



The Lionheart

EXCELLENCE • LEARNING • LEADERSHIP
ST JOHN'S & KING RICHARD
SCHOOLS FEDERATION

World Book Day 2017:

- Extreme Shelfie Competition
- Celebratory Picnic

Be Safe On Island
The Importance of E-Safety

**WE ARE
OUTSTANDING!**

2017 OFSTED INSPECTION OUTCOME

**Bucharest, Manchester,
Sestriere...our students
have been travelling**

Developing a Growth Mindset
with classroom examples featured inside

SPRING TERM 2016-2017



Welcome

FROM THE PRINCIPAL



OUTSTANDING outcome. You can read the full report which is enclosed with this magazine, at kingrichardschoolcyprus.com or at <https://reports.ofsted.gov.uk>.

I am proud of all the staff and students who, I can honestly say, did what they do every single day. The inspectors were impressed by the behaviour of our students, outstanding learning, progress, marking and feedback, range of enrichment activities, leadership of the school (including support from governors and the student PLT) and our focus to be the best that we can be. We look forward to St John's being inspected at some point in the coming months.

I hope that you enjoy reading about the successes and achievements of our brilliant students in the pages herein. Please do not forget to follow our Facebook pages and Twitter feeds (@KRSCyprus & @SJSCyprus) for regular, up-to-date news from our schools.

Best wishes and thank you for your continued support.

Dan Browning – Executive Principal

dbrowning@kingrichardschoolcyprus.com

dbrowning@stjohnsschoolcyprus.com

@mrdrowning

Education is a subject that everyone has a view about; I think because at some point we have all attended school as students ourselves, we all have an interest in it. We have a new section in *The Lionheart* this term where we hear from alumni (ex-students); what they are doing now and what their time at KRS meant to them. One common theme is that they always look back on their time with us with great fondness.

There is currently hardly a day that goes by without Education; school funding, new GCSE exams or school league tables dominating the UK headlines. MOD Schools are unique; we are accountable in the same way as schools in England, our curriculum is in-line with schools in England and Wales and we are

inspected by Ofsted. However, our community is very different with high-levels of mobility; we are much smaller than our UK equivalents and we are geographically isolated from our English counterparts. Despite this, our performance is, in UK terms, exceptional. We do not appear in the league tables for England, but if we did, King Richard School and St John's would be 357th and 472nd place out of 3482 schools. This is in the top 10% and 14% respectively. This highlights our commitment to always doing our best to develop **'Excellence, Learning and Leadership'** in our students.

Most of you will be aware that King Richard School was inspected by Ofsted on 21 & 22 March. The report has just been published and I am delighted with the





2017 OFSTED INSPECTION OUTCOME

WE ARE

OUTSTANDING

King Richard School was inspected on 21 & 22 March 2017. The inspectors found that “the school continues to be outstanding.” The inspection was an opportunity to showcase what makes our school an amazing place to study and work every single day of the year; our wonderful students and dedicated staff. I could not be more proud of our school community and all who support it, especially members of our School Governance Committee who were also highly praised in the report as ‘ambitious and act as strong advocates for the pupils and the military community which the school serves.’

The inspectors said...

Ambitious leadership permeates the culture of the school.

Pupils value and engage positively in opportunities the school provides to help them excel in their learning and as young people...

Teachers craft interesting and challenging learning experiences for them [pupils] on a daily basis.

[Pupils] view the school as a haven, where their talents can be nurtured.

The Executive Principal leads a high performing senior team...they are passionate about securing the highest possible standards of teaching and pastoral care...leaders’ [have an] unwavering commitment to ‘do the absolute best for every pupil’.

Leaders’ proactive investment in quality staff training underpins the excellent standard of teaching across the school.

[In English] pupils benefit from an exciting, innovative curriculum that engages and motivates them at every level...outcomes in English were well above the national average for progress and attainment. The proportion of pupils securing rapid progress was also high.

We are hugely proud of having our ‘outstanding school’ status reaffirmed under the new inspection framework.

A copy of the full report has been included as an insert to this magazine. It can also be read on our website (About Us > Ofsted) or on the Ofsted website (<https://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELSI132420>).

Dan Browning – Executive Principal

INSIDE THIS ISSUE



Newsletter Contributions from Students

Official Student Photographer

Rebecca Coughlan (Y10)

Article Writers

Chloe Powell (Y7 - SJS)

Rebecca Coughlan (Y10)

Bethany Campbell (Y12)

Clayonna McGann (Y12)

Serena Simmonds (Y13)

Hannah Watkins (Y13)





TEACHING & LEARNING UPDATE

Growth Mindset

By Mr Pointon

As teachers at St John's and King Richard Schools, we are committed to continuously improving our practice and keeping up to date with the latest educational research and developments. For example, we have been investigating how Professor Carol Dweck's research on 'Mindset' can lead to positive outcomes for our pupils. We encourage our pupils to have a **Growth Mindset** which means that they believe hard work is the key to success and everyone has the ability to improve. Pupils with a **Growth Mindset** continuously challenge themselves and are not afraid to fail, because they see mistakes as opportunities to learn and get better. On the other hand, Professor Dweck explains how people with a **Fixed Mindset** do not reach their full potential – they believe that talent/intelligence is 'fixed' and you can't do anything to change it. Those with a **Fixed Mindset** do not challenge themselves because they are worried about being judged as incompetent or a failure and so they do not make improvements.

Here are some examples of how our teachers have been promoting Growth Mindset in their lessons:

Mrs Curran

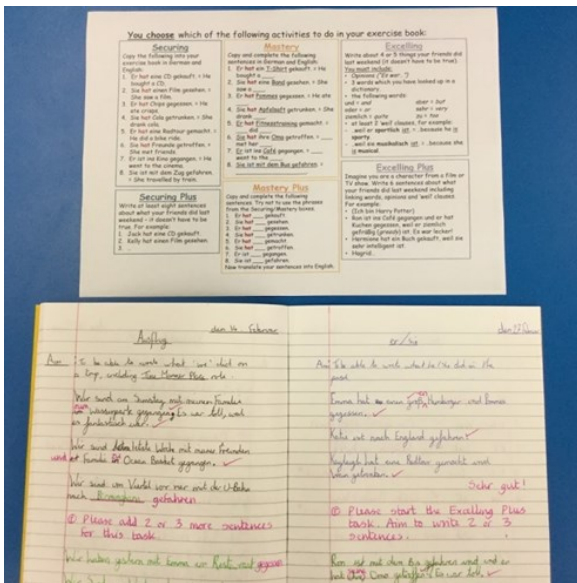
I do starter and homework activities with 3/6 levels of difficulties and encourage students to attempt the work above their own pathway. I always award Epraise points when a student has attempted a piece of work above their own pathway. Pathways are fairly fixed, however I talk to students about how they can move up pathways in my subject and encourage them to extend their own work accordingly. As a result a high proportion of students achieve above their pathway in language assessments.





Mr Pointon

I give my pupils a choice of written tasks at the end of the lesson which vary in level of difficulty. I encourage them to try the more challenging tasks and explain that it is OK to make mistakes because this is how they will get better. Also, when giving feedback to pupils, I am careful that I don't use comments which reinforce a Fixed Mindset such as 'you are very intelligent'. I think it is more productive to praise pupils for their effort, so I try to say things like 'you did very well in the test which means you must have worked very hard.' I have noticed that this has led to a more positive attitude to learning in many of my pupils.



Mrs Nevison

At the start of the year I asked my students to each complete a growth mindset star point which asked them to consider the ways in which they can adopt a growth mindset to help them in their learning. I have made some up into stars like the one below and keep them on display.



I also asked students to complete a difficult task that was only loosely mathematical and wrote on the board what they were saying as they were working. We then reviewed this as a class to decide on what kind of mindset was displayed through them. We also linked this to observed tasks in job interviews and which type of mindset would be most likely to get you the job.

Mr Burvill

In Geography there are set exam practice questions for Y13 students which I then mark on content and accuracy without a grade, we go through the feedback together and then they redraft their answer to improve it. The exams are then resubmitted, marked and formally graded which allows them to make great improvements compared to their original answer and learn how to answer the question in relation to the mark schemes. Students also learn the processes of reflection which they will need in university projects and essays and the idea that we can always improve.

Mrs Lea

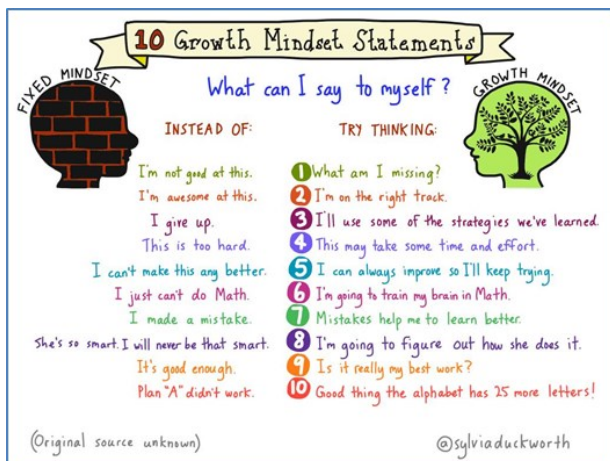
Before completing design work, we talk about our success criteria linked to the pathways. Pupils then verbalise which pathway they are aiming for. They then give a 'growth mindset confession' to their partner and state where they might need to "up their grit"! It produces an increased quality of work and helps with their self-confidence.





Mr Purdie

When I gave the Year 10 pupils their mock exam results, I wanted them to focus on their strengths and areas for development rather than the grade they had achieved. Before revealing their marks, we did an exercise in which the pupils had to 're-frame' negative statements into Growth Mindset Phrases – see the diagram below.



As a result, the pupils were much more receptive to my feedback and they were able to make visible, tangible improvements instantly. It also made the students more supportive of each other.

Mrs Downham

In RE, I draw more attention to the process of learning and achieving success rather than making summative judgement based on the visible outcome. Each time we refer to inspirational figures from Jesus in the wilderness, to Mohammad Ali in the ring, to J.K. Rowling's eventual publication, I now emphasise the process of learning and the importance of resilience. True success is not instant and as a teacher I want to instil a sense that you can be empowered by the opportunity to experiment, take creative risks and receive quality feedback.

Mrs Dixon

The lesson started with me providing a piece of text for them to look at passively and try to memorise. Only 2 could do it and we discussed why, linking it to learning. They then had the chance to quiz and discuss before I retested them. Results improved and again we discussed why. We then talked about active learning and strategies to challenge and engage them with the information before setting the main activity. Here students were allocated a boundary each that they currently knew nothing about. In their groups they needed to research, plan, deliver and assess understanding for their group and the rest of the class. Below you can see demonstrations, learning and engagement. In addition, to challenge the fixed mindset of my Year 8 top set, we discussed failure and what it is by looking at Scott's expedition (we are studying perishing poles). I told them about Scott and they were asked to assess if he failed - most thought he had as he was beaten and he died! I then showed them a clip from the centenary celebrations discussing the contribution Scott and his team made to Science and the challenges he faced that he couldn't have known about/prepared for. Students then revolted and most decided it wasn't a failure after all. We linked this to their learning, progress and a growth mindset. Their written work was to assess if Scott's expedition was a failure and to provide evidence.





15 FEBRUARY - 22 FEBRUARY 2017

Ski Trip to Sestriere

By Chloe Powell, Year 7



I have to say, this was the best school trip I have ever been on! It was 1,000,000 times more amazing than I thought it would be. When I first set foot on the snow, it felt like a dream, I knew I was going to have so much fun. The teachers were great entertainment too, lots of crazy falls and even just **Mrs De-Long's** laugh!

Every day would always seem more exciting, like going down huge hills falling into snow mounds, or visiting places near France. I can't fault this amazing trip, except being exhausted from the days of hard work physically experienced by skiing, but it was worth it! I kept going on about wanting to live here in Italy; non-stop skiing every day - how fun it might be. I enjoyed the trip so much that I ended up writing pages and pages of diary for every day.

I'm hoping maybe one day I could come back to Sestriere with my family, I'm sure I could be a pro skier by then - even better than my dad!

The most fun part of the trip was not just skiing but meeting more people and getting to know them. Skiing wise my favourite part was watching the teachers fall over in the snow! When **Mr Marsden** was cutting round the corner he did a complete spin and toppled down the hill. If I were to choose the top skier of our group it would definitely be **Carys** as she was a great leader and a nice friend to talk to. The obvious numpty would be **Mr Marsden** as he was like a headless chicken! Overall this trip was 1500000/10, it was the best trip I've ever been on and will be hard to top.





ENGLISH

By Mr Purdie

The Toast of KRS

SATURDAY 14TH JANUARY 2017



Toastmasters International is a world-wide organisation specialising in developing leadership and communication on a global-scale. They have over 345,000 professional members. As a part of their activities to help nurture the leaders of tomorrow, they organise an island-wide public speaking competition for the international schools.

KRS qualified for the finals, and we had three students competing:

Rosie Currie: Persuasive category.

Rosie chose the plight of imprisoned journalists and photographers, and the importance of images in communicating powerful ideas. Rosie was personally commended by the Chairperson of Toastmasters for a mature, engaging and moving speech. Her delivery, structure and composure was flawless. Well done!

...developing leadership
and communication
on a global scale.





...a great opportunity to work with professionals...

Latanya Simmonds: Humorous category.

Latanya entertained all with the perils of puberty in ‘I am Teenager: Hear Me Roar’. Latanya placed second in her category. A great achievement – it is hard to make people laugh!

Alicia Pickard: Inspirational category.

Alicia energised the audience with her message: the power of self-belief and determination. A future politician to-be; although she was unwell you would not have guessed – she was passionate, calm and clear. A real inspiration for all who attended. Alicia also gained a personal commendation from the Chairperson of Toastmasters.

It was a long but rewarding day – a great opportunity to work with professionals from across the Cypriot and international communities. Not only did our students meet like-minded scholars from the other schools, but they now have an experience that impresses on their future college and employment applications. This was our first year entering the competition, but next year we plan to enter both categories (13-14 year olds on day 1, 15-16 year olds on day 2) and form a debating and presentation club at KRS as a part of our practice.

Our next competition will be an island-wide Spelling Bee so grab those dictionaries and get practising.

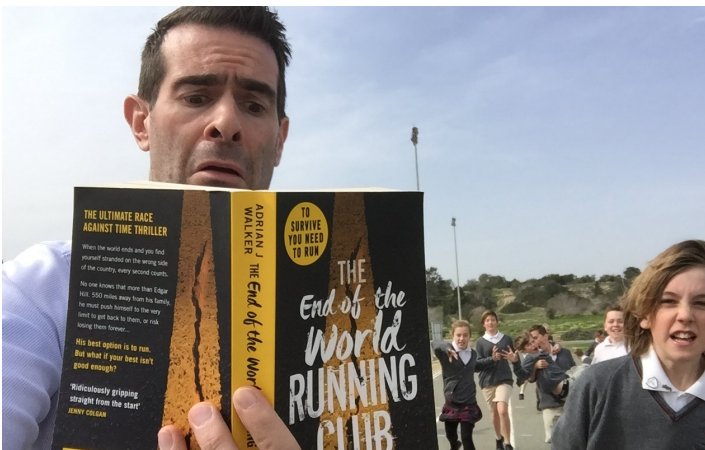




World Book Day



THURSDAY 2ND MARCH 2017



This year, we wanted to build on the positives of *World Book Day 2016*: students and staff overwhelmingly enjoyed the opportunity to read and picnic together to celebrate our community and educational values. To make things more fun, we asked the school community to dress as their favourite character from a book, which prompted a rich and varied colour of costumes: sportspeople, Harry Potter characters, Shakespearean greats, superheroes, villains and at least two Gangsta Grannies. As interesting as the costumes were the wide array of favourite books students were reading at the picnic: biographies, classics, textbooks (some very dedicated scholars in our school!) and modern literature. A big thank you to [Mrs Andrews](#) for marshalling her Year 8 Food Technology students to produce a fantastic, Alice-in-Wonderland-style feast.

In the lead up to World Book Day, students and staff submitted Extreme Shelfies for our independent reading competition. [Cameron Duncan](#) (Y7), [Ryan Williams](#) (Y8) and [Mr Pointon](#) (Y40) were the winners, but there was a great selection of contenders.

As a school, we raised just under two hundred euros for the *World Literacy Foundation* which helps children in poverty, both in the UK and throughout the world, by giving them access to books and teaching to enable them to read and write.





EXTREME SHELFIES



WORLD BOOK DAY PICNIC





ICT

By Mr Murphy

Be Safe On Island

THE IMPORTANCE OF E-SAFETY



The Be Safe On Island team from CJSU visited KRS, in lessons and at break times, to work with the Digital Leaders and to advise pupils and staff on how to ensure their social network accounts were secure. The Station Commander and GSM visited and saw pupils taking part in a Facebook Security "Surgery", where they had the chance to edit their security settings immediately. The GSM took the opportunity to make his personal account more private.

This was just part of a seven week program of e-safety lessons in Computing and PSHE where the pupils discussed the fantastic opportunities offered by the Internet but also learnt about the risks and how to minimise them.





The Hot Topics this year were:

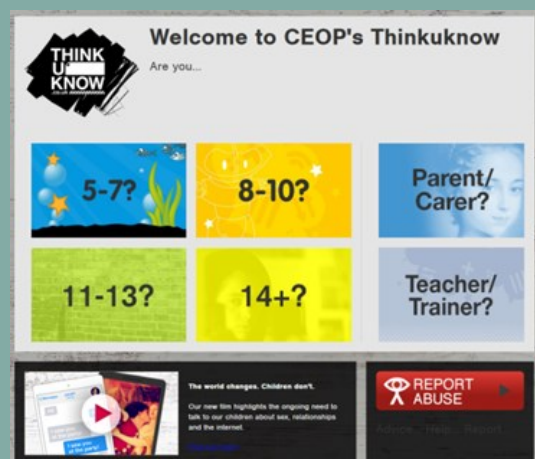
- Cyberbullying
- Online Reputation
- Sexting
- Social Networking
- Downloading
- Gaming
- Online Grooming
- Apps
- Video Chat and Webcams
- Location Services
- Premium Rate Content
- Security



The pupils' research centred on two main websites:

- www.childnet.com
- www.thinkuknow.co.uk

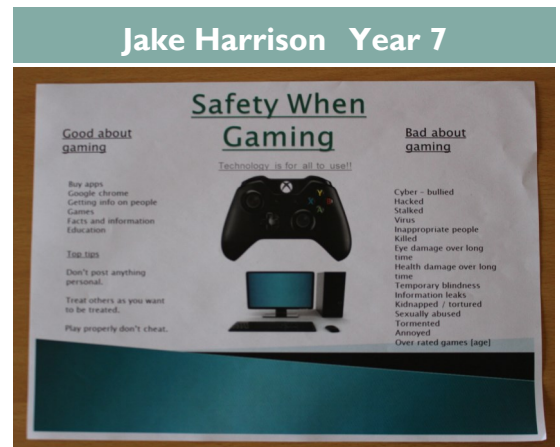
These websites have a wealth of information for pupils and parents/carers and they are highly recommended by the school for parent/carers of secondary and primary aged children to share with the family at home.



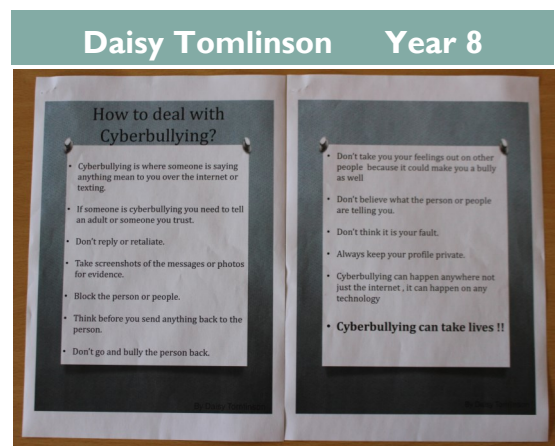


Pupils learnt how to minimise the risks found on the Internet by following simple rules such as:

- **Protect your online reputation:** use the services provided to manage your digital footprints and ‘think before you post.’ Content posted online can last forever and could be shared publicly by anyone.
- **Know where to find help:** understand how to report to service providers and use blocking and deleting tools. If something happens that upsets you online, it’s never too late to tell someone.
- **Don’t give in to pressure:** if you lose your inhibitions you’ve lost control; once you’ve pressed send you can’t take it back.
- **Respect the law:** use reliable services and know how to legally access the music, film and TV you want.
- **Acknowledge your sources:** use trustworthy content and remember to give credit when using others’ work/ ideas
- **Always respect others:** be careful what you say online and what images you send.
- **Think before you send:** whatever you send can be made public very quickly and could stay online forever.
- **Keep it private!** Only give your mobile number, personal email address and other contact details to trusted friends. If you are active on social networking services think about what you are sharing and who you are sharing it with. You can set your privacy settings to limit who can see your content.
- **Block the bully:** learn how to block or report someone who is behaving badly.
- **Don’t retaliate or reply!**
- **Save the evidence:** learn how to keep records of offending messages, pictures or online conversations.
- **Make sure you tell:**
 - Your parent/carer or an adult you trust.
 - Your school: your teacher or the anti-bullying coordinator can help you
 - Report it to the social network or app: you can check their help centre to see where to report concerns



‘Safety When Gaming’



‘How to deal with cyberbullying?’



‘Social media security’





HISTORY

By Mr Hill

VICTORIAN Dragon's Den

A highlight in History this term has been the Year 8's 'Victorian Dragon's Den' task. In pairs pupils researched Victorian inventions, settling on one that they felt had the biggest impact on the world in the 19th century. They then created a business plan as the inventors of their invention and created a pitch in an effort to gain investment from a panel of Victorian businessmen and women.

Pupils then had to defend their business plan and invention to the Dragons in the Den.

Sheldon and **Sam's** invention of the Telephone stood up to the Dragon's test and received the investment of 588 pounds 6 schillings and 4 pence in return for a 50% share in their business.





PHYSICAL EDUCATION

By Mr Thomas

Federated Netball

FEBRUARY 2017

The Federated House Netball brought SJS and KRS students together again for a super competition. The Senior girls drew their match 8-8, whilst Poseidon took victory over Apollo 5-1 in the KS3 match. All players performed admirably, displaying unity and outstanding attitudes throughout.

Well done girls!



Federated Hockey

JANUARY 2017

Following last year's success, another Federated Hockey Competition was held this year in January. The event included a skills session and a number of competitive matches combining KS3 KRS and SJS students to form collaborated teams. The tournament was a brilliant success whereby each team displayed elements of our core values: excellence, learning and leadership. All teams played very well with commendable effort and approach.





Cyprus Women's Cup

27 FEB—9 MAR 2017

Over 30 students were fortunate to watch an International Women's football match in the Cyprus Cup. The match was played between Wales and Republic of Ireland.

The Cyprus Cup is an annual event held in Cyprus and it is a brilliant opportunity to see top level football in a competitive event.



Inter-House Badminton

Students took part in an inter house badminton competition with 25 Epraise available to the winning house for each year group/Key Stage.

The winners were:

Year 7	Year 8	Year 9	KS4

All the competitions were extremely close with students displaying what they had learnt during the unit of work.





Victory Football League

2016—2017

KRS students have had a rewarding and successful season so far in their first ever involvement in the Victory Football League. All players have shown dedication throughout and displayed outstanding effort, motivation and approach towards and during fixtures.

Secondary School Division Girls

STANDINGS

Rank	Team	Points	Wins	Losses	Draw	Goals for	Goals against	Goal differences
1	St John's	18	6	0	0	17	3	14
2	King Richard	15	5	2	0	15	9	6
3	Foleys	12	4	2	0	17	7	10
4	Logos	3	1	6	0	3	23	-20
5	American Academy	3	1	7	0	6	27	-21





U-14 Secondary School Division Boys

STANDINGS

Rank	Team	Points	Wins	Losses	Draw	Goals for	Goals against	Goal differences
1	Heritage	12	4	0	0	20	2	18
2	Foleys	6	2	1	0	24	3	21
3	St John's	5	1	1	2	11	17	-6
4	King Richard	4	1	3	1	13	20	-7
5	Logos	1	0	3	1	0	26	-26





Federated Sports Day

31 MARCH 2017

The federation Sports day was once again held at the *Tsirion Stadium* in Limassol. Last year was the first with **Poseidon House** winning the Olympus Cup.

Over 300 students took part in several field events and over 40 track races all hoping to break personal bests and achieve house points for their house. Throughout the day the scores remained close, with each photo finish impacting on which house was leading. Even when the skies opened it did not dampen spirits, as students danced to music played over the PA system.

When the rain finally stopped all events started again and all students continued to give their all hoping that finishing one place higher could be the difference between winning and losing the Olympus cup.

In the end just over 50 points separated both Houses, with **Apollo House** taking home the cup for the first time.

It was a brilliant sports day and our students certainly did as proud. With one win each, which House will gain bragging rights next year.





GEOGRAPHY

By Mr Burvill

This term we have been working on many topics such as Africa's development with Y7 (*ask them about Sudan*), retail with Y8 (*ask them about food miles*), tourism with Y9 (*ask them about Thailand's tourism industry*), India's development with Y10 (*ask them about the idea of diaspora and top down investment*), population issues around the world with Y11 (*ask them about China's 1 child policy*), conflict with Y12 (*ask them about how conflicts can be resolved such as the Falklands or Mali*) and world cities with Y13 (*ask them about the changes in retail in Bucharest*).

Below is a snapshot of term 2 in the Geography department, showing how wide and interesting our study of the world we live in is. We have broadened and deepened our learning in these areas with some fantastic educational visits with such as:

A trip to Bucharest with Year 13 to collect and analyse evidence for their final A2 exam on world cities.



Also, an upcoming trip with Year 8 to Troodos. We'll study river features and processes, such as the Kouris dam and Caledonian waterfall.

A visit to Protaras to study the impacts of tourism on a local town with Year 9.



There is so much going on in our world. It is great to understand, explore and discover more about it with Geography at KRS.





ART

By Mrs Sloan

The Year 11 Art students (**Angel Norman** and **Fern Kyle**) are currently working hard on their GCSE Coursework final piece. Both students are channelling *Pablo Picasso's* painting *Guernica* through the form of a cake structure. Their individual process and idea development can be seen throughout the students' sketchbooks; both are taking a very different approach to the brief.

So far, **Angel** has newspaper articles collated from the time of *Guernica* and dark red felt building silhouettes as a background. Each tier of the cake will encompass a different element from the original painting, for example the middle layer can be seen to include the lightbulb shining out as a symbol of hope.

Fern's cake is very much a remembrance of the sacrifices made throughout the Spanish Civil War, including the bombing of *Guernica*. Taking inspiration from the *Tower of London* 2014 remembrance installation, **Fern** is incorporating many cascading poppies she has made on the laser cutter.

Angel Norman



Development Work



Project in Progress





Pablo Picasso, 1937



Fern Kyle



Development Work



Final Piece





SCIENCE

By Bethany Campbell & Clayona McGann

Emu-sing farm visit

WEDNESDAY 1ST MARCH 2017



Wednesday 1st March was an exciting day for us biology students, as we visited **Mrs Irene's** farm. We went there in order to study biodiversity and natural resources, looking at how the animals interact with the environment around them.

We mostly saw a variety of birds such as emus, love birds and toucans, but there were also pot-belly pigs and chickens. There were highly endangered species of birds such as queens (guaruba guaruba), of which sadly there are less than 200 left in the wild. We also saw many species of plants such as barrel cactus, 5 different species of aloes and hoodia gordonii, the cactus that is used in diet pills.

We found that when we entered many of the birds' cages they got very territorial, especially the Red-fronted macaws. This offered us some insight on how these animals behave when they feel as if their territory is being threatened.

However, the emus were very friendly birds, in fact they ignored us most of the time! We were both a bit apprehensive at first to go near them; but towards the end of the trip we gathered the courage to touch them.

We got the opportunity to feed the birds in the cages and also we got the chance to feed the pigs. Overall, it was a great day!





FOOD TECHNOLOGY

By Mrs Keenan



Book Buffet

HEALTHY PICNIC FOODS

The Year 8 food student's final task was to produce a healthy picnic food suitable for the World Book day buffet. They had to research suitable foods following a set of criteria, buy the ingredients and make it during a double lesson.

Set of Criteria to follow:

- Must not contain nuts
- Must meet rules of the *Eat Well Guide*
- Can be savoury or sweet
- Must contain fruits and/or vegetables
- Must be suitable for a picnic
- Must be completed in a double lesson
- Should be appetising
- Must be suitable for students in tutor group
- Can be individual portion or something that can be sliced
- Should be medium to high skill

Emily Ravoka produced 'Orange Fruit Muffins' which turned out fantastic! You can find the recipe on this page. If you try it out be sure to send us a photo (Isloan@kingrichardschoolcyprus.com) and it could feature in our next issue of *The Lionheart*.

Emily's Orange Muffin Recipe:

250g plain flour
100g caster sugar
3tsp baking powder
½ tsp salt
Freshly squeezed juice from 1 large orange
75ml veg oil
1 egg
1 tablespoon of orange zest

Method:

Heat oven to 200C / Gas 6.
Grease bottoms only of 12 muffin cups or line with cases.

In a medium bowl, combine flour, sugar, baking powder, orange zest and salt; mix well. In a small bowl, combine orange juice, oil and egg; blend well. Add dry ingredients all at once; stir just until dry ingredients are moistened (mixture will be lumpy).

Fill cups 2/3 full. Bake for 20 to 25 minutes or until skewer inserted in centre comes out clean. Cool for 1 minute before removing from tin. Serve warm.





YEAR 12

University Trip

By Mr Balmer



12.03.2017
Welcome to Keele University



12.03.2017
Comfy beds at the IBIS hotel!

“...the trip answered any questions that I had about the changes after A levels.”



13.03.2017
Liverpool Uni

“My next step is to look more into photography and start to create a portfolio to get into unis.”

Beth Campbell



13.03.2017
Liverpool Uni

“I have realised that there is much more to uni than just the work.”

Harry Agnew

“The independent day was a big eye opener because it allowed me to get a first hand experience of looking after myself in the UK.”

Vicky Lawrence



KRS students presenting at the front of a lecture theatre





14.03.2017
Siemens



14.03.2017
Siemens



15.03.2017
Manchester United Stadium Visit



17.03.2017
Tri Service Careers Presentation

“During the trip I realised that uni isn’t for me. So I am hoping to join the RAF.”

Shane Hulbert



17.03.2017
Manchester Metropolitan Uni

Saturday 11th March 2017

17.30	Trooper from Akrotiri to Brize Norton
20.30	Arrive: Brize Norton. Stay in Gateway Hotel

Sunday 12th March 2017

07.00	Breakfast at Gateway Hotel
10.30	Keele University Visit. Including lunch.
14.30	Staffordshire University Visit
18.00	Check-in at Ibis Hotel
19.30	Evening Meal at Chinese Buffet

Monday 13th March 2017

07.00	Breakfast at Ibis Hotel
09.00	Liverpool University Visit. Including lunch.
14.30	Salford University Visit
17.00	Evening Meal in Salford
18.00	Challenge in Salford Area

Tuesday 14th March 2017

08.00	Breakfast at Ibis Hotel
09.30	Manchester Higher Education Exhibition
12.00	Lunch
13.00	Siemens
17.00	Evening Meal at Buffet City
19.00	Grease the Musical

Wednesday 15th March 2017

08.30	Breakfast at Ibis Hotel
10.00	Manchester United Museum & Stadium Visit
13.30	Manchester University. Guided tour.
15.30	Challenges—Manchester City Centre
17.30	Evening Meal
19.00	Free time

Thursday 16th March 2017

Independent Travel Day	
------------------------	--

Friday 17th March 2017

07.30	Breakfast at Ibis Hotel
08.15	Check-out
09.00	Gap Year Talk
09.45	Break for snacks
10.15	Tri Service Careers Presentation
12.00	UK Apprenticeship Presentation
13.00	Lunch
14.30	Manchester Metropolitan University Visit
18.15	Travel to Brize Norton.
22.00	Arrive: Brize Norton. Stay in Gateway Hotel

Saturday 18th March 2017

05.00	Check-out of Gateway Hotel
08.30	Trooper from Brize Norton to Akrotiri
15.00	Scheduled arrival at Akrotiri





ASDAN UPDATE

The Sistine Chapel

By Rebecca Coughlan, Year 10

As part of my ASDAN course I gave a presentation for Module 1 IB5 on a piece of art work. **Mr McGilton** thought that it would be a good idea to learn about The Sistine Chapel because it is an amazing piece of art and very interesting. Both **Alex** and I would be working on this module together so we were able to share information and ideas on what to include in our presentation.

Our areas of research included the history of The Sistine Chapel in Rome, the artist and the stories behind it. During my research I learnt that *Michelangelo* painted The Sistine Chapel between 1508 to 1512, It took Michelangelo 4 years to paint the whole of The Sistine Chapel and in 1980 work started to restore the paintings. This restoration took 14 years and this proves to me how good a painter he was. I also discovered that The Sistine Chapel is a corner stone work of high Renaissance art. I know that the Renaissance is a period in European history where major breakthroughs and rediscoveries in art, paintings,



sculptures, philosophy, literature, music, science occurred.

Michelangelo painted the ceiling which is 20.7 meters high and is curved. This makes this piece of art even more incredible.

The paintings tell us stories from the bible, in particular from the book of Genesis. I don't think you need to be a Christian to appreciate Michelangelo's art work and up to five million people per year visit The Sistine Chapel.

I hope one day to be able to go to Rome to see The Sistine Chapel: now that I have done all of this research I think it would be great to go and see the real thing. Now that I am much more knowledgeable about the painting I think I can appreciate the art even more.

Alex and I found this topic interesting because we learnt a lot about The Sistine Chapel. We also presented a PowerPoint to the 6th Forms and split it in half so we both had a go at presenting.

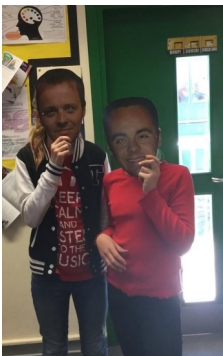




FRIDAY 24TH MARCH 2017

Red Nose Day

For Red Nose Day 2017 students took part in 'The Crossbar Challenge' and 'Beat the Goalie', whilst **Mr Sproson**, **Mr Burvill**, **Mr Hill** and **Mr Thomas** enjoyed eating bugs as part of the 'Bush Tucker Challenge'. The whole school also enjoyed dressing up in red and while there was a brilliant effort from everyone, Poseidon House were awarded 50 Epraise points for wearing the most. Everyone enjoyed taking part in a cake sale to raise money. From the whole day of activities, a total of €380.50 was raised - well done!





A P O L L O

Goodbye Serena Simmonds

“A significant part of being Apollo Head of House was the participation at sporting events – for example at the school swimming gala in September 2016. On this day as Head of House, I took part in the motivation of swimmers and representing the House after we had won the most events overall in the day. Being the Head of House for Apollo House is partly about setting a good example for other House leaders and students, but it is also about representing Apollo and providing encouragement and support to other students.”

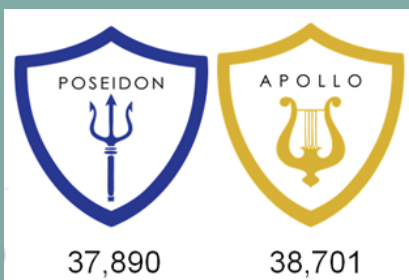
Welcome Beth Campbell

“My name is Beth and I am head of Apollo House. I’m taking Biology, Chemistry and Geography A-Levels. My hobbies include photography and horse riding, and I like anything active or outdoors. I don’t like anything indoors or sitting down, like gaming and watching too much TV.

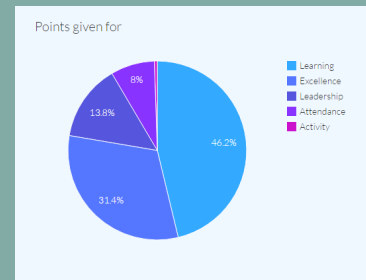
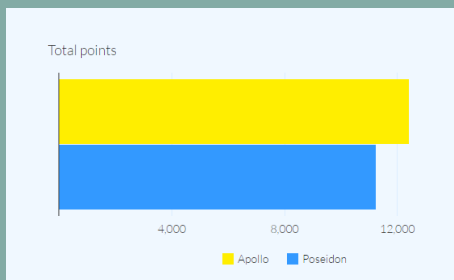
My vision for Apollo House is to try and include more people in the events and create new events that different types of people can take part in, rather than just sports events. I also wanted to make the Head of House role better known to the students to try encourage people to apply next year and know how good the opportunity is. I want to promote the leadership core value to other students to try make them take up more roles within school and achieve excellence.

I wanted to be Head of House because it shows to universities that I can be responsible and lead groups of people. I also wanted to do it for myself, to push myself out of my comfort zone and try new things that I probably will never have the chance to do again.”

House Cup 2017: end of term scores across the federation



House Points: total awarded within KRS so far this year.
Apollo = 13460 Poseidon = 12128





Goodbye Hannah Watkins

“Being given the opportunity to be Head of House was a very prestigious role. I had the pleasure of supporting and encouraging my House in joint school events - such a sports day where Poseidon went on to win the trophy for most points on the day. This role allows you to take leadership and further enhance your teamwork skills.

Thanks to being appointed Head of House, my personal statement was able to show unique aspects of my education where I pushed to do all I could and be involved in the school’s running. I wish the best of luck to any future Heads of House.”

Welcome Clayona McGann

“My name is Clayona McGann and I am the Head of House for Poseidon. I take Chemistry, Biology and History as my A-level subjects. I love cycling, hiking, listening to music and watching David Attenborough documentaries. I dislike being bored!

I wanted to become Head of House, because there were times when I wanted to change certain aspects of lessons, to make them more fun. I was not in a position to do anything about it, but now as Head of House my voice can be heard. Also I wanted to take more of a leadership role within the school community.

My vision for the House is simple...to get everyone involved! I want everyone in Poseidon to *want* to participate in activities whether it be a physical challenge or a mental one. Therefore, I am willing to help make changes to lessons such as PE, or even break time events to help make them fun and inviting to students of all years.”



A big thank you to all who have converted their points into cash and donated to *Combat Stress*.

80 DONATIONS SO FAR: £80.50
TARGET: £150.00

The new Heads of House are already hard at work.
#Excellence #Leadership #Learning





ALUMNI

Robert Grigsby

Attended: 1977—1980



Having done O and A Levels at KRS, I have fond memories of the teachers (some of whom I have met up with again when in Cyprus on holiday). I still keep in touch with many of my fellow students from that time. We always say how lucky we were to be there, how good a school it was and what a great lifestyle we had.



I ended up working for the Admiralty as a Scientist at the Underwater Research Establishment on Portland, but have now retired. I own an apartment near Polis at the other end of Cyprus where I spend the winter. In fact I was down at Cessac just the other week!

Chris Child

Attended: 1968—1971

KRS was definitely the best school I ever attended simply because of the whole ethos and teaching, and of course going to school in Cyprus—a really privileged upbringing. The teachers were great, particularly Mr Evans the English teacher who really helped me develop my love for writing which ended up being a good career.

Sitting on the wall drinking iced cold Coca Cola out of glass bottles is a fond memory, as well as playing football for the House team, doing the cross-country around the wadi, and trips across to the annexe for Art and Woodwork.



I had a career as a journalist for 20 years working on regional newspapers like The Yorkshire Evening Post where I won a couple of awards for my writing. I then went into PR and ended up as Regional Director of COI (Central Office of Information). Latterly, I was Communications Manager for national charity Heart Research UK. I am now blogging and doing some freelance PR and writing.

I remember my time at KRS fondly and encouraged my own children to enjoy their school life as much as I did.





Tim Grace

Attended: 1972—1978

KRS was incredibly special because it was my formative years and I am still in touch with a number of people I was at school with. I loved playing sports and representing the school at athletics, football, hockey and rugby. In fact, I was in the team that was trained by The Welsh Guards when we beat St John's 8-0 (as seen in the first photo).

After I left KRS I joined The Metropolitan Police in London, one of a number of ex pupils who joined within 6 months of each other— as a

group in 6th formers we talked about joining the police. In 1999, I joined HMRC at Heathrow Airport and I soon became an intelligence analyst looking at counterfeit goods. I travelled around the world lecturing before joining a drugs team highlighting trends and concealment methods. During this time I drove 110 miles for a cup of coffee, to meet an ex KRS pupil Michelle Flood. In 2011, we got married. At our wedding were a number of ex pupils, as seen in a photo above. In 2013 I moved up to Birmingham where I joined a law enforcement team looking at loan sharks.



THEN



NOW



Dean Lord

Attended: 1971—1974



NOW

I went to 17 schools whilst an RAF Services kid but KRS was by far my favourite, I have many fond memories and over the years have been in touch with past teachers and pupils. I lived at 33 Signals Unit just outside Famagusta and travelled by bus every day. Since being evacuated in 1974 I have been back on 3 trips, but have never seen bel-cola or the chip-pitta that we used to get from the Van at lunchtime. I did a number of sports for the school—Cross Country, 100m and Javelin—mind you, we only played against the school in Akrotiri.

When my family settled back in Yorkshire I left school at 16 and began working in Retail. In 1982 I moved to London for work, in 1983 to Essex, and finally in 1986 settled in Berkshire and have been here ever since. Working in Sales I have done reasonably well. I never lost that moving bug, and have been lucky enough to travel the world in an Export role. In fact, I am writing this while in Dubai! I was in France 2 weeks ago, Germany 4 weeks ago.

I have been married for 32 years, 2 boys (25 & 23), both Engineers. Life has been good; thank





STUDENT ACHIEVEMENTS



Mr Browning presented awards for outstanding progress in RE & Maths. #Learning



Outstanding effort in Maths during the Autumn Term. #Learning



Here is the amount of sugar NOT consumed in just 9 days.... 162 teaspoons. #Leadership



Distinctions in Health and Social Care B-Tec Level 3. #Excellence



#Learning - Across A-Level subjects



Delighted to reward amazing effort and progress in English with Mr Purdie. Well done! #Learning





Consistently taking pride in all you do. **#Excellence**



Always a positive role model. **#Leadership**



Congratulations to members of the Sixth Form on receiving their CMI Level 2 qualification. **#Leadership**



Always doing your best. **#Excellence**



Making great progress. **#Excellence**



Remembering Pi to 109 decimal places. **#Learning #Excellence**



2016/17 Planner – Tear out & stick it on your fridge!

Date	Event
24 April 2017	First Day of Term
25 April 2017	Y9 Options Meeting
1 May 2017	May Bank Holiday
4 May 2017	Y9-10 Parents Afternoon
15 May 17 - 26 May 17	GCSE and GCE Examinations
27 May 17 - 4 June 17	HALF TERM
5 Jun 17 - 26 Jun 17	GCSE and GCE Examinations
12 Jun 17 - 23 Jun 17	End of Year Exams Y7-10 and Y12
21 July 2017	Last Day of Term
22 Jul 17 - 3 Sep 17	SUMMER HOLIDAYS

