



Gladesmore Community School, Crowland Road, London N15 6EB.

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## Gladesmore School Council Inspires Future Educators at IoE



We are incredibly proud to share the highlights of a recent trip involving our dedicated School Council students from Years 7 to 11, who were invited to speak at the prestigious UCL Institute of Education (IoE). This unique opportunity saw our students address an audience of over 700 trainee teachers at the

very start of their teaching journey.

Each student delivered a speech on the topic *“What makes a great teacher?”* — offering heartfelt, thoughtful, and powerful insights drawn from their own experiences at Gladesmore. Their words were not only inspiring but also deeply motivational for the trainee teachers, sparking lively discussions and many questions about the realities of teaching from a student’s perspective.



In this setting, our students became the experts. They spoke with maturity, confidence, and clarity, proudly representing Gladesmore Community School. Their contributions left a lasting impression and highlighted the importance of student voice in shaping education.

The way they carried themselves — wearing their School Council badges with pride — was a true credit to the school. We are immensely proud of how they represented our community and helped to inspire the next generation of teachers.

Well done to all involved!

For up to the minute information, logon to the GCS website where you can find out about:

- Dates for Parents/Carers Events
- School trips
- The curriculum
- Emergency Closures (snow, power cuts etc).

[www.gladesmore.com](http://www.gladesmore.com)  
or go to the  
EduLink One App

**DREAM REACH**  
ACHIEVE  
respect | enthusiasm | aspiration  
cooperation | hard work

# GCS Rewards & Jack Petchey Up~Date

## Celebrating Success: Gladesmore's Incredible Rewards Programme



As we wrap up the first half-term at Gladesmore Community School, to celebrate the success of our fantastic rewards programme ~ a system designed to recognise and reward the all-round achievements of our students.



At the heart of this term's programme is one of our core **REACH** values: **RESPECT** (**R**espect, **E**nthusiasm, **A**spiration, **C**ooperation, **H**ard Work). This half-term, we've seen students across all year groups embody this value in their behaviour, attitude, and commitment to school life.



Thanks to our innovative Gladesmore A.I. programme, we are able to take a truly holistic approach in identifying top-performing students. The system analyses a range of key indicators ~ including achievement points, attendance and punctuality, commitment score, Own Your Learning (OYL) score, and REACH points ~ to generate an overall score for each student. The higher the score, the greater the recognition.



During our year group assemblies, we were proud to announce the winners for this half-term ~ students who have truly gone above and beyond. These pupils not only demonstrated excellence in academics and behaviour, but also contributed positively to the school community.



To reward their efforts, winners had the exciting opportunity to choose from an incredible range of prizes, including wireless headphones, high street vouchers, Alexa Bluetooth speakers, and fitness watches. The atmosphere during the assemblies was one of celebration and pride, as peers applauded the achievements of their classmates.



This is just the beginning of what promises to be a year full of recognition and success. We look forward to seeing even more students rise to the challenge and aim high as we continue to celebrate our REACH values.

Well done to all our winners ~ keep up the amazing work!



# Year 11 Students Explore Cutting Edge Science at Cambridge University

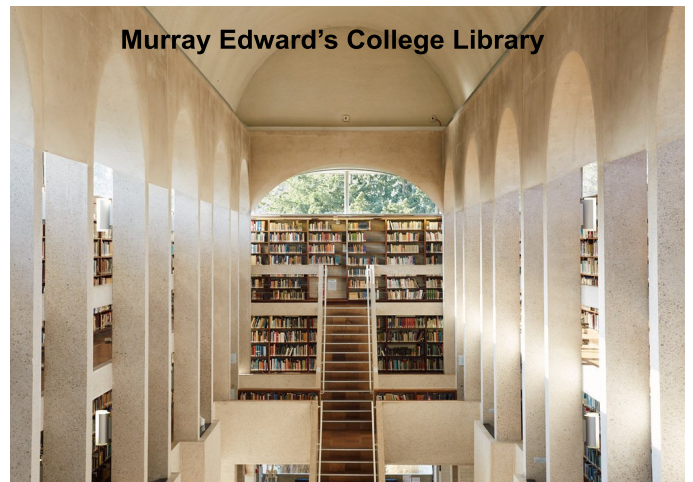
Our Triple Science students recently enjoyed an inspiring visit to the *Physics at Work* event, held at the prestigious Cavendish Laboratory, University of Cambridge.

Throughout the day, they were encouraged to think critically and creatively about a wide range of physics topics, from deep space exploration and survival in space, to the fascinating worlds of nanoparticles and quantum physics.

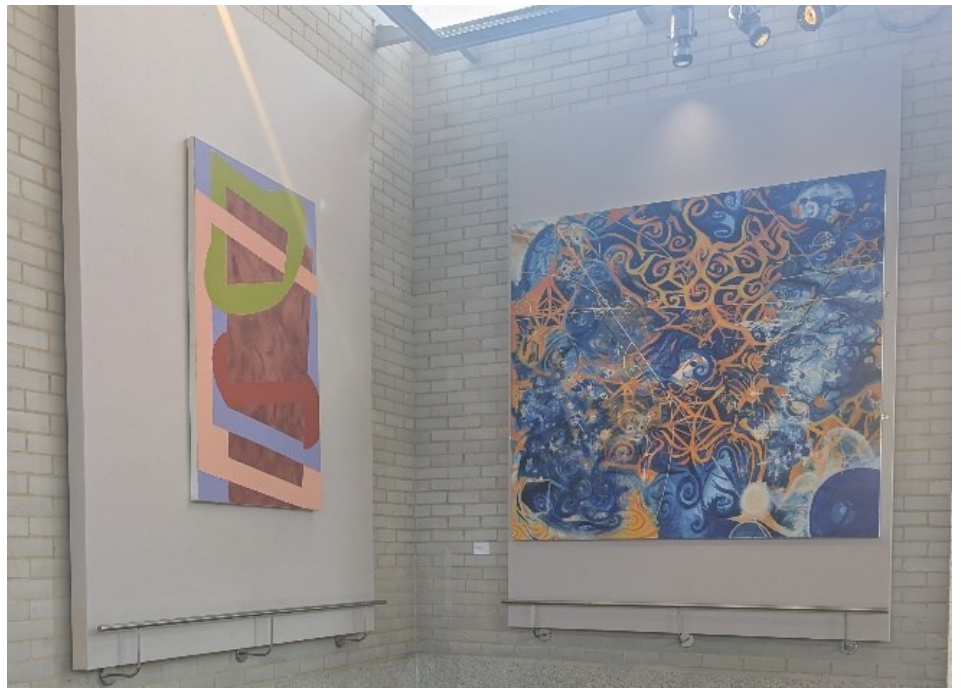
The students showed outstanding curiosity and enthusiasm, engaging with hands-on demonstrations and asking insightful questions to researchers at the forefront of their fields.

The visit also included tours of two Cambridge colleges, Fitzwilliam and Murray Edwards, where students learned about the university application process and the academic and pastoral support systems Cambridge offers its undergraduates. Students enjoyed touring the grounds of the colleges, exploring the women's art collection at Murray Edwards and seeing the student accommodation on offer.

It was a day of discovery and inspiration, giving our students a glimpse into life at one of the world's top universities and encouraging them to begin thinking about their own academic and career journeys.



Student's learning about how space equipment is shielded from the immense temperatures in space with thermal imaging cameras.



Murray Edwards's College is home to the largest collection of Women's art in the UK.

# Careers & Pathways Bulletin

Throughout the school year, we offer a variety of activities and projects to support your child's progress towards a successful career in later life. Each term, we'll share highlights of what's happening for different year groups.

## **Year 11 - Sixth Form and College Events**

Year 11 students are encouraged to visit a range of Sixth Forms and Colleges to help decide their next steps after GCSEs. Please support your child in researching options and attending Open Evenings and Open Days—details are usually available on the providers' websites.

## **Year 10 – Moody's Mentoring and Experience of Work**

Throughout this academic year, some students in Year 10 have the opportunity to take part in the Moody's Mentoring Programme, pairing them with employees from the financial sector. This helps students learn about the world of work, explore career goals, and develop skills like interview techniques and effective study habits. We are looking forward to updating you as the year progresses.

## **Year 8 – Catalyst East with Oxford University**

Selected Year 8 students took part in a workshop with St Catherine's College, Oxford University, to gain insight into university life. Through discussion and group activities students had the opportunity to consider why they might aspire to go to university and what universities are like.

## **Year 10 & Year 11 - Career Pathway Evenings at LAET**

Students in Years 10 and 11 have been attending events at the London Academy of Excellence (Tottenham) focused on careers in Finance, Law, and the Creative industries. Please encourage your child to start thinking about careers that interest them and to keep an eye on their Google Classrooms for updates about events happening.

## **Year 11 – Study Skills**

To support Year 11 students as they prepare for exams and next steps, we run Study Skills sessions Monday to Wednesday, starting at 8:35am. Your support in ensuring your child attends punctually and participates fully is much appreciated.

## **Year 11 – Pathways Day – 20th November 2025**

This compulsory event at Gladesmore is a key part of our careers programme. Year 11 students will:

- Receive guidance on applying to Sixth Forms and Colleges
- Meet representatives from local providers
- Ask questions about courses and entry requirements
- Begin submitting applications with their tutors

Attending sixth form or college events beforehand will help students make the most of Pathways Day.

# The Gladesmore Gardening Club!

On Friday lunchtimes, the Gardening Club head over to Markfield Park to contribute to the community garden, designed by Wild City Studios. On the October 10th, we invited a group of teachers, including our new Head, Mr Bernard, over for a tour so that they could see what we have been doing. It is not necessarily what everyone imagines when they think of a 'garden'. It's not about manicured flower beds, it's about understanding what a plant needs to survive not about what we think it should look like.

We showed the teachers around each area, explaining the history ~ did you know that it was once the site for Victorian sewage works and housed pigs during the Second World War?

We also explained the different planting methods we have learnt about and what we had planted. We have been lucky enough to plant many vegetables, herbs and fruit, such as potatoes, rhubarb, tomatoes, beans and more. However the highlight was the Sichuan peppercorns which all the teachers tried! As it is a community garden, students and their families are able to pick any produce they wish and use it at home.

The students took time to share information that they had prepared and also explain what gardening club meant to them. Natalia shared that,



'... we've learnt a lot from Gardening club, both knowledge and certain skills that will help us in later life. Furthermore, I've also learnt how to respect the environment and take care of my surroundings to make the world a better place'



If you think your child would enjoy Gardening Club tell them to see Ms Beale in E8!





## Keeping Our Children Safe Online



In today's digital world, our children are increasingly active online, often navigating social media and apps independently. It's essential for us as a community to understand how to keep them safe and support responsible use of technology.

### Legal Age Limits in the UK:

These age restrictions are in place to protect young users from content and interactions that may be harmful.

- Facebook ~ 13 year old
- Instagram ~ 13 year old
- Snapchat ~ 13 year old
- TikTok ~ 13 year old
- X (formerly Twitter) ~ 13 year old
- WhatsApp ~ 13 year old (recent lowered)
- Discord 13 ~ 13 year old
- Twitch 13 ~ 13 year old
- YouTube ~ 13 year old
- Spotify ~ 16 years old (Users must be at least 16 to create an account; parental consent required for users aged 16 ~ 17)

### Age Verification for Harmful Content:

From 25 July 2025, new laws require platforms to verify users' ages before allowing access to harmful content, such as pornography, self-harm, suicide, hate speech, and violence. Platforms must use secure methods like facial scans, photo ID, or credit card checks.

### Tips for Parents

- **Monitor Account Settings:** Regularly check the privacy settings on your child's social media accounts to ensure they are set to the highest level of security.
- **Educate About Online Safety:** Discuss the importance of online privacy and the potential risks associated with social media use.
- **Use Parental Control Tools:** Consider using parental control apps or features provided by platforms to monitor and limit your child's online activity.
- **Encourage Open Communication:** Maintain an open dialogue with your child about their online experiences and any concerns they may have.

### Monitoring Device Usage:

We encourage parents to stay involved in their child's online activities by using parental control tools. Apps such as **Google Family Link**, **Apple Screen Time**, and **Bark** offer ways to monitor screen time, app usage, and filter inappropriate content. Open conversations about online safety are just as important as monitoring, helping children feel supported rather than controlled.

We urge you to explore these tools and guidelines to help your child navigate the online world safely and confidently.

### Promoting Kindness and Respect: Our Shared Responsibility

We strive to create a school environment where every student feels safe, respected, and valued. Unfortunately, posting discriminatory language online ~ whether based on race, gender, religion, or any other difference ~ undermines this goal.

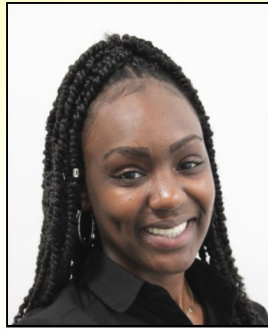
### How You Can Help:

As parents, your support is crucial in reinforcing the values of kindness, respect, and inclusion. Please consider discussing with your child the importance of understanding how words how what we post online can affect others, and encourage them to support a positive and welcoming environment. Our school community thrives when we all work together to celebrate diversity and foster empathy.

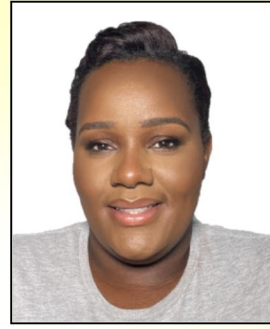
# THE GCS SAFEGUARDING TEAM

The safeguarding of our children is our school's highest priority. Safeguarding and promoting the welfare of children is everyone's responsibility at Gladesmore Community School.

Please do reach out if you are worried or in need of support. Children, parents, carers, we know that it can be challenging to come forwards when things are difficult, but please get in touch so that we can help.



**Ms T. Marshall**  
*Designated*  
**Safeguarding Lead**




**Ms Cope**  
*Safeguarding*  
**Officer**



**Ms Moaka**  
*Safeguarding*  
**Officer**

: [safeguarding@gladesmore.com](mailto:safeguarding@gladesmore.com)

or,

: **0208 800 0884**



Year 7 attendance at Saturday school has been absolutely brilliant this half term, so well done to every student that has attended and shown a positive commitment to their learning. Their enthusiasm and focus each weekend demonstrates a real dedication to making the most of every opportunity offered to them

Each Saturday begins at 8.45am with students participating in one hour each of literacy, numeracy and sports. This balanced curriculum helps each student strengthen their academic skills whilst also developing leadership and teamwork through physical activity.

Literacy lessons have been delivered through engaging Citizenship topics, allowing students to think critically about real-world issues while developing their reading and writing skills. Mr Lawrence has been particularly impressed with students thoughtful contributions and their use of discussion to strengthen their knowledge and understanding.

Student's numeracy skills are developing brilliantly under the guidance of Ms Goshine and Mrs Francis who are both delighted with the confidence shown by Year 7 when tackling problem solving and number tasks.

Highgate students who lead our 1:1 Reading and Numeracy sessions, have remarked on how polite, well-behaved and respectful our students are each week!

After half term, Transition Saturday School will visit Highgate to continue our partnership learning

Congratulations to Year 7 who have made an impressive start to life at Gladesmore. Their respect, enthusiasm, aspiration, cooperation and hard work make them perfect examples of our REACH values in action!

# Year 10 Students Explore the Brain at the London Academy of Excellence, Tottenham

At the end of the last academic year, a group of our Year 10 students had the exciting opportunity to take part in a neuroscience and psychology project hosted by the London Academy of Excellence, Tottenham. During the project, students attended engaging sessions focused on neuroscience and psychology, including the unforgettable experience of participating in a brain dissection.

**What Our Brain Does When We See Something Beautiful**

**Introduction**  
**Philosophical:** Beauty is harmony, proportion, and symmetry—parts arranged into a balanced whole.  
**Psychological:** Beauty is a pleasing experience, shaped by ease of perception and a sense of mastery.  
**Why study the brain's response to beauty?**  
 Studying how the brain responds to beauty reveals how art and design can spark pleasure, regulate emotions, enhance thinking, and improve well-being.

**How the Brain Processes Beauty**  
**Visual Pathway**  
 In neuro-aesthetics, the interaction of perception, emotion, and reward involves the brain's sensory-motor, emotion-valuation, and meaning-knowledge systems, which are activated by stimuli like art. This activation occurs in regions such as the Orbitofrontal Cortex (OFC), and striatum, linking sensory input to emotional pleasure through reward pathways.  
**Individual Differences**  
**Shared vs. Specific Mechanisms:** Some researchers argue aesthetic experiences rely on the brain's general reward system. Others suggest they also involve domain-specific networks, reflecting art's unique qualities—"unity in diversity." For example, aesthetic appreciation may integrate sensory input with self-reflection.  
**Distinct Mechanisms:** Another view is that aesthetic experiences produce unique pleasures, different from other rewards.

**Application and Implication**  
 Seeing beauty can make us feel happy or moved. Attractive faces, art, music, or architecture activate the brain's reward system, especially the orbitofrontal cortex, creating pleasure automatically.

**Neuroscience of Beauty**  
**A. Medial Orbitofrontal Cortex** Linked to reward and pleasure, this region activates when we see beauty in faces, art, or music. [fMRI studies show beauty is processed as a kind of reward in the brain.]  
**B. Ventral Striatum** Part of the dopamine reward system, it responds to beauty—especially faces and art—similarly to food or drugs. This shapes social behaviour, making us more likely to approach attractive people.

**Conclusion**  
 When we encounter beauty, our brain activates the same reward circuits that respond to pleasure—showing beauty is experienced, not just seen.  
 "Beauty isn't in the eye of the beholder - it's in the brain." Semir Zeki

Over the summer break, students worked independently to create poster presentations on topics related to the brain and neuroscience. Their hard work culminated in a celebration event held in September, where students had the chance to present their posters and hear from leading neuroscience researchers.

This year's event was a resounding success, with two of our students winning prizes for their outstanding posters. One explored the fascinating question of why we perceive things to be beautiful, while the other investigated the neurological science of table tennis success. All students who took part demonstrated impressive independent research and scientific thinking, producing visually stunning posters that conveyed complex concepts with clarity and creativity.

**EARLY MORNINGS & LATE NIGHTS & TABLE FOOTBALL**

While on holiday this summer, my dad and I spent lots of time playing table football and eventually we noticed some sort of pattern to our wins and losses...

My hypothesis:  
 The later in the day, the better I play.

Of the 21 games played 10 were in the morning and 11 in the evening. In the morning, I won 20% of the games. However during the evening this percentage goes up to 91%. The data also shows a very clear and strong pattern with wins consistently peaking during the evenings and losses almost all being in the morning. There are some outliers (e.g. 2nd and 7th games on 21/8/25) but for the most part the results are pretty consistent.

So, the data clearly supported my hypothesis but this created more questions than it answered. My dad and I both went to bed and woke up at similar times so what was the reason for this difference. This led me down a rabbit hole, but I think I've found the answer. Have you ever heard someone be called an early bird or night owl? Well it turns out that this isn't just some saying and there's actually some science behind this.

My research led me to an article from the National Library of medicine.  
 A team of researchers conducted an investigation on a hunter gatherer group in Tanzania and over 20 days they found that in total there had only been 18 minutes during which every single person was asleep. Other than those 18 minutes there was always at least 1 person awake at any given time. If everyone went to sleep at the same time, they could be vulnerable to attack. By having at least one person awake it ensures that someone can spot any danger and wake up other members of the group which keeps everyone safe. So, this explains why some people are more awake in the evenings and some are more awake in the mornings which explains the difference in scores between me and my dad.

Day	Time of Day	Point Difference
21/8	Morning	-2
	Evening	4
22/8	Morning	-2
	Evening	5
23/8	Morning	-3
	Evening	4
24/8	Morning	-2
	Evening	6

We are incredibly proud of all the students who took part.

We look forward to seeing our current Year 10 cohort participate in this exciting project later this academic year.

# Gladesmore School Council Elections: A Celebration of Student Voice and Democracy

This half-term at Gladesmore Community School, we proudly held our School Council elections for Year 7 and Year 9, and the level of engagement, enthusiasm, and leadership on display was truly outstanding.

In Year 7, we were thrilled to receive the highest number of applications ever for School Council positions. With fifteen passionate candidates putting themselves forward, the energy around the elections was incredible. Each candidate ran a week-long campaign, creating posters, speaking to their peers, and delivering inspiring speeches on stage to the entire year group.

Following a democratic vote by both students and the Year 7 staff team, a select few were chosen to represent their year on the School Council. These newly elected students were awarded their official School Council ties, a proud symbol of their new leadership role and a way for them to be easily identified across the school. Being part of the council is a prestigious and popular position at Gladesmore — and this year's group are already stepping into their roles with confidence and pride.

In Year 9, we held re-elections for our existing council members. Those who wished to continue submitted applications explaining their achievements so far and why they wanted to stay on. We also welcomed new applicants, who brought fresh ideas and enthusiasm into the mix. The process was once again democratic and student-led, reinforcing the importance of fair representation and student voice in our school.

Both elections were a fun, engaging, and educational experience, giving students the chance to experience positive politics and the power of democratic decision-making. Most importantly, it ensured that the right students were selected to represent their peers on the School Council board.



We are incredibly proud of everyone who participated and congratulate our newly elected and re-elected representatives. With their School Council ties proudly worn, they are ready to lead, represent, and make a real difference in the Gladesmore community.



# GCS: Italy 2025

During October 2025, a group of twelve Year 9 students took part in a memorable cross curricular trip to Aquileia, in northern Italy. The visit, which took place over five days, was designed to enhance students' learning across history, geography, and modern languages while encouraging cultural awareness and personal growth.

The purpose of the trip was to bring classroom learning to life by immersing students in Italy's rich historical and cultural heritage. A full day was dedicated to Venice, where students explored St. Mark's Basilica, and the Rialto Bridge while learning about the city's unique geography and ongoing conservation efforts. The itinerary also included guided tours of Aquileia's Roman Forum, the Basilica and its renowned mosaics, as well as an afternoon visit to the seaside town of Grado to study the history of the town and the lagoon ecosystem.

The partner school, Istituto Comprensivo "Don Lorenzo Milani" in Aquileia, offered an exceptional welcome, accompanying the group throughout the planned visits and ensuring the students experienced genuine Italian hospitality. This included a lively dinner party at the host school with music and of course pizza! Gladesmore students participated in workshops, cultural exchanges, and collaborative projects with their Italian peers, sharing presentations about London and discussing aspects of everyday life and education.

The trip provided an invaluable opportunity for students to develop confidence, independence, and cultural sensitivity while forging lasting international friendships. They returned home with a deeper appreciation of Italy's historical and environmental significance and a wealth of shared memories that will remain with them for years to come. This enriching experience exemplified Gladesmore's commitment to extending learning beyond the classroom and nurturing students who are curious, open-minded, and globally aware.

This trip was made possible thanks to the financial contributions of the Tottenham Grammar School Foundation and Moody's.



## REACH & the REACH Assembly Up~Date

This half term’s REACH assembly centred on the theme of Respect, encouraging students to reflect on what it truly means to value themselves and others.

We were delighted to introduce Mr Flynn, our new Respect Ambassador, who spoke passionately about the importance of self-respect and respect within our community. His message reminded everyone that respect begins with how we see ourselves and extends to how we treat those around us.

The assembly also celebrated inspiring Hijabi sportswomen, whose achievements challenge stereotypes and show that



determination and respect go hand in hand.

We concluded by looking back at our incredible International Culture and Diversity Day, recognising Gladesmore’s strong community spirit. Together, we raised an outstanding £1,700 for local charities, including Hope in Haringey and the Tottenham Foodbank — a true reflection of our REACH values in action.

At Gladesmore, we are proud of our REACH ethos and the way our students continue to show respect every day — ensuring everyone feels Included, Respected, United.

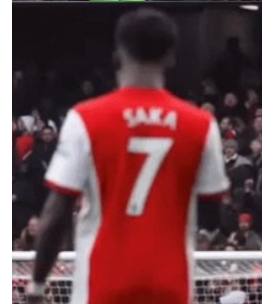
respect | enthusiasm | aspiration | cooperation | hard work

## Black History Season 2025 @ Gladesmore

It’s Black History Season (BHS) at Gladesmore and it was launched during assemblies dedicated to celebrating Black History. This year’s BHS theme carries a powerful message ~ ‘Standing Firm in Power and Pride’. The assemblies were a celebration of Black history, resilience and the unshakeable confidence that comes from knowing and valuing who you are. Students shared the stories of well known Black British figures who are excellent examples of what it means to have pride in yourself and your abilities.

Little Simz and Bykayo Saka are examples of the importance of self-belief and courage in the face of sometimes overwhelming adversity. There was an engaging and interactive quiz based on the popular TV show Catchphrase with everyone trying to guess the hidden influential figure.

As always, this assembly introduces Black History Season with a whole host of other exciting events happening after half term; Caribbean Cookery, African Drumming, ‘Tastes of the Islands’ in the Glade Diner and many other interesting activities for our students to get involved in. Keep your eyes on your Google Classroom for more information after half term!



**Happy Black History Season!**

