay had a large hip on a sick ~~flat~~
couch, before and found long what he was
for was a good thing from the Court only
for the people about him and made him that
they were healthy. But one day a young doctor
had him sit he his wife on opposite side in
his own house and Dr. Chay made a
little mistake in his writing and not the
doctor's age and his own work it he did
in the foundation Chay was engaged 2nd time
and he said how the marriage of that little boy
against the law like his good and even though
the State he said that the the people that were like
him stay before an eye and on them
illness.

Excellent story/account - very
entertaining

Rows of tombstones stood erect, surrounding me like a sea of the dead. Some were crumbling with the weathering of centuries, some ripped to shreds by the recent storm. Twisted trees reached out to like the screaming souls of the damned, stretching out to get me. Moaning, the wind whistled through the branches of the naked trees. The luminous moon sat high above me like a pebble on the cold tarmac road. The icy thorns of the wild rose bush ripped through my muddy jeans as I walked through the unkempt grass. Spiked black fences surrounded the cemetery almost like an old prison.


21/09/90

H/W 100 word essay

Blackburning, Spire-chilling and Abhorrent was the words that haunted me. I actually entered it while possessed by Repulsion & a long (implied) cat burglar. I stepped into one. A regular yell of "madly leaves and severed heads" made me wake up. A cat was called for help however, I had already departed out (didn't see the dog barked me). With all the confusion I could gather, I moved to the next floor's the windows of a kitchen where all counted up 054, what was state was too hard to see. Throwing around, I saw a great smiling at me. I ran outside and that was the last time I saw it. Nothing that happened was spoken by me to anyone.

With many ideas

Adm - impressive development of ideas - very well-controlled! (6)



[illegible]



Jack Petchey Award Scheme

Despite the challenges and restrictions during the lockdown, teachers have endeavoured to nominate young people for the Jack Petchey award.

Congratulations to the six students who have won the award last term.

They have finally received their frame certificate and pin badge and are very proud of their achievement. They are now looking forward to receiving their medallion.

Below are the names of the Jack Petchey award winners

Ivan 10P - nominated for being a good role model

Amal 11P - nominated for her dedication to Art

Harry 11N - nominated for being a very keen artist and historian

Dulcie 11R - nominated for her outstanding Artwork

Aryan 11E - nominated for his hard work and his commitment to community work

Cristian 11N: for his resilience and ambition

Each student has received a £250 grant to spend on a school project.

They have chosen to support different faculties and bought equipment such as History and Religious Studies textbooks, cricket stump sets, skipping ropes, tennis balls, pencils, air brush compressor, metallic pens and artist sets.

Students reaction upon receiving the award

Receiving this award is an honour for me. It has made an incredible difference to my confidence and also made my belief stronger that by following my teacher's teachings and through hard work and willpower, I can achieve my goals and succeed in life. This award has boosted my abilities to help the community and be ready to hear the voices of my fellow students, as well as take steps to make sure their voices are heard.

I am proud to say that I have achieved this award thanks to the positive choices that I made.

I thank my teachers and my parents for showing me the right path and believing in me. Thank you.

Aryan 11E

I was really happy to receive the Jack Petchey award for my art work. It gave me a boost in confidence to keep going through these hard times with coronavirus. With the money we have been able to get art equipment we would never think of getting before.

This will really help with the school creativity and progress. I'm very thankful.

Dulcie 11R

I would like to thank my teachers for nominating me for this illustrious award and my talented teachers for teaching me and giving me the opportunity to be part of this community.

Amal 11P



Year 7 and what it means to be at a new school

Hi my name is Florosie. When I was coming to Prendergast Ladywell school I was very nervous and excited. I was excited to meet my form group 7S, I thought it was going to be like the high schools in the movie 'Twelve'. I guess I was wrong, it's a lovely school to go to, with the lovely staff as well. I thought I was going to get in trouble the first day, well I was wrong about that too. I am getting on very well. From the day I stepped in to school I felt like I was on a tv show title: "My days in secondary school". It was amazing the first day, I love my tutor, thank you Miss Harper-Allen for being the lovely tutor you are ☺ Also on that day I met Mr Marcus, due to a funny incident in PE, he now calls me duckie. Thank you for reading this little paragraph, bye.

Floroise (Duckie) 7S.

My first half term at PLS was good fun, exciting and creative: the science lessons are really fun, PE is very energising and the art lessons are very calming and creative. There are so many lessons I enjoy but English and History are probably my favourite. One thing I found really annoying was having to wait in the lunch queue for 30 minutes of your lunchtime. I find some of the learning that we do easy and some other lessons challenging. Apart from that, it has been very good all round. If I have to give my first month a rating out of ten, I would give it an 8!

Alex 7S



Weekly Black History Month Art Challenge!

Every Monday during October Mr Lea has set a separate challenge for a one off piece of work. There's a lot going on in October!! You can take part in both our InkTober and BHM challenges or just do one or the other. The challenge is still open if you would like to take part. The deadline for entries is the 30 of November, so get your pens, pencils paints or computer out!



CHALLENGE WEEK # 1 MUSIC

Inspired by - Chris Ofili

Get inspired by the work of Chris Ofili and produce some lovely work based on music of black origin. It could be a song, artist, group or genre! Think Blues, Jazz, Reggae, Soul, R n B, Hip Hop, Rap, Funk, Disco, Good Old Fashion Pop Music! Your work can be portraiture, typography, photography.



CHALLENGE WEEK # 2 FASHION

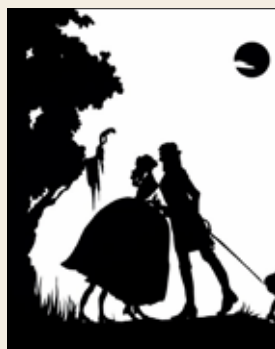
Inspired by - Kehinde Wiley

Get inspired by the work of Kehinde Wiley and produce some lovely work based on fashion and culture that has its origins in Black culture.

CHALLENGE WEEK # 3 STORIES & FOLKLORE

Inspired by - Kara Walker

Get inspired by the work of Kara Walker and produce some lovely work based on stories written or told by black writers/ authors. Think Malorie Blackman, Maya Angelou, Dean Atta or stories handed down through generations. Do you have your own story?



CHALLENGE WEEK # 4 CELEBRITIES/ICONS

Inspired by - Mikela Henry-Lowe and Amy Sherald

Get inspired by the work of Mikela Henry Lowe and Amy Sherald and produce some lovely work based on Black Icons/celebrities. Think Olive Morris (activist), Tarana Burke (activist), Octavia Spencer (actress), John Boyega (actor), Chadwick Boseman (actor), Etta James (singer), The Williams sisters (athletes), PICK SOMEONE WHO INSPIRES YOU.



The Duke of Edinburgh's Award - Get ready for adventure!

Get ready to make a difference! This year we are looking for Year 9 and 10 students who want to get involved with the Duke of Edinburgh's Award programme.

A life-changing experience. A fun time with friends. An opportunity to discover new interests and talents. A tool to develop essential skills for life and work. A recognised mark of achievement; respected by employers. The DofE is many things to many people, supporting generations to successfully navigate adult life.

There are four sections to complete at Bronze and Silver level. They involve

helping the community/environment, becoming fitter, developing new skills, planning, training for and completing an expedition.

Through a DofE programme young people have fun, make friends, improve their self-esteem and build confidence. They gain essential skills and attributes for work and life such as resilience, problem-solving, team-working, communication and drive, enhancing CVs and university and job applications. Top employers recognise the work-ready skills Award holders bring to their business.

If this is something that sounds of

interest to you, then you can visit the school website for more information (<https://www.prendergast-ladywell.com/314/duke-of-edinburgh-award>) and be sure to tell your form tutor to email your name to Mrs. Lynch. There will be a meeting held after half term to give you even more information. I look forward to hearing from you and starting this big adventure together!

Erin Lynch
Duke of Edinburgh's Award Leader

InkTober 2020 - Draw a picture a day for 31 days...

Draw one a day for 31 days, the themes for each day are below. The deadline for entries is 30 November. So get your pens out and be inspired to draw every day!

- | | |
|----------------------|---------------------------|
| 1 Black Lives Matter | 17 Gloves |
| 2 NHS | 18 Rainbows |
| 3 Lockdown | 19 Vaccine |
| 4 Care | 20 Holiday |
| 5 Separate | 21 Eat Out to Help Out |
| 6 Empty streets | 22 Closed |
| 7 Nature | 23 Social Distance |
| 8 Sunshine | 24 Freedom |
| 9 Home schooling | 25 Window |
| 10 VE Day | 26 Bed |
| 11 Keyworkers | 27 Hand Washing |
| 12 King | 28 Binge Watch |
| 13 Toilet Roll | 29 Craft |
| 14 Connect | 30 Family |
| 15 Zoom | 31 Free Choice - |
| 16 Masks | (Choose your own prompt!) |





Year 10 Chalk & Charcoal Portraits

Jalen, Finlay, Katherine, Keren, Ayo,
Alejandra, Raiven, Ashvini, Gio.



DIARY DATES

Friday 23 October
End of Half Term

Monday 2 November
KS3 students return 08:20am
KS4 students return 08.40am

Friday 6 November
PSHE Day 1

Thursday 26 November
Year 8 - Achievement Evening
4:30-6:00pm

Friday 18 December
End of Term
Students finish 12:10pm

Monday 4 January
KS3 students return 08:20am
KS4 students return 08.40am

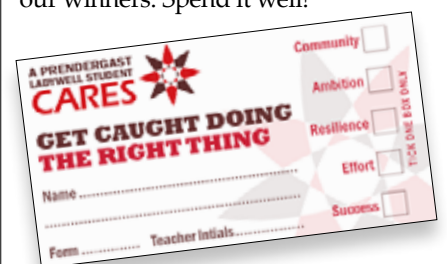


The last few weeks has seen a couple of very important events in the PLS termly calendar.

Get Caught Doing the Right Thing

On the 5 October, Get Caught Doing the Right Thing Week commenced. This time we focused on our value of 'Community' and students were rewarded and entered into a raffle whenever they were 'caught' demonstrating this value. Students were recognised for everything from litter-picking to supporting each other with revision. For every good deed 'caught' you get a ticket entered into the raffle.

Five students (1 from each year group) are then awarded with a £50 Universal Shopping Voucher. Sending a huge well done to all those who managed to get a ticket entered into the prize draw and a well done to our winners. Spend it well!



Great to be Grateful

This week our students also took part in Great to be Grateful. This week is an opportunity for students to write a thank you card and post it to any of their teachers and support staff. We have so many amazing people working with us here at PLS and it means a great deal for the students to be able to reach out and say thank you each term to someone who they feel has gone that extra mile for them.

