



Annual Review 2026





From Early Years to Sixth Form



Principal's Message

Each year I sit down to pen my message for the Review, I contemplate what the year has entailed for the School itself and the wider educational community. Education has always been classified as a merit good, which means that it benefits not just the pupils, but society as a whole, because having educated people drives economic growth. A progressive society promotes educational choice because it supports the development of the individual, and that choice means that families can select the best learning environment and pedagogical approach for their own child. I believe parental choice can be critical, as every child is unique and rarely can a "one-size-fits-all" approach to teaching and learning work. Parents understand their child's needs, they know their personality and learning style, so it is very important that a school listens and works with parents to ensure the individual child attains their best on their educational journey, and is also happy along the route.



The Reception pupils visited the Principal's office on their treasure hunt!

At Bedford Greenacre, we provide a personal approach when it comes to your child's needs, and we also encourage further involvement by parents in school life, such as the regular parental council meetings, where we discuss everything from the curriculum and school policies to the plans for residential trips and updates about our campus. Please do come along to these meetings, everybody is welcome, and we value your input. We have always been proud of our 'family-friendly' community, and we encourage you to get involved! Whether that's volunteering to come in to help with our Culture Day or Careers Exhibition, or joining the PTFA, or coming along to the quiz night, fetes and the ball - your help and support are greatly appreciated.

Of course, in terms of your child, we have an 'open door' style policy, so you can contact their teachers. I believe that type of open dialogue between parents and the school ensures that both academic and pastoral matters are addressed quickly.

Parental involvement really does benefit the pupils, as they see the collaborative approach from their parents and teachers, they pick up on the fact that our high standards mirror what you expect at home and this provides a consistent framework for the child to grow personally and socially.

The educational landscape in the UK right now is changing, and I personally feel that prioritising ideological views against a child-centred approach will present challenges. As an educator, I will be watching with interest as to how the changes pan out, particularly the narrowed criteria for Education, Health and Care Plans. Also, the plans to overhaul the national curriculum and secondary school performance metrics.

One thing is certain, at Bedford Greenacre we strive to make sure we have a child-centred approach, treating our pupils as individuals, playing to their strengths. Our reputation for excellent pastoral support is something I am particularly proud of, together with our pupils consistently doing very well in formal examinations. I am proud to see our pupils go on to careers in law, engineering, medicine and health, the environment, fashion, marketing, teaching and much more. The staff here really do show a high standard of support to their pupils and provide the very best opportunities for them. I would like to thank all the staff, teaching and support, for their continued commitment to the pupils this year. I would also like to express my sincere thanks to the governing body for steering the school so well. In a bleak landscape for education, we are certainly in good hands for the future and that is something to be very proud of.

Finally, as ever, I would like to wish those pupils who are leaving us this year the very best for their future - please stay in touch! Whether you are off to university, an apprenticeship or entering the workforce, I know you have been well prepared for your future by your teachers. I look forward to welcoming everyone else back in September and hope the pupils and staff enjoy the summer break.

Mr Daniel



Congratulations to Alexa in Year 9 on her superb achievement in the ISA Poetry Competition



Handing over the Principal's job for the day after the Auction of Promises

Juniors

This year has been one of settling in and embedding ourselves into our wonderful new premises. We have seen exciting new additions to our facilities such as the opening of the 3G pitch, being able to fully access our new sports field and, with suggestions and ideas from our pupils and the school council, updating our playground equipment. It has also been packed with opportunities for our pupils to show their academic brilliances and sporting prowess through activities such as the Maths Challenge, Science week, celebrating the 100th birthday of Sir Richard Attenbourough and a wide range of sports fixtures. Junior school pupils have enjoyed a variety of trips, visits and residential all of which help to underpin the foundation of our school and the curriculum. These opportunities help to nurture confidence, build self-esteem, and promote independence to empower our pupils to become resilient young individuals.

None of this of course would be possible without the support of our hard working and dedicated staff members who plan and organise these events and are always trying to find new ways to challenge and support our pupils. Thank you to you all.

The pupils themselves have worked incredibly hard and have produced some fantastic work that is now being proudly displayed in the classrooms and corridors. We hope that parents will attend the Junior School 'Meet the Teacher' event, that we are planning for September, to come in and look at some of the masterpieces on show. This event will be a good opportunity for your child to show you around their school and for you as parents to meet your child's form tutor, who is the main point of call for academic and pastoral matters.

As staff we recognise the significant support that parents provided to us in many forms from helping with PTFA events, attending parent forum meetings, supporting with trips to making sure your child is in school, on time and in the correct uniform. We as a staff body thank you all.

As we look forward to the next academic year and the further evolution of BGI we do ask that you regularly look out for further communications on the meet the teacher event, changes to the organisation of swimming and future residential trips.

Many thanks again for your continued support, I hope that all our families have a wonderful summer and we look forward to welcoming you back in September.

Mrs E Brewer

Assistant Head, Junior School Lead, DSL, MHWL



Sixth Form

Once again, it has been a year packed with social events, charitable initiatives, and preparations for exams and future opportunities for our Sixth Form students. On behalf of the team, I would like to commend our students for their dedication and drive, as well as their active participation in every aspect of school life.

A standout feature of the year has been our volunteer programme, T4T, which sees Sixth Form students assisting in lessons with younger pupils. As always, our students embraced this opportunity with characteristic enthusiasm and energy. Who knows—it may even inspire some to pursue a career in teaching in the future.

Reflecting on last year's A-level results day, I'm delighted to say that all students managed to get into their first choice of university bar two who were supported into other options through clearing. At the start of the academic year, students thoroughly enjoyed a team-building session on the field, featuring a game of rounders followed by a barbecue, which provided an excellent opportunity for everyone to get to know one another. In March, we supported Mrs Crannis's Pi Day celebrations, which included a bake sale in aid of the Hurpa School, raising an impressive £225 during a lively break time. A big thank you goes to our budding bakers for their generosity, and to parents for their incredibly thoughtful contributions. Continuing the baking theme, the Sixth Form Council organised a Bake Off, showcasing some truly impressive creations. Congratulations in particular to Toby and Will for their Valentine-inspired showstopper.

Our charitable efforts did not stop there. Back in September, Year 13 students staged a brilliant adaptation of Twelfth Night, raising over £900, which was shared between local food banks and the mental health charity MIND. A special mention should also go to Mia Williams who, following her visit to Kenya last summer to work in a charity school, has been a driving force behind a book amnesty. The aim is to send books to schools in Kenya that face challenges in accessing learning resources. On the final day of the autumn term, just before the Christmas holidays, we also organised a festive run around Bedford Park. Collectively, our students covered 75 km and raised £400 in sponsorship for November.

In the penultimate week of the autumn term, the Upper Sixth faced the daunting prospect of a week of mock examinations. However, they approached this challenge with their characteristic resilience and positivity—qualities that will undoubtedly stand them in good stead as they await their final results in August.

Continuing on the theme of examinations, I would also like to commend our Year 12 students for their organisation and commitment during their end-of-year assessments in the final week of May. It is remarkable to think that they have nearly completed their first year of Sixth Form study, and we are already exploring the wide range of post-18 pathways available to them. Several students have begun drafting personal statements and shortlisting universities, demonstrating impressive initiative at this stage.



As for Year 13, almost all students have now formulated clear plans for life beyond BGI. Our leavers are preparing to embark on a diverse range of academic pathways, including engineering, aviation management, agribusiness, fashion marketing, law, history, neuroscience, psychology, and medicine. Their chosen destinations are equally varied, with universities including Durham, York, Lincoln, Birmingham, Bristol, and Exeter.

Tutorial time continues to play an important role in supporting students' wider development, with a focus on life skills such as financial management, resilience, organisation, effective study strategies, and engagement with current affairs. This has been complemented by a number of enriching trips and experiences throughout the last year or so, including visits to Bologna, Berlin, Cerne, Swanage, and the University and Apprenticeship Fair at Brunel University.

Just a short while ago, the Upper Sixth celebrated their leavers' event, opting for a traditional evening of fine food, formal attire, and dancing in a beautifully decorated refectory and performance space. A huge thank you goes to Milly, Molly, Will, Chef Marcus, and Mrs Floro for their collective efforts in making this such a memorable occasion. Not to be outdone, our Year 12 students marked the end of their year with a trip to Topgolf, which proved to be a fitting and enjoyable conclusion to a successful year.

None of these achievements would be possible without the dedication of both students and staff. In particular, I would like to extend my thanks to Mrs Floro for her unwavering enthusiasm and commitment to supporting our Sixth Form students, as well as to our Sixth Form tutors—Mr Farquhar, Mrs Gill, Mr Jones, Mrs Morris, and Mr Kelly. A special mention must also go to Miss Ross, who will be leaving us to take up a new challenge. She will be greatly missed as both a valued colleague and a much-loved teacher.

Finally, congratulations to our newly appointed Senior Students, Daisy Bailey and Oliver Stock, ably supported by their deputies: Elyn Daniel, Jed Wharton, Ed Forster, and Jenna Nethersole. They will be working alongside a proactive Sixth Form Council, which has already demonstrated initiative in promoting projects focused on mental health and wellbeing, raising the profile of sport, and sustaining our commitment to fundraising for worthy causes. We have every confidence that they will excel in their roles and look forward to seeing how their ideas help further enhance our already thriving community.

Looking ahead to September, we are excited to welcome more than 40 new students into Year 12. Having already met many of them and discussed their aspirations, we are optimistic about the contributions they will make and the successes they will achieve in the years ahead.

Mr Woodward
Head of Sixth Form



Seniors

As the sunsets on our first full year in the Senior School, it gives us chance to reflect on the extraordinary accomplishments that have been achieved in such a short time. It is not lost on me, that every day this year, we have had the privilege of coming to work in the best learning facility in Bedford, if not the county. The ability to teach in a fully temperature-controlled school has been a blessing in the recent heat waves, whilst the views and setting of the school has inspired reflection and learning all year.

The addition of the 3G, netball courts and now fully matured sports pitches has enabled us as a school to once again spring forward in terms of our provision. It has been a real privilege to be able to wander up to these facilities and see football and netball matches from Year 7 to Sixth Form taking place on them. The ability to welcome schools from far and wide to sports fixtures has been particularly gratifying and we look forward to building on these experiences in the future.

We have also looked to use the school site like never before in a multitude of ways. We have hosted multiple balls across the year for the first time whether this has been through the PTFA or the Year 11 and Sixth Form Proms. To see the recent music concert have elements of its performance outside was the culmination of a long dream in the planning of the school to ensure we could have an amphitheatre like space to give pupils these types of opportunities.

Indeed, the number of school trips, residentials, pupil voice opportunities, school concerts and music performances have all once again increased this year in Senior school. Which is testament to our holistic approach to education and learning. A child which feels recognised for their strengths, and who feels happy and safe in their environment, will thrive far more than oppressive academic pressures being placed on them from above, we have seen this model work at BGI now for several years and we are proud of our approach.

We have also launched many new initiatives this year in school, with the Careers and Community Partnerships programme being a highlight. The pupils have benefitted from a range of outstanding external speakers in assemblies and a dedicated careers fair focused on these themes. We have also improved our rewards system, and how we expect our pupils to reflect on our school values. We have seen multiple pupils benefit from mentoring schemes and bespoke revision and learning timetables being provided where needed. All of this has been enormously well received, and I thank all staff involved for their efforts on these important fronts.

To this end, as wonderful as the school facilities are, they are not what the school is. Once again this year, I end the year feeling thankful that I come to work at this place of learning. To be a senior pupil is to constantly endure change and growing academic pressures, I am not sure many of us would wish to return to this point. But they have once again been an empathetic, talented and endlessly enjoyable cohort to help guide through the travails of adolescence. The Year 7s are ending the year fully integrated in the Senior body of the school and Year 11s have coped admirably with the biggest exam season we have seen yet at BGI. I would like to thank all senior pupils for the respect and understanding that they give the school, their school.

We are also lucky to always enjoy not just the financial support of parents, but also your support of what we are collectively trying to achieve in the best interests of your children. We are looking to have a more hybrid approach in terms of feedback next year, with more parents' evenings returning to in person. As ever, it is not just the pupil voice that is important but the parent one too, and your support through honest and constructive communication throughout the year has once again been appreciated. From experience, when a child knows that we are all pulling in the same direction it helps them feel safe and secure and ultimately thrive.

Finally, I would like to close with paying tribute to my colleagues. They continuously ensure that we fight above our weight in terms of the experiences we are able to offer our young people. It is down to their genuine care, passion and expertise that we can make this such a special place of learning.

In closing, BGI, with its brilliant pupils, supportive parents and fantastic teachers often reminds me of the fact that we are all products of small, often, unnoticed good actions. When all those good actions are added together, they will make a difference, and I am proud that our pupils go on to make a difference:

“But the effect of her being on those around her was incalculably diffusive: for the growing good of the world is partly dependent on unhistoric acts; and that things are not so ill with you and me as they might have been, is half owing to the number who lived faithfully a hidden life, and rest in unvisited tombs.”

George Eliot, Middlemarch

I congratulate all involved in the Seniors once again for their efforts, and wish you all a restorative, restful and most enjoyable summer.

Mr Jones
Deputy Head

Chair of Governors

We have now experienced a full year in the new school and what a difference this has made to the teaching and learning environment of BGIS! Staff, pupils and parents have enjoyed the benefit of having so much space to move around, which is evident as soon as you turn into the school gates and observe the substantial car park and the modern school buildings. Inside, the corridors and communal areas are spacious and comfortable, and the class rooms are modern and airy. What a difference from the old school buildings, which are easily forgotten having now settled into the new location.

It has been wonderful to observe how happy the pupils and staff appear to be whenever I attend school. There is a relaxed atmosphere, with all enjoying the modern facilities. I am always impressed with the manners and behaviour of pupils at BGIS, who are a great credit to parents and staff. It is also pleasing to see the development of the sporting facilities in our grounds, and the ability to hold sports day on site for the first time.

The new school has made a significant impact in the local area, and there is no doubt that the pupils and staff are a wonderful advertisement for the school whenever prospective parents and new pupils come to visit. There has been enormous interest in the school, and pupil numbers are growing steadily, contrary to the national trend of independent schools closing or reducing in size. It is hoped that BGIS will continue to go from strength to strength, with increasing pupil numbers, and pupils continuing to thrive in the wonderful new environment.

Social media now plays an important role in the promotion of the school, and there have been numerous posts relating to various school trips, sporting and other events showing the variety offered by BGIS and our successes with these. The various photos on these posts send out the right message about the school, and the public can observe how much our pupils are enjoying life at BGIS.

The Governors are naturally delighted with the success of BGIS to date, in particular the provision of the new school after much hard work and planning. Behind the scenes we are involved with the running of the school in our various committees, and provide support to the Principal and staff where necessary and required. There have been, and continue to be, many challenges, but we are happy to deal with these in the knowledge that the school has strong leadership, excellent teaching and support staff who all contribute to the learning experience of our pupils and the results which they achieve.

Huge credit must be given to our teaching staff for maintaining the ethos of the school and working hard to nurture and bring out the best in every pupil. We are very fortunate to have such enthusiastic and hard-working staff, and the Governors thank you all for your various contributions to school life. We also thank the support staff, whether "front of house" or "back room", who are essential to the success of the school. All are led effectively by Mr Daniel and the Senior Leadership Team, who provide the necessary direction and support to staff, and we are very grateful to them for their considerable efforts.

I hope that you all enjoy the summer break, and look forward to seeing BGIS continue to flourish when we return in September.

Steve Williamson
Chair of Governors





Bedford Greenacre Independent Nursery

We have had a truly wonderful year in our Nursery, working in close partnership with our families. I would like to take this opportunity to thank our dedicated team for the invaluable role they have played throughout the year. From the very first warm and inclusive settling-in sessions, to the many "little and often" conversations with parents, their commitment has ensured that every child and family feels supported, welcomed, and understood.

I would also like to extend my heartfelt thanks to our parents, who have been open, engaged, and proactive in supporting their children's

development. Whether working collaboratively with outside agencies, contributing to referrals, or simply seeking advice when unsure, this strong partnership has been essential in enabling each child to thrive and achieve their next steps.

Our Nursery continues to benefit greatly from its local community, and we have thoroughly enjoyed exploring it with the children. Visits to the Embankment, museums, and the local market have provided meaningful opportunities for learning beyond the classroom. These experiences play a vital role in helping children develop a strong sense of belonging, as well as a growing understanding of the world around them. Back in the setting, staff thoughtfully extend these experiences through activities such as tuff trays and circle time, ensuring that learning is revisited, reinforced, and embedded.

Outdoor learning has also remained a key focus throughout the year. The children have engaged in a wide range of physical activities designed to support their gross motor development, while also promoting confidence, resilience, and enjoyment in active play.

We have celebrated a variety of key events together, including World Book Day, Pancake Day, Saints Days, and our special "Jamaica Day," where we came together as a community to raise funds for those affected by Hurricane Melissa in Jamaica. These shared experiences not only enrich the children's understanding of different cultures and traditions but also foster a strong sense of empathy and community spirit.

A highlight of the year has once again been our Christmas Show, where our Pre-school children demonstrated great confidence and pride as they performed on stage in front of a large audience. It is always a significant and memorable milestone for them.

As the year draws to a close, we prepare to say goodbye to our largest cohort as they embark on the next stage of their learning journey into 'big school'. While it is always bittersweet to see them leave, we are incredibly proud of all they have achieved - many continuing their journey within Greenacre School. To celebrate, the children enjoyed a special Teddy Bears' Picnic, a fun-filled day of themed activities, and, as a grand finale, their very own Graduation Ceremony. It was both joyful and emotional as we said goodbye.

Mrs Niro
Nursery Manager













Reception Class

This academic year has been full of engaging activities that helped the children explore, learn and grow. In the autumn term, children began with "Marvellous Me", where they built confidence through self-portraits, sharing activities and learning about emotions. They enjoyed an Autumn walk to Bedford Park and also took part in ~ exciting science lessons with Professor Eduardo, which sparked curiosity and early scientific thinking. The children celebrated events such as Halloween, Bonfire Night and Remembrance Day. To round off the "Let's Celebrate" theme, they enjoyed activities linked to our class bear, Forest, and held a special birthday party. A highlight of the term was performing in the Christmas Nativity, which supported confidence and teamwork.

In the spring term, through "People Who Help Us", children explored real-life roles through role play and visits from the Police and Fire Service, and they also visited a local church. During "Spring and the Farm", they learned about nature, growth and animals, including meeting lambs during a Young Farmers visit. The term was further enriched by a taster gymnastics session, a musical theatre workshop and a special experience making pancakes with Year 11 in the food technology room. Other highlights included World Book Day and swimming lessons.

In the summer term, the children explored nature during "Minibeasts and Caterpillars", including observing caterpillars transform into butterflies and proudly releasing them outdoors. They also welcomed a visit from Bedford Fire Service, where the children had the exciting opportunity to spray a real fire hose and hear the sirens up close, helping them learn more about staying safe in the community. The second half of the term, our topic was our popular "Under The Sea" theme and has been very busy. The children enjoyed a range of trips and events such as Priory Marina, Sports Day, a colour run, Pirate Day, Sports Day and a visit to Whipsnade Zoo.

Overall, it has been a rich and memorable year, with the children showing enthusiasm, curiosity and growing confidence across a wide range of learning experiences.

Mrs Soul



Colour Run Fun!





Meeting





**West End Theatre
Workshop**



**Pancake Day with a little help
from our friends in Year 11**



Gymnastics taster session



Birthday Party for our class bear – Forest



Science with Professor Eduardo

An Autumn Walk



Key Stage One

Year 1 and Year 2 have had a busy, exciting, and memorable year filled with creativity, curiosity, and wonderful learning opportunities. The children have experienced a journey through three engaging topics, thoughtfully woven into our creative curriculum.

In the Autumn term, our topic Fire and Ice was a great success. The children explored the events of the Great Fire of London, even writing their own diary entries in the style of Samuel Pepys. Alongside this, they investigated polar regions, learning about Arctic animals and carrying out "melting ice" experiments. Their enthusiasm and imagination shone throughout the topic.



Our Spring term topic, Fairytales and Fantasies, was truly magical. The children designed and built their own castles during technology lessons and explored fairy-tale gardens during a visit to Bromham Mill. A highlight of the term was our fantastic trip to Warwick Castle, where the children climbed ancient towers, watched a spectacular bird of prey show, and learned all about knights and medieval life. It was a day full of excitement, discovery, and smiles.



We also enjoyed a wonderful visit to the theatre to watch Zog. The children were thrilled to see the story brought to life on stage and loved recognising familiar characters and scenes.

In English, they explored the story in depth—retelling it, discussing characters, and creating their own imaginative ideas inspired by the book.



Across the year, our children have also engaged in enriching **Careers and Community Programme** experiences, helping them understand the wider world. Through Young Farmers sessions and the Tractor Ted series, they welcomed members of Woburn Young Farmers' Club for a hands-on lambing experience – an unforgettable opportunity to learn about farm life and care for animals.



Other highlights included a pizza-making trip to Pizza Express, where the children became mini chefs and created their own delicious pizzas. The children also enjoyed an exciting visit from Bedfordshire Fire and Rescue Service, during which they learned about fire safety, explored a fire engine, and even had the opportunity to use a fire hose.



In the Summer term, our topic Amazing Animals sparked great curiosity. The children explored animal classification, habitats, and life cycles. A truly special experience was watching caterpillars transform into butterflies. We are looking forward to our upcoming trips this term to Whipsnade Zoo and Stanwick Lakes, where the children will have further opportunities to develop their learning through exciting, hands-on experiences in the natural environment.



Year 2 also had a fantastic overnight stay at Gulliver's Land, where they enjoyed a variety of fun activities, developed their independence, and made lasting memories with friends.



Overall, it has been a wonderful year in KS1. The children have shown enthusiasm, creativity, and a love of learning in everything they have done. We are incredibly proud of their achievements and look forward to seeing them continue to grow and succeed in the future.

Miss Glennon & Mrs Wereszczynski



Year 3



As part of their Super Structures project, Year 3 design technology pupils were tasked with designing and building a self-supporting skyscraper. Whilst the target was to reach 80cm tall, one group created a structure 157cm high!



In March, Year 3 explored the Roald Dahl Museum. They were suitably inspired and left full of imagination to help with their own creative writing.





Year 3 – World War II Project

Year 3 pupils explored forces, materials, and measurement while bringing their World War II topic to life. They proudly showcased their learning by designing and constructing their own Anderson Shelter models.

Year 3 pupils learn about Anderson shelters as part of the UK National Curriculum's history focus. The topic introduces children to everyday life during the Blitz, helping them develop historical empathy and an understanding of how civilians protected themselves from air raids.

The unit brings to life the wartime experiences of both adults and children, exploring what it was like to hear air raid sirens and take cover.

The corrugated structure of the shelters the children made provide a practical, hands-on opportunity for children to study 3D shapes.

Years 3 & 4 Residential to Shacklewell Hollow





Year 4

Romans

Year 4 have enjoyed learning about the Romans. They thoroughly enjoyed their trip to Verulamium, where they got to put their archaeology skills to the test, handle real Roman artefacts and visit the hypocaust.

Roman afternoon

As part of their studies, Year 4 took part in a Roman afternoon. The children enjoyed making their own swords, shields and jewellery.





Shuttleworth

Year 4 visited The Shuttleworth Trust Collection where they learnt about the Battle of Britain, navigation and spies.

The children enjoyed a vintage bus ride and working as a team to fire a gun. They finished the day taking part in a STEM activity where they assembled a plane and then used a launcher to test its flight.



Science

The children have worked hard in science, developing their skills, knowledge and scientific vocabulary. They have enjoyed learning about habitats, states of matter, electricity and the skeleton.

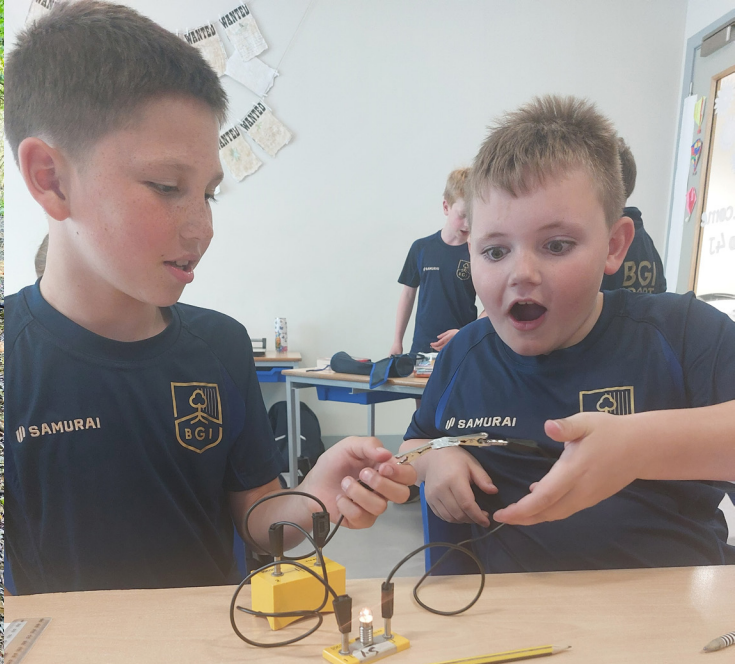
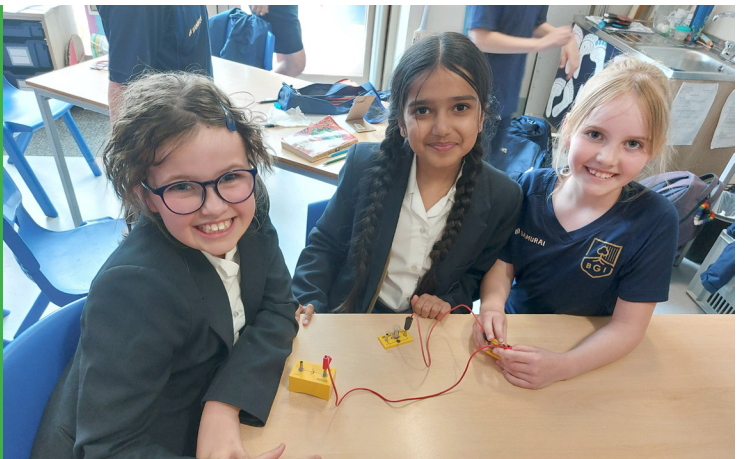
Priory Marina Trip

Year 4 had a fantastic time at Priory Marina, learning all about the local wildlife, conservation and the value of spending time in nature. They took part in a treasure hunt and den building.

Pi day

The children took part in Pi Day celebrations by creating their own maths themed poems, and created artwork using the digits of Pi.

Mrs Exton



Year 5

Faith Tour

Year 5 pupils took part in a fascinating Faith Tour in Queen's Park, Bedford, giving them the opportunity to explore different religions and cultures within their local community. The visit brought their RE learning to life, allowing them to experience places of worship first-hand and develop a deeper understanding of how people of different faiths live and worship together.

During the day, the pupils visited three important places of worship: a Gurdwara, a Mosque and a Church, all located close to one another. At each stop, they were welcomed by members of the faith community who led engaging tours and delivered informative presentations. The children learned about beliefs, traditions and daily practices, and were encouraged to ask thoughtful questions throughout the experience.



The pupils showed great respect by following the customs of each place, such as removing their shoes, covering their heads where required and bringing vegetarian packed lunches. These actions helped them to better understand the importance of respecting different traditions and beliefs.

The pupils showed great respect by following the customs of each place, such as removing their shoes, covering their heads where required and bringing vegetarian packed lunches. These actions helped them to better understand the importance of respecting different traditions and beliefs.

One of the most valuable aspects of the trip was seeing how different faith communities live and work together harmoniously in one neighbourhood. The experience helped pupils to appreciate diversity and recognise the importance of tolerance and mutual respect.

Exploring Boat Power: Creativity, Engineering and Teamwork

On our exciting Year 5 STEM Day, we became engineers, designers and problem-solvers as we explored different ways to power boats using simple materials. The classroom was transformed into a busy workshop, filled with polystyrene, recycled materials, and lots of imaginative ideas. Throughout the day, we worked in teams to design and build four different types of boats: balloon-powered, gravity-powered, propeller-powered, and mouse trap-powered boats.

After building each type, we tested our boats in water trays and observed how far and how fast they travelled. By the end of the day, we had gained a much better understanding of:

Different types of energy (air, elastic, gravitational, spring)

How forces affect movement

The importance of teamwork, creativity, and perseverance

The value of testing and improving designs.



William F1 Racing STEM day

Pupils in Year 5 were extremely lucky to have the opportunity to take part in a William's enrichment day, which have been designed to enhance, encourage and inform a student's existing desire to work in STEM or spark one in those who may have never considered a career in this field before.

During the day, we toured the impressive museum, learned about the development of technology in F1 racing and also took part in a composites challenge. In addition, which was a clear highlight, was a visit to the Esports lounge where pupils were able to use the simulators to race some of the world's most famous F1 circuits.

It was a truly inspirational day and a big thank you must go to Williams Racing for making this amazing opportunity available to our pupils.



Year 5 visit Burghley House

As part of their Tudor topic, Year 5 went on an exciting educational visit to Burghley House. When we arrived, we were amazed by how big and beautiful the historic building was. Surrounded by gardens and parkland, it felt like stepping back in time.

Inside the house, we explored grand rooms filled with paintings, old furniture and intricate decorations. Our guide told us about the history of Burghley House and the people who used to live there. We learnt what life was like hundreds of years ago and how different it is from our lives today.

It was a fantastic trip, and we all learnt a lot while having fun. Visiting Burghley House helped us understand history in a much more exciting and memorable way.



Young Voices

Year 5 and 6 pupils had an unforgettable musical experience when they attended the Young Voices concert at the O2 Arena in London. After months of practising songs and learning dance routines at school, the children were excited to finally take part in one of the largest children's choir events in the world.

On the day of the trip, pupils travelled to the O2, where they joined thousands of other children from schools across the country. The atmosphere was electric as they took part in a large-scale rehearsal, singing together and preparing for the evening performance. Standing among so many young performers helped the children feel part of something truly special.



As the arena filled with families and supporters, the excitement continued to build. When the concert began, the pupils performed a wide range of songs alongside a live band, professional singers and special guest artists. The sound of thousands of voices singing together created an incredible and powerful atmosphere that will not be forgotten.

Hazard Alley

Year 5 pupils enjoyed an engaging and educational visit to the Safety Centre at Hazard Alley in Milton Keynes. The trip provided a valuable opportunity for the children to learn essential life skills in a fun, interactive environment, helping them to better understand how to stay safe in everyday situations.

During the visit, the pupils were split into small groups and guided around a series of realistic, life-sized scenarios that represented situations they may encounter at home or out in the community. These included areas such as road safety, fire safety, water safety and online safety. As they explored each setting, the children were encouraged to spot potential hazards and discuss how to respond safely and responsibly.

One of the highlights of the day was the opportunity to take part in hands-on activities, such as practising how to make a 999 emergency call and learning what information to give in an emergency. The immersive nature of the experience helped bring learning to life, allowing pupils to build confidence and think carefully about the consequences of their actions.

Overall, the visit was both enjoyable and highly informative. The children returned to school with a greater awareness of potential dangers and a better understanding of how to keep themselves and others safe. It was a memorable experience that equipped them with important knowledge they will carry with them into the future.



Year 5 Bushcraft Residential

Our trip to Bushcraft at Boughton was an unforgettable adventure, giving Year 5 pupils the chance to step outside the classroom and into the heart of the woodland. The experience combined exciting outdoor activities with valuable opportunities for personal growth. Surrounded by beautiful British countryside, pupils took part in a wide range of hands-on challenges, from shelter building and fire lighting to wild cooking and exploring the natural environment.

Throughout the trip, the children developed independence, teamwork and communication skills while fully immersing themselves in outdoor life. Staying in safari-style tents and spending their days learning essential bushcraft techniques, they built confidence, resilience and lasting friendships.



Year 6

Year 6 has enjoyed an exceptionally busy, enriching and memorable year. With several new faces joining us, it has been an absolute pleasure getting to know every member of the class and watching them grow together.

Our first adventure took us back in time as we became Victorians for the day at the Black Country Living Museum. This immersive experience brought our history learning to life. We had the opportunity to see a penny-farthing in action, venture down into a mine, and learn just how challenging life was for Victorian workers—particularly children who laboured in such harsh conditions. A visit to a Victorian schoolroom showed us just how strict education once was, with even the teachers being reprimanded for dirty hands and poor behaviour! It certainly made us grateful for modern classrooms.

In December, we stepped into the magical world of Harry Potter with a visit to Warner Bros. Studios, perfectly complementing our English studies. We explored the intricacies of filmmaking, including props and set design, and were captivated by the festive atmosphere, complete with beautifully decorated trees and even falling snow.

January saw us travel to the O2 Arena to join over 8,000 children for an unforgettable musical experience. After weeks of rehearsals, the performance was truly spectacular. The atmosphere was electric as we sang, danced, and celebrated alongside other schools—it was an evening to remember.

During the spring term, we had the fantastic opportunity to visit the National Gallery, where we helped trial a new app designed to inspire young people's appreciation of art. This special experience was made even more meaningful as we worked with an artist to create our own pieces. It was a real highlight for our many talented artists and a much-valued addition to our year.

In May, we headed to Longtown for our residential trip. Despite worrying weather forecasts, we were lucky to enjoy a wonderful week filled with canoeing, gorge walking, team-building challenges, and plenty of laughter. It was a fantastic chance to build confidence, resilience, and friendships.

The summer term continued to inspire us as we explored *A Midsummer Night's Dream*, discovering a wealth of budding performers within the class. To deepen our understanding, we visited Stratford-upon-Avon, touring the historic town and stepping inside the very schoolroom where Shakespeare once learned—an unforgettable insight into the past.

This was closely followed by the vibrant and joyful colour run, before we celebrated our achievements in the end-of-term review assembly. We were immensely proud of every child, with their stunning five-part harmony performance of *Memories* being a true highlight.

We rounded off the year with Sports Day and an exciting trip to Whipsnade Zoo – two perfect ways to celebrate all that we have achieved together.

Alongside these wonderful experiences, the children have consistently demonstrated dedication and determination in their learning. They have represented the school with pride in numerous sporting fixtures and competitions, supported charitable causes, celebrated events such as World Book Day, and taken part in countless other activities—all thoughtfully captured and shared on Teams.

We could not be prouder of everything Year 6 has accomplished this year. They leave the Junior School as confident, capable, and compassionate individuals, ready for their next exciting chapter!

Ms Robson





Year 6 visited Stratford on Avon Trip and The Warner Bros. Studio Tour, Harry Potter Experience





Year 6 Trip to the Black Country Museum





Year 6

Year 6 had a brilliant day at the National Gallery, testing out an exciting new art app and taking part in a vibrant colour workshop.



Year 6 Residential Trip, Longtown, Wales



Junior Colour Run



In the words of one pupil...
"It's illegal to have this much fun at school".



Black History Month



Upper Key stage 2 pupils enjoyed learning about the Windrush Generation and the introduction of Carnival in England to help people integrate.

Here are the pupils wearing their incredible masks.

In another session, pupils learned about the work of Lois Mailou Jones, an artist who fought against discrimination over her 70 year career. They produced artwork inspired by her designs.



Year 4 continued their Patterns Project, linking their work to Black History Month.

They made 2 collaborative Ndebele patterns - a traditional, African hand-painted pattern often seen on walls or buildings.

They thoroughly enjoyed cutting and arranging the colourful, geometric shapes.



Remembrance



To remember all those who have paid the ultimate sacrifice for their country, we were proud to gather as a school community for Remembrance Day, with Mr Roberts leading the address, followed by a 2 minute silence. Junior School pupils took pride in decorating the school with their handmade poppies and learning about their significance.



Christmas



Well done to Elizabeth, our Junior School Wellbeing Ambassador, who organised a toy collection for local children's charity F4YP

Junior Nativity



Ski Trip Les Deux Alpes France



Our pupils had the opportunity to sign up for our annual ski trip, which has always been a firm favourite. We also allow parents to come along too if they wish. Pupils are put into ski lessons during the day, whilst parents can ski alone or join members of the staff to ski. The pupils are supervised by school staff in the evenings, which means parents are free to relax or choose to join in the group activities. Our thanks to Madam Thiebeaux for arranging the trip once again this year.





Year 7 Residential Trip, Caythorpe





Teamwork and determination were on full display as the Year 7 pupils tackled the challenges on their residential. They showed a good deal of bravery, particularly when soaring through the air and conquering their fears on the giant swing! The staff were extremely proud of how fearless and determined the pupils were and it was really pleasing to see them be so supportive of each other.







Year 8 Residential Trip, Llandysul Paddlers Outdoor Education Centre, Wales









Year 9 Residential Trip, Plas Pencelli, Wales







Year 10 Residential Trip, Cornwall





Music

The Music Department has had a fantastically successful year with Mr Day and Mrs Rooke supporting the pupils in many musical events!

September saw a fantastic opportunity for the students when renowned composer Michael Rose visited the school and shared his music and compositional techniques, with Olivia and Hannah performing a world premiere of one of his works. We are very grateful for his time and talents!

Our Interform Music Competition and Musician of the Year took place on October 17th. This saw all Year 7, 8 and 9 classes compete against each other by learning a class song and singing it in front of a packed school hall. Groups from Years 10 – 13 also participated.

December was very busy, as usual, for the Music department. Our annual choir singing at the Christmas Tree Festival at St Paul's church took place on 3rd December, the Junior Nativity performed our first ever Nativity in our new drama theatre, our soloists performance at the Winter Fayre on 29th November, and finally another beautiful Christmas carols at St. Andrew's Church on 11th December.

The new year saw the music department join forces with the drama department to put on our first musical in our new school – High School Musical! Intense rehearsals led up to a three day run of performances just before the half term holidays.

Our 'Young Voices' trip to the London O2 Arena on 24th February involved a huge choir that all Year 5 and 6 took part in, where they sang in a professional concert to an audience of around 15 thousand. The choir alone was 9000 strong and everyone enjoyed themselves immensely.



On 17th March, we took two choirs to the ISA Acapella Competition in Reading where schools from all over the country compete in various age categories. Our Junior and Senior Acapella choirs had been working hard since September for this and new that the competition standard was very high.

We were very happy to simply be participating in such a high standard of competition, so were utterly thrilled when the Senior choir came in third place, and the Junior choir won first place. All the students received medals and we now proudly display our trophy in our music room.

Our Easter concert on 19th March saw us perform these winning songs again, along with a selection of other choir items and solos.



Each year we have a number of students perform and record songs for the ISA Musical Theatre Competition and this year Bella went through to the final where she performed on stage along with all other finalists from around the country – a fantastic achievement for a talented Year 9 pupil.

Our Summer Concert was performed on Thursday 2nd July featuring our choirs and soloists as usual. The first half was in our theatre, and the second half was outside, with the amazing view as our backdrop.

On Friday 3rd July we held an instrumental day with dozens of pupils who learned some music during the day and performed to parents and others in the afternoon – this included Olivia Collins' final performance in front of parents before she leaves BGI. We wish her all the best for her musical future.



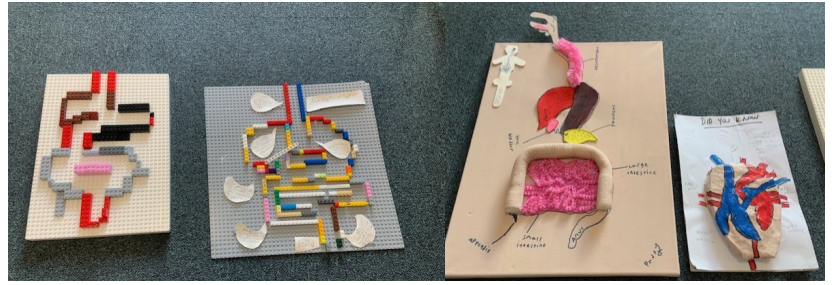
Many congratulations to our GCSE pupils who completed their performances and compositions and sat their exams this summer, and good luck to next year's GCSE pupils.

Mr D. Day and Mrs Z. Rooke



Science

In Year 6 Science, pupils have been exploring the heart and the effects of exercise, alongside developing their understanding of the digestive system. Pupils were given the freedom to present their learning in a way that suited them best, resulting in an impressive range of work including PowerPoint presentations, videos, posters, written reports, and even LEGO models. This creative approach allowed pupils to take ownership of their learning, greatly enhancing both their engagement and understanding.



Year 5 pupils have been learning about plant reproduction by studying the structure of flowers. As part of this topic, they carried out a practical dissection, identifying and learning the functions of the different parts involved in reproduction. This hands-on experience brought the topic to life and deepened their scientific understanding.



We were delighted to offer students the opportunity to visit the Cavendish Laboratory in Cambridge for a High Energy Physics Masterclass. Pupils benefited from short talks delivered by leading research physicists and took part in practical sessions exploring cutting-edge developments in physics, providing a valuable insight into the frontiers of scientific discovery.

In our popular Crazy Science Club, Year 7 and 8 students explored the structure of DNA by creating models using sweets. This fun and engaging activity introduced students to complex scientific concepts typically encountered at GCSE level, sparking curiosity and enthusiasm for future study.



Mr Kumar's class explored different methods of making slime, combining scientific investigation with creativity and enjoyment. Activities like this help to foster curiosity and a positive attitude towards experimentation.

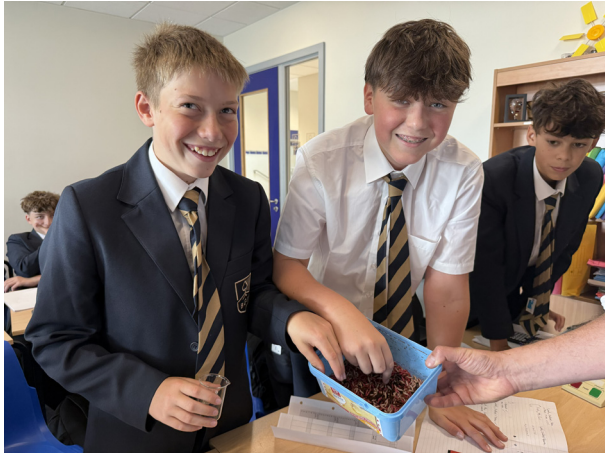


We were delighted to welcome Prof. Hindocha and his team from Bedford Hospital to deliver an inspiring surgical skills workshop. Pupils had the unique opportunity to practise suturing and took part in an engaging Q&A session, gaining valuable insight into careers within the NHS. Experiences such as this help students to better understand the wide range of pathways available in healthcare and beyond.

At the start of Year 9, students attended the physics at Work exhibition at the Cavendish Laboratory, Cambridge. They engaged in interactive sessions led by experts from organisations including the National Space Academy. Students were able to handle equipment, speak directly with researchers, and explore real-world applications of physics, helping to build confidence, curiosity, and awareness of future STEM careers.



Professor Eduardo delivered an inspiring assembly to our junior pupils on the topic of aphantasia. This fascinating session highlighted how individuals think and learn differently, reinforcing the importance of teamwork and valuing diverse strengths.



To develop their understanding of speed, Year 9 students carried out a memorable practical investigation by "racing" maggots to determine which was fastest. This creative approach made an abstract concept highly engaging and memorable.



Year 5 pupils brought their learning about space to life by designing and creating their own models.

The creativity and effort displayed were exceptional, and students clearly took great pride in their work.

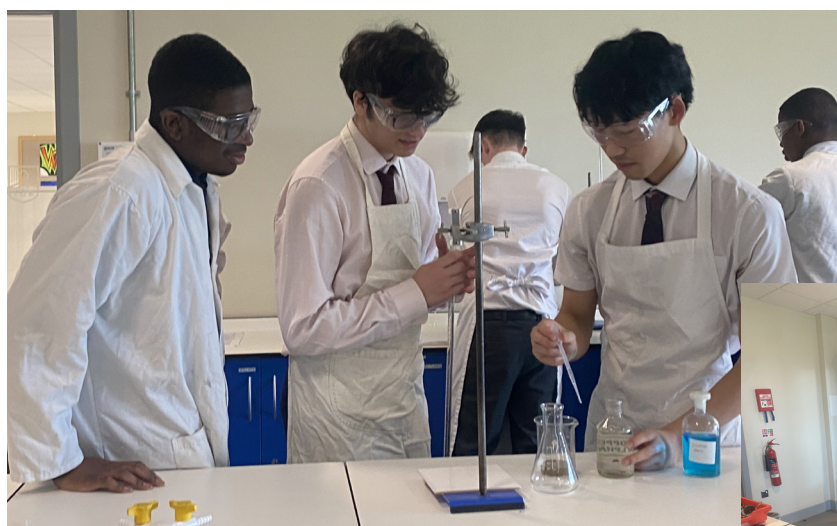
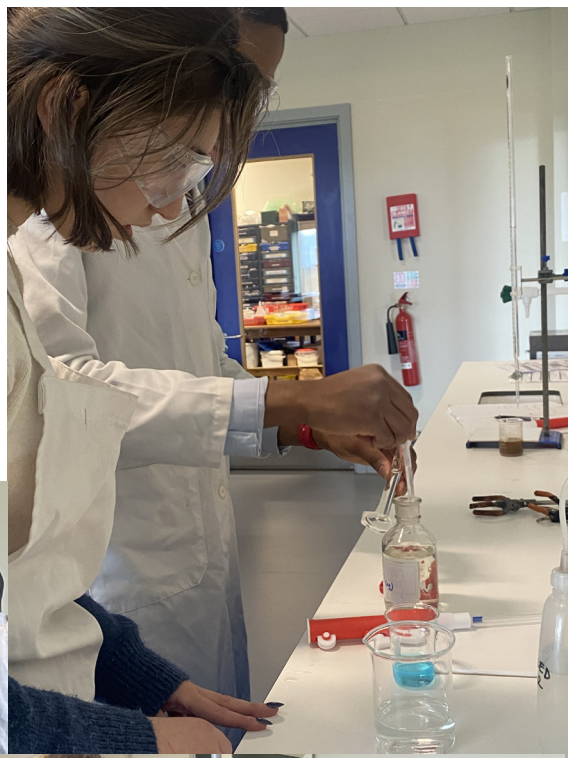


Year 7 students enjoyed an exciting visit to the National Space Centre in Leicester, where they explored rockets and exhibits that highlighted the scale and wonder of the universe. The trip provided valuable context to their classroom learning and inspired awe and curiosity about space.



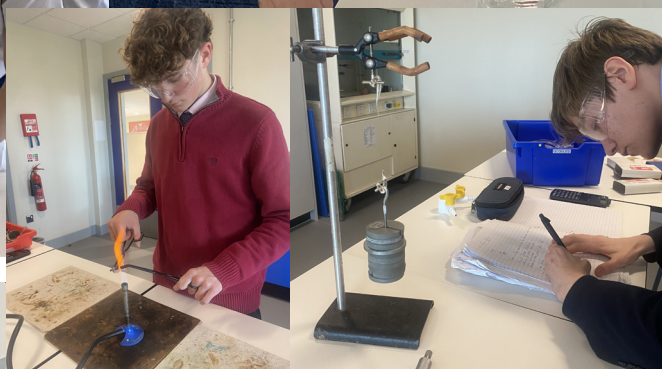
Year 10 students explored the structure of the eye through dissection. This immersive practical experience allowed students to gain a deeper understanding of anatomy and develop essential scientific skills.

Science in the Sixth Form continues to go from strength to strength. Year 13 students have been analysing the copper content in brass, while Year 12 students investigated material properties by determining the Young's Modulus of glass. These advanced practicals reflect the high level of academic challenge and independence developed within the department.



We were very proud of all the year 10s who took part in this year's Biology Challenge. Pupils had to answer questions that were designed to stimulate curiosity for the natural world.

Mr Little



Mathematics

Year 10 Trip to Warwick University

In November, the maths department took some year 10s to the University of Warwick to experience a GCSE Maths in Action day. This is an annual pilgrimage to the university, but each time different speakers excite and enthuse our students and this year was no different.

The first speaker was a professor from the University of Bath, Kit Yates, who talked about how to expect the unexpected and discussed how we try to look for linear patterns in things which often follow nonlinear patterns. Improving our understanding of how things behave could lead to better-informed decisions.

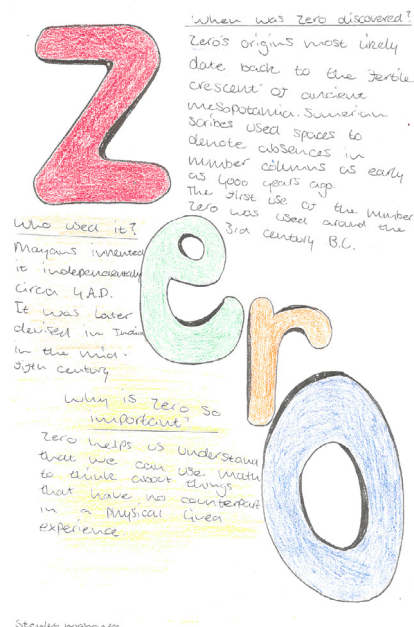
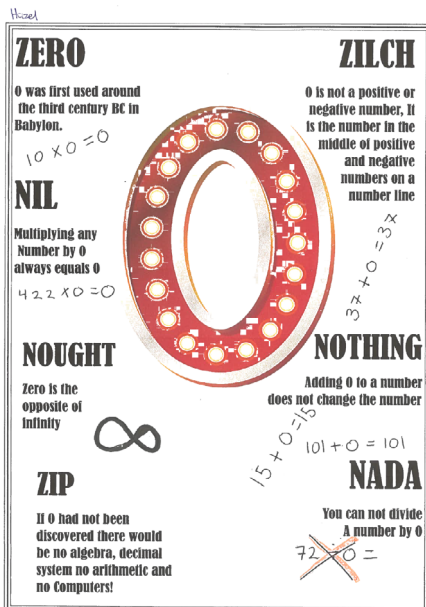
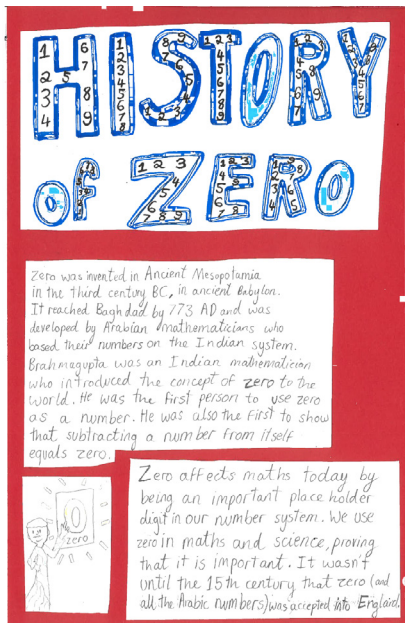
We then looked at putting the colour into mathematics by looking at maps and how colouring can help us solve interesting mathematical conundra with Sophie Maclean, a mathematician and maths communicator.

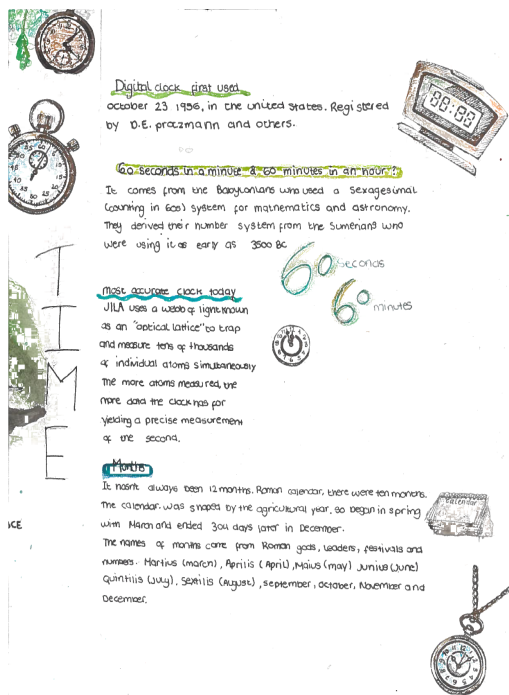
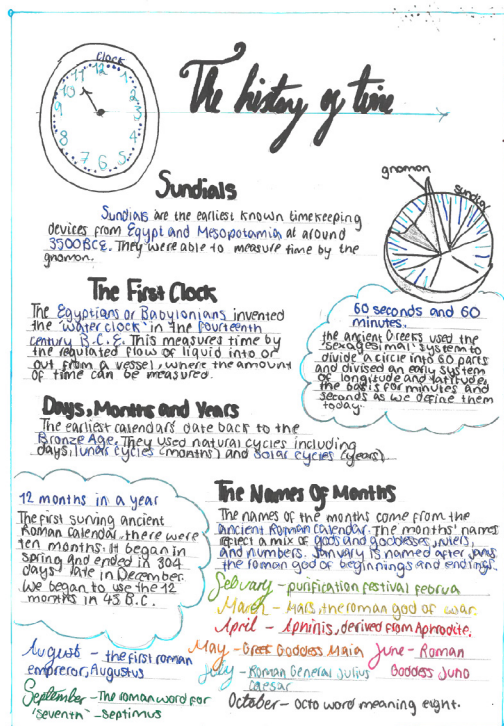
Can environmental data help us make smarter choices was Darren Macey's contribution, a mathematics educator, writer and a Royal Statistical Society Statistics Ambassador. He showed us how we can use data and statistics to guide our choices when solving real world problems.

Zoe Griffiths, a mathematician and maths communicator, often seen in the media, showed us some mathematical magic with numbers and cards, demonstrating that behind the 'magic', is simply maths. This particularly interested a couple of our pupils, who went up to talk to Zoe afterwards.

Finally, we had Colin Wright, a mathematician and juggler, who often makes an appearance at these events, revealed how maths was first used to understand juggling and how it continues to inspire new and creative patterns.

The students also had the opportunity to venture into a few other areas of the university, which gave them a small insight into university life.



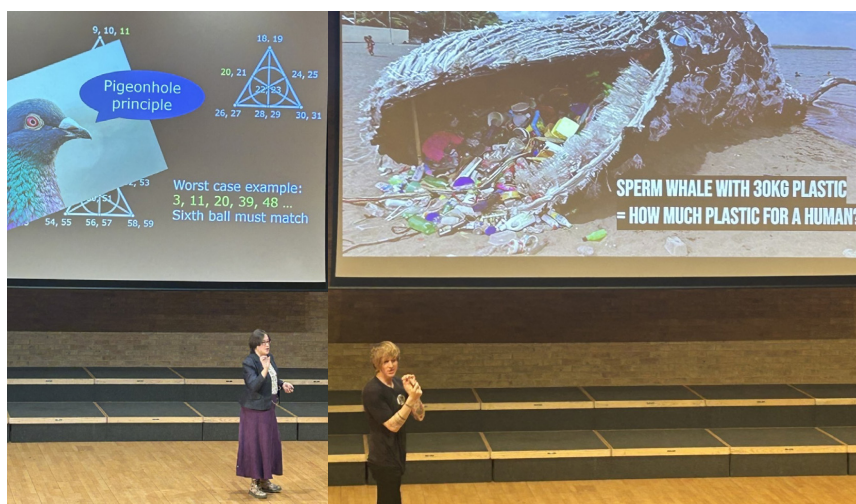


Year 11 and 12 Maths Inspiration Trip to Cambridge

In December, we took a group of year 12 A Level Maths and year 11 GCSE Further Maths students to Cambridge University for a Maths Inspiration event. The students listened to three mathematicians and communicators speak about areas of maths that they were currently working in and have a passion for.

Alison Kiddle spoke about 'Risk and Reward' and how the likelihood of various events can be calculated, Dr Tom Crawford shared how his work on fluid dynamics has helped clean up the world's oceans, and Ben Sparks shared how circles and spirals appear in various branches of mathematics, along with a brief history lesson on rational and irrational numbers.

This was a great opportunity for our students to get a glimpse of the uses of mathematics in the real world and strengthened curriculum links to probability, modelling, and mathematical reasoning, enhancing students' awareness of STEM pathways.



Maths Week England

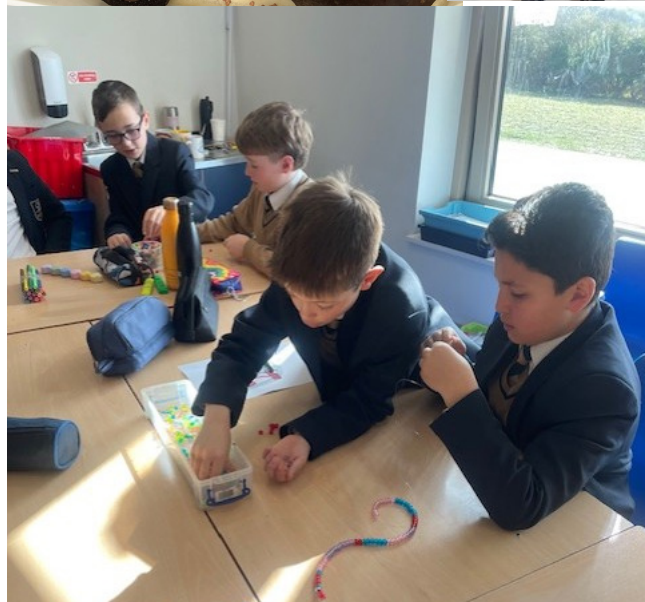
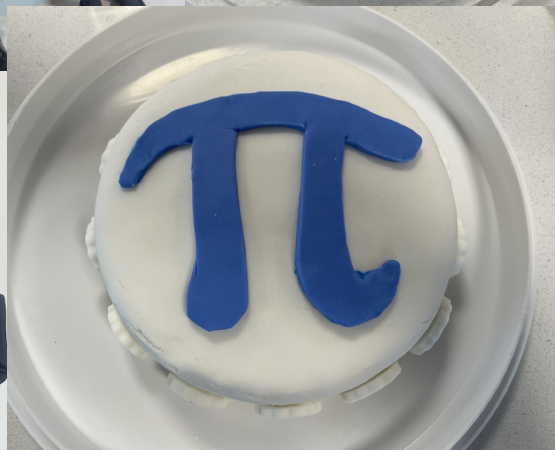
We celebrate Maths Week England in a variety of ways. Every day at lunchtime, engaging maths activities were available for students to investigate and participate in. Some enthusiastic year 9 students were also treated to an enrichment session, led by Mr Philip Coggins, a former maths teacher who is passionate about maths and who has had much involvement in the wider maths community, including with the UK Math Trust, which runs the maths challenges that we participate in. The students were given a number grid and encouraged to explore the patterns that they could find and then explain them. Interestingly, the patterns on the page even led to discussions about the torus shape! The students really seemed to enjoy the session and the chance to explore maths for the fun of it.



Pi Day Activities

This year we celebrated Pi Day with our annual Bake-off and raised £225.10 for the UWS Nepal in the process. The entries were, as ever, amazing and the students had clearly thought their designs through and worked hard to achieve them. Johannes in year 7 amazed us all by memorising over 300 digits of Pi (and aims to do even better next year!)

Ms Robson and her pupils celebrated Pi Day using patterns and beads.



UKMT Maths Challenges



**United Kingdom
Mathematics Trust**

This year has been a particularly successful for many of our students. We have been delighted to see so much success in the UK Maths Trust challenges, organised by the University of Leeds. There are three main challenges throughout the year; Senior Challenge for students in years 11-13, Intermediate Challenge for students in years 9-11 and the Junior Challenge for years 7 and 8. In addition to these, this time we entered students into the Primary Kangaroo for the first time, again with some great success.

Notable achievements in each challenge:

Senior:

Silver Tristan Collymore (11)
Nethu Liyanagunawardana (11)

Bronze Oliver Holman (11)
Seth Johnson-Magee (11)
Ray Cameron (12)
Ed Forster (12)
Alessio Sepede (12)
Dasha Sternyk (12)
Boris Broadbent (13)

Intermediate:

Gold Alfred Finlayson (9)
Bronze in follow-on
Grey Kangaroo

Seth Johnson-Magee (11)
Bronze in follow-on
Pink Kangaroo

Silver Mino Blazinskas (4)
Matthew Oluwa (9)
Harry Clayton (10)
Hannah Collins (11)
Tristan Collymore (11)
Daisy Kerr (11)
Columbus Mack (11)
Alex Thomson (11)

Bronze James Clements (9)
Hannah Essex (9)
Sebby Thomas (9)
Deborah Udoh (9)
Hannah Watt (9)
Samuel Cookham (10)
Moyo Ehindero (10)
Alex Gibson (10)
Zakariya Khalil (10)
Rohan Regmi (10)
Ishika Sinda (10)
Isabelle Bryant (11)
Lilly Farnsworth (11)
Oliver Holman (11)
Nethu Liyanagunawardana (11)
Oscar Quirke (11)

Junior:

Gold Mino Blazinskas (4) Silver in follow
on Kangaroo

Johannes de la Porte (7) Bronze in follow
on Kangaroo

Austin Lloyd (7)

Spike Haskins-Yapp (8)

Silver

Matthew Page (7)
Charlie Hawkins (8)
Olivia Kofinas (8)
Marley Moon (8)
Oscar Morris (8)

Bronze

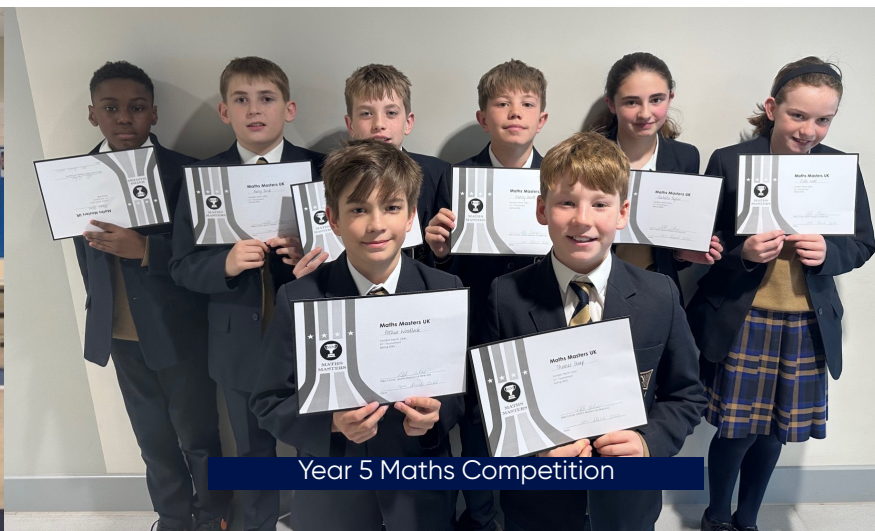
Elizabeth Nutley (4)
Amelia Joseph (7)
Mithun Kesireddy (7)
Hamid Khan (7)
Annie Newberry (7)
Gabrielle Umeike (7)
Henry Ives (8)
Oscar Nurton (8)
Matthew Turpie (8)
Alex Walker (8)
Tommy Young (8)

Primary Kangaroo - the following achieved 'Success'

Mino Blazinskas (4)
Elizabeth Nutley (4)
Oliver Watt (4)
Stanley Ibbott (6)
Callum Kelly (6)
Micah Ofori (6)
Jack Palmer (6)
Arabella Taylor (6)
Beth Watt (6)
Arthur Woodlock (6)



Primary Kangaroo



Year 5 Maths Competition



Year 6 ISA Maths Competition

Silver certificate in the Junior Kangaroo Challenge.



Bronze certificates in their Kangaroo Challenges.



UKMT Intermediate Maths Challenge certificates. We are thrilled to celebrate an outstanding number of bronze, silver, and gold awards achieved this year.



Maths Ambassadors

We were delighted this year to be able to introduce the role of Maths Ambassador to the school. Students had to write a letter of application, informing us as to why they would be a good maths ambassador and what they could bring to the role. The following students were appointed as our Maths Ambassadors for the next year:

Year 7 – Annie Newberry and Harry Molloy

Year 8 – Lili Oliva-Pugh, Sienna Williams, Olivia Kofinas and Gregory Smith

Year 9 – Hannah Watt, Alfred Finlayson, Vas Romaios and Jai Karambaya

Year 12 – Reuben Lamb

We are certain that these students will help promote maths around the school and be superb representatives of a great subject. We have already had one meeting where new ideas were discussed, such as 'Puzzle of the Week' and looking into maths and careers. We shall hopefully have lots to write about next year!

Mrs Crannis
Head of Mathematics

Alumni Memories

We enjoy hearing from our former pupils and in September 2025 we held a barbecue for them to come along to view the new school, which was well attended and it was lovely to see so many familiar faces from my 38 years at the school. We have also had lots of former staff members come along to see us at the new site and all have been suitably impressed.

I was also very pleased to see many former pupils at the Young Farmers event recently and most of my day was spent chatting to them and their families.

In June, we received a message from another former pupil, talking about his time at the school, which was back in the seventies – even before my time here! It was very nice to hear from him and know that the school set him up well. One of the teachers he mentions, Mr Robin Eden, I remember very well and still visit him. He served Rushmoor as a teacher for 40 years!

Mr Daniel

I am a former pupil, I joined Rushmoor School as a boarder, when Brian Able was headmaster in the 70's. I was a member from around 1974 until '78 when I did my GCE's, my last school teacher was Robin Eden for Scripture and Geography, also had Doug Shelton teaching Maths. Have very fond memories of the school, and came away with 9 GCE's.

I went on to join the Royal Marines in 1979, served in the Falklands. There were 4 of us from the school who joined the Marines and we met up every so often, one even went special forces! I left and joined the RAC for 24 years, running their Plymouth team for the last 9 of those.

I then did maritime security in the Indian Ocean, and then spent 8 years running vehicle workshops in Baghdad and Basra for security companies. I now work from home as a Commissioning Manager for a security company run by a former friend from Bedford Rowing Club, we met as teenagers!

Hope the school continues to go from strength to strength, and all the best for the future! The school set me up well and thank you for all you taught me.

Kind regards

Neil



Digital Challenges



Year 5 have been coding with Crumble! They put their programming to the test to see if they could get their handmade carousels turning.

Years 7-9 took part in the Raspberry Pi Foundation 2026 Coding Challenge, demonstrating great enthusiasm and skill. The aim of the 45-minute coding challenge is to enhance skills, build confidence, and inspire students to develop programmed solutions to computational thinking problems. Seven BGI students in Years 8 and 9 achieved Gold Awards, placing them in the top 10% nationally a fantastic achievement.



Congratulations to Alfred, Deborah, and Amélie in Year 9 on achieving coveted Gold Awards for placing in the top 10% nationally in the Bebras Challenge! Over 250 Senior School students took part in Bebras, making their success especially impressive.



Vas and Jai in Year 9 came 1st and 2nd in the Year 9 category of the BCS Cyber Challenge 2026. Both pupils attended the awards evening at Cranfield University. They successfully developed an innovative online game designed to raise awareness of cryptocurrency. This achievement showcases not only their creativity and technical skills but also the high-quality opportunities and support available to students at our school, encouraging them to develop real-world digital, computing and problem-solving skills. Congratulations, Jai and Vas!

Humanities

This has been a busy and successful year for the Humanities Department, with students across all year groups showing enthusiasm, curiosity, and strong engagement in both History and Geography.

Year 7

In History, Year 7 students have explored the medieval period, beginning with the events of 1066 and the struggle for the English throne. Later in the year, they examined key events such as the Black Death and the Peasants' Revolt, developing their understanding of how these shaped life in medieval England.

In Geography, students began the year studying earthquakes and volcanoes. They were fascinated by the power of natural processes and particularly enjoyed hands-on learning, including designing and testing earthquake-proof structures. More recently, they have completed a study of Africa, learning about both physical and human features and how these influence population patterns, while also gaining an appreciation of different cultures.

Year 8

In History, Year 8 began with a study of the Stuart period, including the Gunpowder Plot and the English Civil War. Students developed their ability to analyse historical sources and support their ideas with evidence. In the Spring term, they explored Britain's role in the transatlantic slave trade, approaching this important and sensitive topic with maturity and thoughtfulness. During the Summer term, they studied Britain's involvement in India, from the Mughal Empire through to independence in 1947.

In Geography, students first studied weather and climate, including conducting fieldwork around the school site to investigate microclimates. They then explored extreme weather events such as hurricanes and tornadoes. Later, their focus turned to China, where they examined topics such as the Three Gorges Dam, population policies, development, and population structures.

Year 9 (GCSE Introduction)

Year 9 marks the beginning of the GCSE Geography course. Students have focused on Physical Geography, studying natural hazards including earthquakes, extreme weather, and climate change. They have examined a range of real-world case studies, such as the Eyjafjallajökull eruption (2010) and the 'Beast from the East' (2018). They also demonstrated strong engagement through class debates, discussing the causes of climate change and considering both human and natural factors.

Year 10

Year 10 students have made excellent progress in their GCSE studies, covering both Human and Physical Geography topics. They explored urban issues in the UK and Brazil, river processes and flooding, and ecosystems including the Amazon rainforest and hot deserts. They concluded the year with a study of global resource management, a topic that students found particularly relevant to modern life.

Year 11

Year 11 students have had a demanding but rewarding year, particularly through their fieldwork experiences. They conducted ecological investigations at Ampthill Great Park, assessing human impact on woodland environments, and explored urban regeneration in Bedford. These experiences allowed students to apply their classroom learning in real-world settings. We are extremely proud of their hard work and commitment over the course.

Year 12

Year 12 students have risen impressively to the challenges of A Level Geography this year. They have worked diligently in lessons to develop their understanding of key content, data analysis techniques, and the application of these skills to real-world contexts. Alongside this, they have strengthened their research skills through engaging local fieldwork and an excellent residential trip to Dorset.

During these experiences, students conducted surveys, interviews, and detailed data analysis, gaining valuable insights into both social and economic change as well as the physical environment around them. As they look ahead, Year 12 will no doubt spend their summer exploring geography beyond the classroom while preparing for their individual NEA investigations.



Year 7 Geography pupils have been learning about how people can predict, plan and prepare for tectonic hazards.

As part of their homework, pupils designed and created earthquake-resistant bridges, which they then tested in lessons with lots of enthusiasm.



Year 8 Geography students measured the weather across the School site, as part of their study of micro climates.

Year 13

Year 13 students have had an outstanding and successful year, particularly evident in the quality and commitment shown during their fieldwork. Their visits to Dorset enabled them to investigate coastal processes at key locations such as Durdle Door, Swanage, and Studland. In addition, they carried out inland fieldwork, exploring water and carbon cycles through practical investigations on farmland.

Throughout the course, students have demonstrated dedication, curiosity, and an impressive level of independence. From early mornings in the field to meticulous data analysis, their enthusiasm and resilience have been exemplary. As they move on to university and their future pathways, we are confident they leave equipped with strong analytical skills and a deep understanding of the world around them.

We are incredibly proud of all they have achieved and wish them every success in their future studies and careers.

Eco Council

We are proud to announce that BGI has achieved its inaugural Eco-Schools Green Flag with Distinction. This prestigious award recognises our dedication to environmental education and sustainable practices. Over the past twelve months, Mr Saunders has co-ordinated the application process and led the Eco Council (chaired by Year 13 student Molly Fellowes). The initiative also received vital support from Mrs Buddle and our Junior Wildlife Warriors. This achievement reinforces our collective commitment to sustainability, a mission shared by our entire school community from Reception to Year 13.

Overall, it has been a highly positive year for Humanities. Students across all year groups have shown excellent effort, curiosity, and commitment to their learning. We look forward to building on this success in the year ahead.

Miss Lawrence



Year 11 Geography students carried out one of their geographical enquiries in Bedford. Students counted footfall, environmental quality tests and questionnaires. They then carried out analysis using the data collected.

A Level Geography Fieldwork in Dorset

On Wednesday the 24th June, we set off on an early but sunny morning for Swanage on the Jurassic coast. We arrived at lunchtime to plenty of sun and headed straight down to the beach to get started with our fieldwork. We conducted tests on the effectiveness of coastal management before having a much-needed break to cool off and get an ice cream! We then travelled to Leeson House, our accommodation for the duration of our stay, where we were shown to our rooms. We had a lovely supper of chili con carne and Eton mess before venturing back out to Swanage beach to conduct some more tests including measuring the groynes depth and longshore drift. We had a lovely walk along the promenade and enjoyed our surroundings before heading back to Leeson House for the night.

The next morning, we woke up to another perfect day of sunshine and breakfast before gathering the equipment needed for our day ahead. We left Leeson House early morning, to avoid all the tourists and the heat of the day and were driven to Durdle Door. The views were stunning and you could see as far west as the Isle of Portland and Weymouth! After taking in the surrounding landscape and completing our field sketches, we continued our walk down to Durdle Door to complete some physical fieldwork, including measuring wave height and frequency, longshore drift and beach morphology. After a very steep walk back up to the car park, we hopped in the minibus and were driven to Lulworth Cove to make comparisons of the high and low energy coastlines. In the afternoon, we visited the picturesque village of Corfe Castle to conduct human geography fieldwork on place perception and the influence of the media gaze. We then headed back to Leeson House to consolidate our fieldwork with some graphs and other activities... and importantly, dinner!

On Friday, we woke up to a slightly cooler morning with a refreshing sea mist and a lovely, cooked breakfast before we had to pack up our belongings to get ready to depart Leeson House. We arrived early morning at Studland Bay to conduct further physical fieldwork on the sand dunes and typical succession. We looked at several measures and learned new fieldwork techniques including; measuring the pH of the sand, the vegetation cover, infiltration rate and the gradient of the sand dunes.

Overall, we had a fantastic trip and thoroughly enjoyed our time in Dorset. We all have lots of ideas to take forward into our own independent investigations.

By Maisy, Ben, Eros, Andrew, Miles and Oliver – Year 12 Geography Students



The Environment



Across the year groups, pupils enjoy learning about all sorts of issues surrounding our environment, here are just a few examples.

Year 10 pupil Jacob hosted an assembly celebrating National Bee Day. Jacob captivated an audience from Year 7 to Year 10, sharing his deep knowledge of bees and offering practical ways for his peers to get involved in beekeeping. It takes immense confidence to share your passion with other students and Jacob did so brilliantly.



Year 6 students had a fantastic day at Shuttleworth for the Bedfordshire Agricultural Education Foundation's Schools Day. They enjoyed getting up close to livestock and heavy machinery, but also learning all about crops and countryside conservation.



BGI are proud to support Back British Farming.

Our students enjoyed discussing careers in British agriculture and food with Mr Saunders.



This year, we have welcomed a number of guest speakers to assemblies, who have spoken about our environment, including discussing career pathways. One of these was Erika Pratt from the Greensand Trust who delivered an inspiring assembly to our Key Stage 3 pupils. She explained the importance of environmental conservation, the fantastic work of the Greensand Trust, and how our pupils can get involved. She also highlighted a range of exciting career pathways available within the environmental sector.

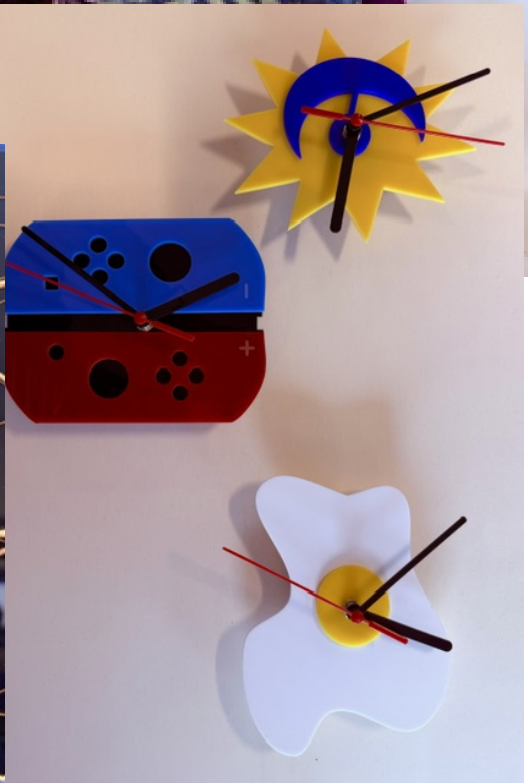
Erika's message strongly emphasised the importance of protecting our environment and its habitats, leaving our pupils feeling inspired and motivated to make a positive difference.

Design Technology



Shown here are a selection of the pieces created across the year groups in the senior school.





Health & Social Care

AAQ Health and Social Care – Year Overview

This academic year, we have had the pleasure of introducing a new Key Stage 5 course: AAQ Health and Social Care. This course enables students to explore the health and social care sector through a range of modules, providing valuable opportunities to develop their understanding and nurture an interest in careers within the care profession.

Year 1 Overview

Autumn Term: During the Autumn term, students were introduced to the fundamental principles of health and social care. They explored key areas such as legislation, the importance of respecting diversity, and upholding individuals' rights. A strong emphasis was placed on promoting equality and adopting a professional approach that places service users at the centre of care.

This was an exam-based unit, and our students worked diligently to secure a strong foundation of marks towards their final grade. The knowledge gained in this module has also been essential in supporting their understanding across subsequent units, particularly in shaping their approach to providing high-quality, person-centred care.

Spring Term: In the Spring term, students deepened their understanding of the importance of a person-centred approach to care. They also began their first coursework unit, which focused on the tools and strategies service providers use to ensure that individuals and their families have maximum choice and control over their care.

Students explored and assessed their own communication skills, evaluating their effectiveness in building relationships and overcoming potential barriers. This reflective approach has been key in developing their ability to deliver compassionate and effective care.

Summer Term: The Summer term has focused on supporting individuals with mental health conditions. Students have explored how mental health is perceived in society, examining ways to challenge stigma and promote greater understanding. They have developed knowledge of a range of mental health conditions, alongside strategies for providing appropriate support in different contexts. Students have also studied key organisations and relevant legislation, while critically analysing the influence of social media on perceptions of mental health.

Bedford Health and Care Academy

In addition to their core studies, students have had the opportunity to enhance their learning through a certificate programme with the Bedford Hospital Health and Care Academy. Delivered in partnership with Bedford Hospital, this programme offers an immersive insight into the wide range of roles within a hospital setting. It provides valuable exposure to the healthcare sector and has been instrumental in inspiring students to consider careers within Allied Health Professions and related fields.

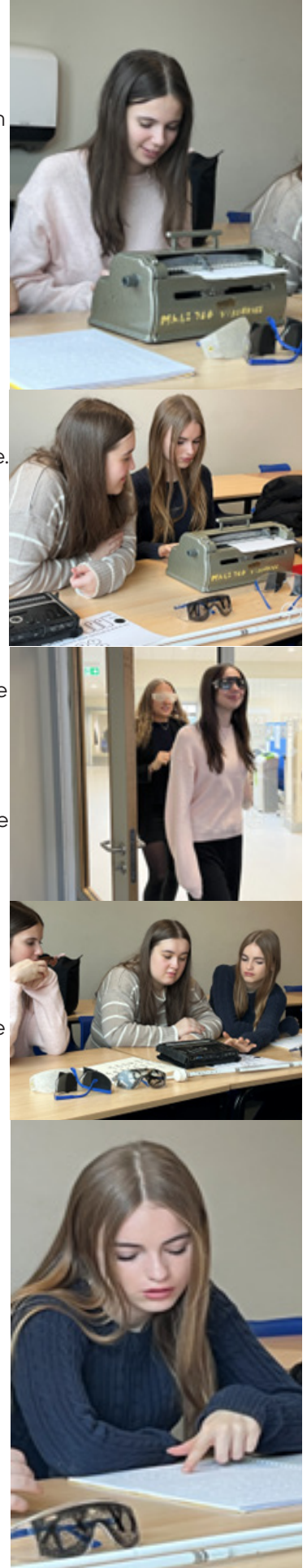
Specialist Speaker

We were also fortunate to welcome a visual impairment specialist from the Bedford Child Development Centre. The specialist works closely with young people, supporting their daily living activities and addressing a broad spectrum of individual needs.

Following an engaging and informative presentation, students had the opportunity to explore a range of specialist support equipment. This hands-on experience has provided a strong foundation for their upcoming research and further enriched their understanding of the subject.

I have had the privilege of working with such dedicated students, who have demonstrated a level of maturity that reflects how fully they have embraced their post-16 learning.

Mrs Allen



History

2026 is shaping up to be historically significant, both as a year of reflection and as one marked by ongoing global uncertainty and change.

While 2025 saw the marking of the 80th anniversary of the end of the Second World War, 2026 continues this period of commemoration, with historians and the public reflecting on its immediate aftermath and longer-term legacies in shaping the modern world. There are also several notable anniversaries that help frame 2026 within a broader historical perspective. It is 110 years since the Battle of the Somme (1916), one of the most iconic and devastating campaigns of the First World War, and 100 years since the General Strike of 1926, a defining moment in British social and labour history. These anniversaries provide an opportunity to revisit themes of industrial conflict, class relations, and the human cost of war.

Looking further back, 2026 marks 960 years since the Norman Conquest of 1066, a pivotal event that reshaped England's political and cultural landscape. While not a conventional milestone anniversary, it nonetheless offers a useful moment to reflect on one of the foundational events in British history.

In more recent memory, there are significant milestones as well: 40 years since the Chernobyl disaster (1986) prompting renewed reflection on nuclear energy, environmental risk, and government transparency. It is also 30 years since the Dunblane school tragedy (1996), an event that continues to shape debates around gun control and public safety in the UK. Meanwhile, 20 years since the social media revolution began to accelerate (mid-2000s) provides a useful lens through which to consider the profound impact of digital technology on society, politics, and education. Historians are increasingly discussing whether the mid-2020s will be remembered as the beginning of a new global era. While 2025 was marked by conversations about the implications of Donald Trump's return to the U.S. presidency, 2026 continues to reflect a shifting geo-political landscape, with ongoing tensions between major powers and questions about the future of international alliances and global governance.

At the same time, the world continues to face persistent and evolving global challenges. Conflicts in Ukraine, the Middle East, and parts of Africa remain unresolved, while humanitarian crises endure especially in oft-forgotten parts of the unreported world such as Sudan, DR Congo and Haiti. Climate change continues to dominate the global agenda, with extreme weather events ranging from heatwaves and wildfires to flooding reinforcing the urgency of international action.

Taken together, 2026 is a year that not only looks back at defining moments of the past but also invites reflection on how present-day developments may shape the historical narratives of the future. When discussing events of the past, we often interpret them through the prism of present-day challenges, whether that be the ongoing conflict in Ukraine or developments in the Middle East. Our students have been exemplary in their engagement with lessons and in their desire to discover more, which makes these lessons a pleasure for us to teach – and, we hope, for the students to learn.



Year 6: Students experienced a wide range of history this year, studying some of the great ancient civilisations, such as the Aztecs and the Roman Empire. For many, this has been their first real understanding of what an empire is and the significance of such entities throughout history. They explored these empires' ideology, culture, religion, and global impact in depth, and we like to think they now have a growing appetite for history as they move on to secondary school next year.

Year 7: As part of their studies into the founding of England, Year 7 have examined the Norman invasion and the succession of William the Conqueror. We have focused on how our nation developed from the pivotal starting point of 1066. Students have also explored a range of medieval monarchs and how they responded to the challenges of their time, from rebellion and betrayal at home to the Crusades abroad.

Year 8: The Year 8 cohort has had a challenging and thought-provoking year. Topics have included the development of constitutional monarchy during the English Civil War, the Transatlantic Slave Trade, and the complexities of the British Raj in India. Throughout these units, students have explored how significant historical events were shaped by money, power, and religion, and have debated how the motives of those involved should be judged. They have been given ample opportunity to form and articulate their own well-supported conclusions.

Year 9: With large social movements continuing to shape the modern world, Year 9 students studied protests and demonstrations particularly the campaigns of the Suffragists and Suffragettes in securing women's right to vote. We then examined how and why Hitler rose to power in 1930s Germany. All Year 9 students then undertook a combined History / IT independent project on a subject entirely of their choosing – this has challenged them to research, write independently and manage their own time. All skills that they will need in year 10 and beyond. Some of the projects will be entered into a national competition.

Year 10: Two years ago, we made a collective decision to refresh the Key Stage 4 curriculum. So far this year, students have studied International Relations, 1919–75, covering the Treaty of Versailles, the League of Nations, the causes of the Second World War, and the Cold War from 1945–75. This has included analysis of responsibility for the conflict as well as key events during this period of global tension, such as the Cuban Missile Crisis and the Vietnam War.

More recently, our focus has shifted to Civil Rights in the USA, covering the period 1945–75. Mr Jones and Mr Farquhar have remarked on how impressed they have been by the students' enthusiasm and motivation, whether in debate, research, presentations, or organisation. It has been a pleasure to teach them.

Year 11: Students began the year by studying Kenilworth Castle and how it developed over time. At the end of the first half of the autumn term, we visited the site, giving students the opportunity to see first-hand the different phases of its development. We then moved on to the Reformation, with students commenting on how fascinating it was to learn about the religious upheaval caused by growing opposition to Catholic authority and Henry VIII's decision to establish himself as Head of the Church. Finally, students traced 1,000 years of political change, from autocratic monarchy through increasing aristocratic influence to the emergence of mass democracy in the modern era. This brought us back to our opening discussions about the importance of democratic participation. Both Mr Farquhar and Mr Woodward have commented on how delightful it has been to teach Year 11, and we hope their hard work is rewarded on results day in August.

Year 12/13: In the sixth form the students have been studying post-war Britain from 1951–97. It's remarkable to think that 6th form history encompasses events which some of us can vividly remember from our younger days. That said so much that has happened in that period is relevant to the issues that we are confronting today. This is certainly the case with the topics that we are now studying in the development of the Cold War in Europe after 1945. This complements our study of the Cold War from a global perspective and concludes with the collapse of communism in Eastern Europe and inevitably feeds into conversations of how this has impacted geo-politics since.

Our curriculum offers real breadth to the students and the upper sixth study the Witch Craze of the 16th and 17th centuries. This is an intriguing unit which looks at this curious social phenomenon from a British, European and North American perspective. Many of the causes of some of these persecutions such as scapegoating, religious divisions, a thirst for power, states / rulers with centralised power and socio-economic tensions resonate with the causes of significant events both currently taking place and in history.

Mr Woodward



Politics

The last few months have been beset by domestic political turmoil but this pales into insignificance when you consider the devastation that has been wrought on the people of Ukraine and the Middle East. It's therefore entirely understandable that lesson discussions have been focused on the ongoing crises and attempting to make sense of the events that precipitated these conflicts. We can only hope that a peaceful resolution will soon be found. Meanwhile (as I write) on the domestic front Starmer's sorrows don't look likely to pass anytime soon particularly if Andy Burnham wins the Macclesfield by-election (this will be old news by the time the review is published). The question marks over Starmer's leadership credentials have dominated parliamentary discussion at a time when major issues require government attention such as the increasing number of 18–24-year-olds classed as 'not in education, employment or training' (NEETs), 13% at the end of May, and the burgeoning inflationary pressures caused by the spike in energy costs.

In lessons, the students in year 12 have been studying the government and politics of the UK. This investigates issues such as the machinery of government including the powers of the PM as well as the checks and balances of our democracy provided by the executive, the legislature and the judiciary. The politics side of the course focuses on how elections work in the UK, what the parties stand for and the increasing influence of pressure group politics including recent example of militant action by groups such as Palestine Action and Unite the Kingdom. One of the fundamental issues is political apathy and the students are astonished to discover that non-voters represent a larger proportion of the electorate than those that have supported the governing party. This has been the case in all elections since 1997. Most recently in 2024 20% of ALL voters backed Labour while 40% did not bother to cast a ballot at all. So, what can be done to encourage greater participation? Answers on a postcard please.

In the upper sixth, the students began the academic year by looking at the powers of the President and Congress as well as understanding what distinguishes the Republicans from the Democrats. They also consider why turnout in the States is so low with only 32% of voters backing Trump and 36% not even bothering.

In the spring term, the students study different ideologies from liberalism to conservatism and socialism to anarchism. I know that the students are intrigued to see why philosophers have promoted such views and what has influenced their thinking.

We visited the House of Commons in the autumn and students revelled in being able to walk through the Houses of Parliament and ask questions about our political institutions. We also attended an educational workshop which gave students an opportunity to create their own political parties and manifestos.

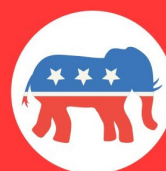
Mr Farquhar and I would like to take this opportunity to wish the year 13s all the very best for the future. It has been a pleasure teaching them and we are immensely grateful for their commitment and enthusiasm to our subject; as well as suffering our awful impressions and lame jokes.

Mr Woodward

May 2026 ONS:
1,012,000 NEETs
Passing One Million for the
First Time in Over a Decade



Republicans & Democrats
Comparing & Contrasting US Political Parties



Psychology

This year, our Psychology students have embraced the exciting challenge of studying a new subject with enthusiasm, curiosity, and a genuine passion for understanding human behaviour.

A particular highlight of the year was our educational visit to London, where students had the opportunity to bring their learning to life beyond the classroom. Our first stop was the Freud Museum, the former home of Sigmund Freud. Here, students explored Freud's consulting room, famously containing his iconic couch, and gained a deeper appreciation of how his theories were developed. They were able to see original artefacts, personal items, and early psychoanalytic texts, helping them to better understand concepts such as the unconscious mind, defence mechanisms, and the structure of personality (id, ego, and superego).

The trip continued to the Science Museum, where students explored a range of interactive exhibits linked to brain function, cognition, and scientific research methods. They encountered displays on neuroscience, including how different areas of the brain contribute to behaviour, as well as exhibitions on the development of psychological testing and experimentation. Students particularly enjoyed hands-on activities that demonstrated perception and memory—key concepts within their A-level.

Mrs Gill



Sociology

A-level Sociology students visited the Museum of Brands in London to deepen their understanding of gender roles, advertising, and the influence of the media over time. Through a guided workshop, students analysed historical images and marketing materials, exploring how representations of masculinity and femininity have evolved. A particular focus was placed on the branding and commercialisation of housework, encouraging students to critically consider how domestic roles

have been shaped and reinforced by advertising. The trip brought key sociological concepts to life and offered valuable insight into the power of media in constructing social norms.



Students also had the opportunity to visit Luton Magistrates and Crown Court, providing a real-world context for their study of crime and deviance. Observing live proceedings enabled them to reflect on issues such as offending behaviour, and the influence of gender, class, and ethnicity within the justice system. Students considered who holds power in decision-making and debated the effectiveness of different types of punishment. This experience helped to bridge the gap between theory and practice, allowing students to see sociology in action and develop a more critical understanding of the criminal justice system.



Mrs Gill

Sociology is the scientific study of human society, social interactions, and collective behaviour. It explores how social structures, institutions (like family, religion, and education), and cultural norms shape individual lives, groups, and historical change.

Law and Criminology

This has been another fantastic year for our Sixth Form Law and Criminology students. Throughout the year, students in both Year 12 and Year 13 have shown real dedication, curiosity, and growing confidence in applying what they've learned to real-world situations. It's been great to see them engage with challenging legal concepts and criminological theories, while also developing skills that will support them in their future studies and careers.

Over the course of the year, students have explored a wide range of topics. These have included everything from the foundations of the English legal system to more complex areas of criminal law, such as murder and manslaughter.

In criminology, they've examined key ideas around why people commit crime, how society responds, and the role of institutions like the police in maintaining social control. Lessons have been full of lively discussion, with students increasingly able to look at issues from different perspectives. Many have also made impressive progress in their written work, particularly in building clear arguments and using legal terminology accurately and confidently.

Houses of Parliament and Supreme Court - In the Autumn term, students took part in a highly valuable trip to the Houses of Parliament and the UK Supreme Court. This provided a great opportunity to see both the legislative and judicial sides of the system in action. At the Supreme Court, students enjoyed a guided tour led by Miss Ross – which even drew in some curious tourists along the way! The day also included a talk from two government policy advisers, who explained how they support Members of Parliament by researching and advising on key issues. This gave students a wider understanding of how legal knowledge can be used beyond the courtroom, particularly in shaping policy and decision-making.

Royal Courts of Justice Visit - One of the highlights of the year was our visit to the Royal Courts of Justice. The day began with a guided tour, giving students insight into the history and function of this important institution. In the afternoon, students took part in a mock criminal trial based on a real murder case. Working together, Year 12 and Year 13 students took on roles such as barristers and witnesses. They showed excellent advocacy skills, asking thoughtful questions and presenting strong arguments. The trial ended with a student jury delivering a guilty verdict. It was an engaging and memorable experience that really helped bring courtroom procedures to life.

Luton Courts Trip - students also visited Luton Magistrates' and Crown Courts, where they were able to observe real cases in progress. They sat in on a variety of hearings, including first appearances, sentencing, and ongoing trials. Cases ranged from possession of a machete to the supply of class A drugs and assault. This gave students a clear and realistic view of the criminal justice system in action and helped reinforce many of the topics covered in lessons. These experiences will undoubtedly support them in their Year 13 assessments.

Work Ethic and Progress - Outside of lessons, many students have taken the initiative to deepen their understanding through independent research, wider reading, and watching relevant material. Year 13 students, in particular, have shown maturity and commitment as they prepare for their next steps, with some planning to continue into law, criminology, or related fields. They leave us well-prepared for what lies ahead.

Year 12 criminology students have successfully completed half of their course and are already showing strong understanding and confidence in applying theory to real-life situations. At the same time, Year 12 law students have achieved excellent mock exam results, reflecting their hard work and growing analytical ability. It has been really encouraging to see such enthusiasm and determination across the group, and there is no doubt that they represent a very promising future generation of criminologists and lawyers.

Farewell Note From Miss Ross - This has been my final year at Bedford Greenacre (after 10 amazing years), and I feel very fortunate to be leaving on such a positive note and with such lovely students. I wish all of our students every success in their future plans and I hope to hear about their achievements and adventures in the years to come.

Miss Ross



Business

A Year of Excellence, Innovation and Real-World Learning

The Business Department has delivered another exceptional year, successfully combining rigorous academic study with meaningful real-world experiences that have deepened students' understanding of global commerce, entrepreneurship and branding.

Academic Achievements – Our A-Level and Cambridge Technical students have continued to excel, demonstrating strong analytical thinking and commercial awareness across a range of contemporary business topics. Engagement in coursework and class projects have encouraged students in exploring themes such as sustainable supply chains and digital marketing through creative project work. It has nurtured them in both their independent learning but also developing their ability to work as part of a team, sharing ideas, dealing with conflict and learning the need for compromise.

GCSE Business continues to thrive as one of the most popular option subjects, and we are excited to further enrich this course next year through additional trips and guest speaker opportunities.

Year 12 Visit to the Brands Museum, London – A key addition to this year's enrichment programme was the Year 12 trip to the Brands Museum in London. This visit provided students with a unique opportunity to explore the evolution of branding, advertising and consumer culture over time.

Through engaging exhibits, students examined how brands have adapted to changes in technology, society and consumer behaviour. They explored iconic campaigns and packaging, developing a deeper appreciation of how successful brands build identity, loyalty and emotional connection with their audiences.

The visit also included a dedicated branding workshop, where students applied their knowledge in a practical context. Working collaboratively, they analysed brand positioning and created their own branding strategies, considering elements such as target market, messaging, visual identity and differentiation. This hands-on experience strengthened their understanding of marketing theory and its application in real-world scenarios. The trip proved highly valuable in reinforcing key curriculum concepts and inspiring students to think creatively about branding and marketing in modern business.

Real-World Business Consultancy: The Brewpoint Project – Our Year 13 Cambridge Technical students have continued to work on a live consultancy project with Brewpoint, a local craft brewery. Students developed strategic proposals aimed at enhancing the brewery tour experience, applying advanced concepts such as market segmentation, pricing strategies and promotional techniques.

Their innovative ideas, including interactive experiences and brand-led promotional initiatives, received positive feedback from Brewpoint's management team, with several suggestions being considered for implementation. This project exemplifies our commitment to delivering authentic, impactful learning experiences.

Looking Ahead – The Business Department continues to evolve, incorporating emerging themes such as artificial intelligence, sustainability and global economic change into the curriculum. With a new A-Level specification starting in September, we are excited to align our teaching even more closely with the demands of the modern business world.

As we conclude another highly successful year, we celebrate not only strong academic outcomes but also the development of confident, curious and commercially aware students. We remain committed to inspiring the next generation of entrepreneurs, innovators and pioneers.

Mrs Morris



English

World Book Day

On Thursday 5th March, the senior school celebrated World Book Day.

As usual, we asked students to liven up the day with some fancy dress. The seniors didn't disappoint with an array of wonderfully inventive twists on their favourite book characters.

This year, the whole school joined the quiz run by the National Literacy Trust, the 'Big Booky and Footy quiz'. This interactive quiz sharpened our football and reading knowledge whilst highlighting how sport can enhance a love of reading.

Also, students were able to cast a vote based on their teachers, matching up fictional teachers to BGI staff. The coveted place of Miss Honey was awarded to the wonderful Miss Lawrence and, of course, Mr Kerrigan was voted as Yoda in a landslide win!

We had a twist on our 'pass the story' this year, with our fictitious story 'The Breezy Chronicles of BGI' that saw our caped superheroes (Mr Jones and Mr Evans) save the day!

The English department encourages all our students to read, and we read every lesson. Some of the most up to date academic research on the power of reading can be found by visiting the School Literacy Network's website on: schoolslitnet.org.uk and looking for the report entitled 'Children and young people's reading in 2025'.

Blood Brothers Trip

Year 9 study Blood Brothers during the Spring Term and we were able to bring this text alive through a live performance. The students were thrilled at the opportunity and eagerly awaited the trip, and they were not disappointed! The students thoroughly enjoyed the production; we had tears of sadness and screams of shock! Seeing the text come alive on a stage, and the children's enthusiasm for the play was incredible. The students were an absolute joy in the theatre and were impeccably behaved. Then we received this wonderful email from a member of the audience:

"My heart sank yesterday when I saw all of the school children at the theatre for the matinee performance of Blood Brothers, particularly as I found that my seat was surrounded by them. We were assured by one of the teachers that they would be well behaved.....If only adults behaved as they did - there was no chatting, no rustling, no trying to get illicit photographs.

I must admit to being surprised that they were so quiet and just wanted to let you know that I came away thinking that any parent would be very proud if their children behaved in the same manner as yours.

All too often we are so quick to condemn today's youth but what I saw yesterday was heart-warming and I just wanted to let you know."

This really does sum up how fantastic our students are!

Mrs Mahoney

The Great Big World Book Day Footy and Booky Quiz 2026

Thursday 5 March
9:30am

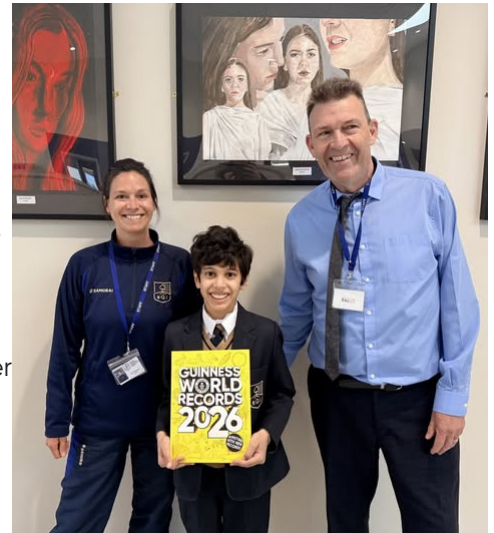
GO ALL IN!

National Literacy Trust

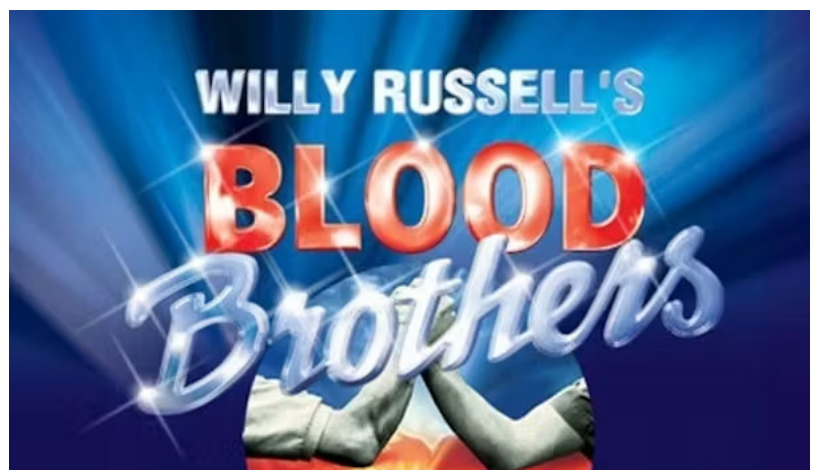
CELEBRATING WITH
WORLD BOOK DAY

In partnership with

National Literacy Trust



Year 6 pupil Ariyan won the Catchphrase Competition.



National Poetry Day

This year, Senior and Junior students embraced the National Poetry Day theme – ‘Play’ – through a vibrant programme of creative activities spanning English, Maths, and beyond. Classrooms were transformed into lively hubs of imagination, where language and ideas were explored with curiosity and joy. From colourful compound word bunting adorning corridors to thoughtful Russian doll-inspired poetry analysis, students engaged with poetry in playful and unexpected ways. Energetic spoken word performances showcased confidence and individuality, with pupils experimenting boldly with rhythm, voice, and expression.

The spirit of collaboration between subjects was particularly evident in Maths, where students approached poetry from a fresh perspective. They crafted their own verses using precise mathematical language, discovering surprising beauty in numbers, patterns, and formulae. Lessons were enriched by Harry Baker’s much-loved prime number poem, which inspired both laughter and reflection as students considered the artistry within mathematics. Meanwhile, many Year 7 and 8 pupils eagerly tackled a challenging poetic codebreaker: solving 26 different calculations to unlock the letters of the alphabet. With determination and teamwork, they then applied their solutions to decode the opening verse of a Russian doll-themed poem – later explored in greater depth in English lessons, reinforcing connections across the curriculum.

Across both days, the theme of ‘Play’ was clear not only in the activities themselves but in the enthusiasm and creativity shown by all involved. Students were encouraged to take risks, think differently, and find enjoyment in both language and logic. The event provided a valuable reminder that poetry is not confined to the page: it can be built, solved, performed, and experienced in countless ways.

Mr A P Jones

Debating and Rotary Events

There is no doubt that debating and public speaking have really flourished in the English Department. We offered a debating club after school on Thursdays which was very well attended. Students from Year 7 to Year 10 were keen participants and it was good to have a club that cut across the year groups in this way. We held balloon debates and considered many school related topics such as school uniform, competitive sport in schools and the validity of independent schools. However, we also looked at issues of relevance in the wider world including space travel, gender issues and various forms of discrimination.

The highlight of the year for us was the Rotary Club public speaking events, which were hosted at the school in early February. These evenings gave our students opportunities to compete against other schools in presenting debate topics they had prepared, and all the students involved certainly acquitted themselves very well indeed. Our junior team, including Mithun Kesireddy, Gregory Smith and Alexa Elliott, discussed both the opportunities and the potential dangers of AI in the modern world. The senior team, consisting of Isabella Howard, Elijah Knight and Jacob Bartlett, discussed the ban on social media that has been implemented in Australia and whether we should follow suit. Both are highly topical issues that generated a lively exchange of views, and all the speeches were very well received by the listeners.

It is worth mentioning the Alexa Elliott in Year 9 also excelled herself in the ISA Poetry Competition this year. She received a Highly Commended certificate within her age category, a real achievement in view of the fact that the competition receives a wide range of entries from independent schools around Britain and only four certificates are awarded within each age group.

Mr Kerrigan



Creative Writing Club

A big part of learning how to write creatively is understanding what makes a good piece of writing. The best way to do that? Read!

We all know the many and varied benefits of reading: it improves vocabulary and communication skills, enhances memory, builds empathy, reduces stress, expands your general knowledge and stimulates imagination and creativity.

When it comes to creative writing, looking at the greats can give us inspiration for where to start. In creative writing club, by reading our way through the genres, we have been able to explore and experiment with writing in a range of styles.

We hope you enjoy reading a selection of the creative writing from pupils who attend the club.



Miss Indge

DANIELLE UDOH: YEAR 7

One day you could laugh and sing,
The glowing sun piercing through the wind.
One day you could be lonely and mad,
The sky turning grey, the sun dry and bland.

One day you could skydive off the clouds,
Bouncing and skipping, dancing and glad.
Instead, you choose to sulk in the rain,
The rain drops pouring down your face.

One day, they will say,
Just trust me – one day,
It will be better.
We won't feel the pain.

One day is one new day,
A new light,
A new type of way.
One day could be the best day,
The worst day,
Or the first day.

One day could be your only day.

So, stop wishing your days away,
Live life to the fullest.

ALEXA ELLIOTT: YEAR 9 Fields of silent screams

Beneath a sky of blackened flame,
The world forgets each soldier's name.
The ground is cracked with endless pain,
And none shall tread this field again.

The cries of children pierce the night,
Where homes once stood in golden light.
Their toys lie crushed beneath the boots,
While mothers whisper muted truths.

The cannons roar, the rifles spit,
And fear consumes where hope once lit.
The air is thick with ash and blood,
A river choked with human flood.

Fathers fall with pleading eyes,
The earth drinks tears, the angels cry.
Smoke curls around the broken trees,
And shadows dance upon the breeze.

A brother screams, his arm is torn,
A sister clings to clothes now worn.
No hymn, no prayer can heal this place,
Where death has etched its cruel embrace.

The sun is pale, a ghostly glare,
That watches on with empty stare.
And every step, each whispered breath,
Is haunted by the march of death.

Yet still they fight, though hearts are spent,
On fields that God himself might resent.
For all the medals, all the fame,
Cannot erase this endless shame.

JOSEF ZAHAD: YEAR 10 – The mystery of the unhinged mountain

It was a day unlike any other. The first thing that hit me was the silence. Not normal quiet. Not peaceful quiet. The kind of silence that feels like the mountains are holding their breath. High in the extravagant peaks of Azerbaijan where the air is so pure, it wants to make your lungs dance in place. Everything looked immaculate. The snow rested on the mountain tops like a frozen crown glittering, gleaming, glowing under the sun's beautiful rays. The rocks stood tall and mighty, ancient and watchful, as if they had seen secrets no human ever should. Even the wind seemed alive. It whispered. It warned. It waited.

I had heard rumours in the village below. Strange lights flickering at night. Echoes that went ewee, ewee, ewee across the valley with little findings in place. Footprints appearing in fresh snow then vanishing like a magic trick. People said it was nothing. People said it was imagination. People said it was the mountains playing games. But I wanted to see for myself. I had to uncover this peculiar set of events and prove that the mountains of Azerbaijan hold deeper secrets our kind has yet to discover. And so I set off upon this daring quest, uncertain of my fate.

As I climbed higher, the ground started to emit loud but oddly satisfying sounds beneath my boots. Crunch after crunch, the sky stretched endlessly, wide as an ocean made of air. My heart thumped like a drum in a horror film, faster, louder, harder. I had to stay aware at all times in case I get attacked. Every shadow felt suspicious and every movement made me spin around. Then I saw it. A faint blue light flickered between the cliffs. It did not move with the wind and it did not fade with the sun. It just hovered there, glowing, glistening, glaring at me. The mountains seemed to lean closer almost as if they too were curious.

The wind ushered itself from the peak and even my thoughts went blank. As my old mentor, Wu, would once say, time is of the essence. I stepped forward, one step, two steps, three steps. Suddenly a deep rumble emitted through the ground. Rumble after rumble after rumble. The sound vibrated in my bones like the earth was growling for the truth to be set free. Small pebbles tumbled down the steep ends with the sound following seconds later from the bottom. Clatter, clatter, clatter. My breath caught in my throat like a fire breathing dragon wrapped in dangerously cold sheets of ice. Suddenly, The light shot upward in a flash. Bright. Blinding. Beautiful. But It split into tiny sparks that scattered across the sky like shattered glass and then everything went dark.

After what felt like hours of crawling through tight gaps in pitch black and trying to navigate towards light, I managed to slither passed a tight gap and found myself in a crystal like cave with prestigiously gorgeous gems hanging from the ceiling of the cave. But then the flame returned. It felt different and heavier, almost watching me. Within the blink of an eye, I ran down the cavern without speaking, without stopping, without even looking back. The wind chased us, howling like a werewolf upon a Bloodmoon. I dart at the sight of the exit as the peaks stood behind me tall and triumphant, as if they had won. Even now as I sit here in these village dens, when I close my eyes I can still see that blue glow and still hear the rumble. Sometimes I wonder if I discovered the mystery or if the mystery discovered me.

OSCAR QUIRKE: YEAR 11

Wind exhaled, the sun blared, and figures danced in the shady shores. The sun shone brightly, spraying its mist of liquid gold, bronzing our bodies. Sand soothed beneath my heels, tickling me with each stride. Palms surveyed the skies with parental thought, sheltering us from raw, crimson gashes that seem to prefer our alabaster skin.

I sat down lazily. Next to me on a bamboo chair sat my dad, who pondered deeply beyond the horizon, most likely wondering what his lunch might be. On the floor was glass, or what felt like an elixir of life – water. I gulped, which was cut short when I realised my joy was over. A toucan bellowed out, performing a show of symphony.

The lagoon licked the rocks, slashing with each ripple. It gleamed a collection of colours: cyan, turquoise, and lime. All blending within, swirling, wavelike layers of bliss. As I plunged into the refreshing bath of wonder (the sea), I felt a total bliss. How could I ever return to normal after this?

My relaxation faded. Faded with time.

I woke suddenly – scrawny and perpetually parched. Voids of ebony, and obsidian swept the skies. The long-lost parental palms now felt like fangs – razor sharp. They sliced the wind, nearing my neck. I saw the toucan again. Now it had the talons of a vulture, dominating my sight – waiting to waylay me. The moon was a perplexing, grainy face throbbing in the distance. It sent ghouls wailing in the air descending to clutch onto me. I was petrified.

The lagoon lacerated my legs, freezing them still. Was this the end?

I fell.

The lagoon was a dream; then a nightmare.

Wind exhaled, the sun blared and figures danced in the shady shores – splendour returned.

Learning Resource Centre

Pupils are always keen to visit the LRC during the day, for information, revision, relaxation and homework support, as well as finding something interesting to read. We not only stock current and up to date fiction and non-fiction and support reading schemes but also have a wide selection of graphic novels and an ever-changing selection of magazines and newspapers.



Reading Challenge

Our year 7's all took part in our reading challenge which supports our encouragement of reading for pleasure, independent choice, and development of a whole school reading culture. Those achieving their targets each term received house points and doughnuts or a healthy snack.



World Book Day

We enjoyed some fun activities and had a selection of the £1 World Book Day books in the Learning Resources Centre for pupils to exchange with their World Book Day vouchers.



Homework Club

Homework Club is held in the library from 4.00pm – 5.15pm.

Mrs Bushell,
Learning Resources Centre Manager,

Drama

This academic year has been a vibrant and creatively rich one for Drama at BGI, marked by strong collaboration, confident performances, and a clear progression of skills across year groups. Students have demonstrated commitment, imagination, and maturity throughout both curricular and co-curricular work.

A major highlight of the year was the Senior School Production of High School Musical Jr. The production was a resounding success, showcasing the energy, enthusiasm, and teamwork of the cast and crew. Students rose to the challenge of combining acting, singing, and movement, delivering confident, polished performances that were well received by audiences. The production provided invaluable opportunities for students to develop performance skills, resilience, and collaboration, with many stepping into leadership roles both onstage and behind the scenes. The professionalism and commitment shown throughout rehearsals and performances reflected the strength of Drama at BGI.

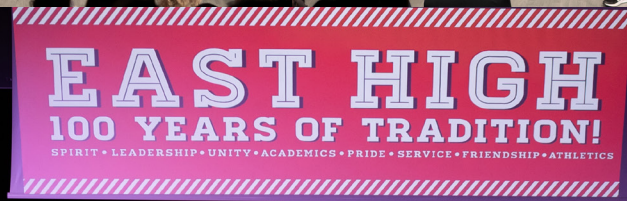
In the Autumn Term, GCSE and A Level Drama students focused on Devised Theatre, producing thoughtful and ambitious original pieces. These performances demonstrated a high level of engagement with creative processes, including research, experimentation, and refinement. Students explored a range of themes and theatrical styles, showing increasing confidence in using drama techniques, structure, and staging to communicate meaning. The devised work highlighted students' ability to collaborate effectively and to reflect critically on their own practice. The Spring Term saw GCSE and A Level students turn their attention to performance work based on selected texts and practitioner influences. These pieces showed clear development in vocal and physical skills, characterisation, and interpretative choices. Students demonstrated a deeper understanding of how to shape performances for an audience, applying feedback thoughtfully to enhance clarity and impact. The standard of work across both courses reflected strong preparation for assessment requirements and growing artistic independence.

Overall, Drama at BGI continues to thrive. Students have embraced creative risk-taking and supported one another with enthusiasm and professionalism. The department is proud of the progress made this year and looks forward to building on this success in the year ahead.

Mr Bonnett and Mrs Lace



High School Musical Junior





Twelfth Night

Twelfth Night was performed by our Year 13 students in October 2025. It was an outstanding success – not only because it brought together a large troupe of young actors performing Shakespeare, many for the first time, but because the entire production was driven by the determination and vision of two remarkable students – Lily Eade and Molly Fellowes.

Having performed a duologue from the play at the Bedfordshire Festival the previous year, Lily and Molly took it upon themselves to bring others on board. They quickly assembled a committed company of around a dozen actors, supported by a dedicated team of stagehands, designers and front-of-house students. Impressively, they led on costume design, sourced props and even organised additional rehearsals.

The result was truly life-affirming. As the Bard's words flowed – some with more ease than others – there was a genuine sense of joy throughout. Twelfth Night is, at its heart, a wonderfully ridiculous tale of mistaken identity and playful mischief, and the cast embraced every moment with energy and enthusiasm.

Audiences – across two evening performances and a junior school matinee – delighted in the zany, wholehearted performances. The addition of a modern soundtrack carried everyone along, creating a vibrant and memorable theatrical experience.

An unforgettable production, and full credit must go to the cast as a whole, and especially to the two inspirational student producers who made it all happen.



The Bedfordshire Festival

The Bedfordshire Festival 2026 took place during the second full week of March this year and, once again, it proved to be a genuine success for BGI. The standard on display was excellent, with children attending from schools across Bedfordshire and, on occasion, even further afield.

We took nearly 90 students to the Corn Exchange, where they performed in groups, pairs and as soloists. There were many highlights across the week. We achieved a number of placings, and several students won their categories. However, I always encourage our students to focus on the journey rather than the destination. For many, this was their first time performing on a large stage, in front of a significant audience. Simply having the courage to step up and deliver a performance was, in itself, the greatest achievement.

I was especially proud of the way our students conducted themselves throughout the festival. In moments of disappointment, they were gracious and composed. When recognised with placements, they showed humility and quiet confidence. They also listened carefully and respectfully to the judges' feedback. While some other schools were reminded about concentration and behaviour, every BGI student represented the school impeccably.

As I write, we are preparing for our LAMDA examinations and looking forward to building on our recent success. Last year, nearly 60% of our students achieved a distinction – LAMDA's highest mark. Speech & Drama at BGI continues to grow from strength to strength, and I am incredibly proud of every student who takes to the stage to share their work.

Sam Roberts, Speech & Drama Teacher



Bedfordshire Festival of Music, Speech & Drama



Wellbeing

At Bedford Greenacre, we have always taken pride in our pastoral provision.

This academic year, we have developed our provision even further under the leadership of our Mental Health Lead, Mrs Emma Brewer, who promptly coordinated a support team comprising:

Mr Alex Robinson-Welsh (Senior SENDCo), Mrs Clare Allen (Senior School Mental Health First Aider), Mrs Clare Buddle (Junior School Mental Health First Aider) and Mr Sam Roberts (Communication and Performance Mindset Coach).

In addition to our original wellbeing provisions (such as PSHE lessons, co-curricular clubs and Anti-Bullying Ambassadors), we can now offer students: a dedicated Wellbeing Area; numerous wellbeing activities and clubs, for example Kind Club; Wellbeing awareness, for example through student assemblies and parent events and individual support, working alongside the school counsellors.

We aim to build our pupils' individual resilience, happiness and, ultimately, success.

Mrs Buddle



NSPCC visit to Juniors

In January, our Junior pupils took part in the NSPCC's Speak Out - Stay Safe Programme. The programme is aimed at children aged 5-11 and helps them understand abuse in all its forms and to recognise the signs of abuse. Children are taught to speak out if they are worried, either to a safe adult or Childline.

The child friendly programme was very well received by our pupils and they enjoyed the age appropriate virtual assemblies and supporting classroom based activities.



Junior School Pet Gallery for National Pet Week 2026



Junior School Buddy Bench



Wellbeing Hub Area



The theme for Anti-Bullying Week was Power for Good, encouraging children to use their own powers to promote kindness to combat bullying.



The Junior School children were challenged to use their Power for Good with peers formally recognising their efforts.

Elizabeth in Year 4 gained the most acknowledgements, undertaking many brilliant acts of kindness. Well done to her!

Careers & Community

Partnership Programme – Fuelling Futures – Powered by Community

The inaugural year of the Careers & Community Partnership (CCP) Programme, titled 'Fuelling Futures – Powered by Community,' has delivered a highly successful and measurable impact across BGI. By integrating real-world experiences with academic learning, the CCP programme has established a dynamic, forward-thinking approach to all-through education that prepares pupils from Reception to Sixth Form not only for formal examinations but also for meaningful futures.

A central strength of the CCP programme has been its ability to bring learning to life. Throughout the academic year, pupils from Reception to Sixth Form have participated in a wide variety of practical and immersive experiences. These have included careers assemblies led by NHS professionals, alumni, and industry experts, as well as hands-on workshops such as surgical skills sessions and STEM-based activities. In addition, educational visits to universities, workplaces, and national institutions have provided invaluable insight into the wider world. Curriculum-linked activities have further reinforced these experiences by explicitly connecting classroom subjects to real career pathways. As a result, pupils have developed a deeper understanding of the purpose of their learning and the opportunities it can lead to.

The programme plays a crucial role in raising aspirations and increasing awareness of diverse future pathways. A defining milestone was the delivery of BGI's first-ever Whole-School Careers Fair, which connected hundreds of pupils with a wide range of industries, from commercial aviation to NHS clinical specialisms. We also welcomed visiting students and staff from Goldington Academy and Castle Newnham. Aspirations were further elevated by the Staff Careers Series, specialised sector workshops, and an inspiring visit from former student Amie Gray, who shared her journey into brand marketing at Tottenham Hotspur F.C. while reinforcing the school's core value to 'work hard and be kind'.

Whole-school events such as the Careers Fair, along with employer talks, have exposed pupils to a broader and more diverse range of career options than ever before. Pupils have gained a clearer understanding of post-school pathways, including university education, apprenticeships, and direct employment. Importantly, these experiences have encouraged pupils to challenge preconceived ideas and expand their ambitions. This impact is reflected in pupil feedback, with one pupil insightfully noting that "there are more options than you think for your future career." Beyond awareness, the CCP programme has made a meaningful contribution to the development of key transferable skills and personal confidence. Opportunities such as assemblies, debates, performances, mock trials, enterprise projects, and STEM challenges have enabled pupils to strengthen their communication, leadership, teamwork, and problem-solving abilities. These experiences have not only provided practical skill development but have also allowed pupils to apply these competencies in authentic and engaging contexts. Consequently, pupils have become more confident in expressing their ideas, working collaboratively, and taking on leadership roles within the school community.



The programme has further strengthened pupil readiness for future transitions, particularly at key stages such as post-16 and post-18 decision-making. Across all year groups, pupils have shown increased confidence in engaging with professionals, discussing their ambitions, and identifying the skills they need to develop. Sixth Form students have benefited from targeted support, including direct engagement with universities and apprenticeship providers, participation in real-world employer projects, and structured guidance for UCAS applications. These experiences have collectively enhanced their preparedness and confidence as they plan their next steps.

A distinctive and highly valuable element of the CCP programme has been its emphasis on community engagement. Through initiatives such as fundraising, volunteering, and partnership work, pupils have developed a stronger sense of empathy, responsibility, and social contribution.

Environmental responsibility has been demonstrated through initiatives such as the Eco Council and Junior Eco Warriors planting tree saplings across the campus, while a strong sense of empathy has been fostered through charitable work, including a 98kg food collection for the local food bank, fundraising for the Pavement Project, and a Pi Day fundraiser for United World Schools Nepal. To support pupil wellbeing, the school launched a dedicated Wellbeing Hub and introduced specialised Girls on Board emotional resilience training. This culture of leadership culminated in prestigious achievements, including Year 13 Cadet George Whitehurst supporting the Lord-Lieutenant of Bedfordshire and the BGI Combined Cadet Force contingent welcoming HRH The Princess Royal for their Annual General Inspection.

Finally, the success of the CCP programme has been underpinned by strong pupil voice and involvement. Pupil ambassadors from Years 3 to 13 have contributed ideas that have directly shaped the upcoming calendar, including a financial literacy workshop delivered by HMRC. BGI successfully connects academic study, co-curricular activities, careers, and community partnerships to fuel student ambition for the future.

In summary, the first year of the Careers & Community Partnership Programme has delivered significant and measurable impact. It has increased awareness of career opportunities, strengthened engagement in learning, developed essential skills and confidence, improved readiness for future transitions, and enhanced connections with the community. As it continues to grow, CCP stands as a powerful model for how education can be enriched through meaningful partnerships and real-world experiences – truly fuelling futures through the power of community.

Ms De Sylva & Mr Saunders



Careers Fayre



Head of School Team



Thank you to our outgoing team: Millie and Will as Heads, supported by Deputies Toby: Ellery, Ava, and Jess.

Congratulations to the 2026/27 Head of School team: Daisy and Oliver as Head Students, with Deputies: Elyn, Jed, Jenna, and Ed.

The qualities we look for include: a history with the school; initiative and commitment; reliability and time management; communication skills; organisational skills (personal and the ability to work in teams); perseverance and determination; humility (the role represents the School, but at the same time it represents a service to the other students); responsibility and leadership.

The Head Student Team also includes other roles, with Matilda Aston and Millie Perry leading the School Council, while Maisie Eade and Maisy Frazer will focus on wellbeing. Iena Josen will oversee Careers and Community Partnerships, and Louis Hyde and Alessio Sepede will support the team as Social Secretaries.

Each of these students holds a prestigious leadership position and has the opportunity to make a meaningful contribution to our school community. Their roles may include speaking to parents, students, and staff, as well as fulfilling duties during break times, lunchtimes, after school, and occasionally in the evenings. These responsibilities require the students to be reliable, and have strong time management, communication, and organisational skills.

BGI wish them every success in their role in the year ahead.

Mr Woodward
Head of Sixth Form



Extended Project Qualification

This year, some of our Year 13 students have taken on the challenge of the AQA Extended Project Qualification (EPQ) - a highly regarded academic project that allows students to explore a topic of personal interest in depth.

The EPQ is equivalent to half an A Level and is valued by universities for the independent research, critical thinking, and academic writing skills it develops.

Students are given the freedom to choose their own topic, conduct extensive research, and produce either a 5000-word dissertation or an artefact accompanied by a written report.

This year, our students selected some fascinating and forward-thinking topics including:

Is a jury needed in a modern court of law and is their presence helpful when deciding the fate of a defendant?

How Has Classical Myth and Dream Symbolism informed conceptions of the Unconscious Mind?

We are incredibly proud of their hard work and the depth of insight they demonstrated throughout their research journeys.

Mrs Gill

Sport

We have had an exciting year in sport with the opening of a number of new facilities on the new site. This has meant we have been able to see more students enjoying and participating in fixtures and tournaments across a wide variety of sports. This year, pupils have enjoyed participating in rugby, hockey, football, netball, cricket, badminton and athletics.

Looking to the future we are excited for facilities to keep developing across the new site, which will create further opportunity for pupils to enjoy sport at every level. We are excited to add padel and rowing onto the senior curriculum and I am sure the pupils will be taking full advantage of these new opportunities in the new academic year.

We had some stand out performances across senior sports this year, with our Year 9 netball squad remaining undefeated throughout their season, and the Year 7 football team had a fantastic season as they became the U12 ISA champions. Our athletics team had a dominant season with 19 athletes qualifying for the ISA national finals, standout performances were James securing bronze in his 100m, Bronwyn securing silver in her 200m and the Year 10 girls relay team, Bronwyn, Jada, Esme and Scarlett securing silver. Well done to all those involved.

Mrs Hayman
Head of Sport

Our Year 7 and 8 athletics squad took part in the District Athletics Championships. They all gave their best and made the school proud.

A special well done to Spencer and Hannah, who both won their shot put events.

Our best-placed runner was Emily, who came second in the 1500m. Congratulations to Emily!



Congratulations to Bronwyn who has been selected to represent Bedfordshire Schools in the Inter Girls 200m at the English Schools Athletics Championships 2026. This is an Incredible achievement and is testament of her hard work and commitment to athletics. We are very proud of Bronwyn!



Congratulations to all our athletes who competed at the ISA National Athletics Final in Birmingham.

All athletes gave a performance to be proud of. Particular congratulations to James who won bronze in the 100m, Bronwyn who won silver in the 200m and our year 10 girls relay team who also won silver.

Very proud day for BGI Sport.

Junior Sport Round-up

What another unbelievable year it has been for junior sport at BGI! It has been fantastic to make full use of our excellent 3G pitch, enabling us to host a large number of home fixtures. In addition, we have been delighted to organise and host a range of tournaments across multiple junior age groups.



We have enjoyed many great successes this year, many of which are highlighted below.

A key focus throughout has been inclusivity, ensuring that every child who has wanted to represent the school has had the opportunity to do so. We have had more B and C team fixtures than ever before, and it has also been brilliant to see the growth of Key Stage 1 sport, with regular football fixtures now taking place for these younger year groups. Furthermore, we were proud to host our first ever tennis event at BGI.

Highlights of KS1 Sport

Our Year 1 and Year 2 football teams had some very pleasing results at the tournaments hosted at BGI. They also thoroughly enjoyed taking part in a local multi-sports event, where all of KS1 were involved. There is a great deal of talent within these year groups, and I look forward to seeing their continued development in the years ahead.

Highlights of Year 3 & 4 Sport

Our Year 3 tag rugby team competed at the BMS and Akeley Wood festivals, winning the majority of their fixtures. They played some impressive attacking rugby, and the future looks very bright for this group.

Our Year 4 boys had a superb football season, achieving some excellent results. The highlight came at the very competitive district tournament that we hosted, where the team reached the semi-finals after an outstanding quarter-final victory against BMS.

Our Year 3/4 netball team showed excellent progress throughout the season and have developed a real enthusiasm for the game.

Our Year 3 and 4 mixed cricket team won a local cricket event and qualified for the district finals day, where they represented the school superbly and were unfortunate not to progress to the county finals.

Highlights of Year 5 & 6 Sport

Our Year 6 boys' rugby team had an outstanding season, losing only one game at the National ISA tournament and one at the Warwick Festival against very strong opposition. This is an exceptional achievement that cannot be understated.

Our Year 5/6 netball team performed fantastically at a regional ISA tournament, losing just one match our strongest performance at this level to date.

Our Year 5/6 boys' football teams enjoyed a brilliant season. They won the ISA tournament that we hosted and reached the semi-finals of a regional competition after winning the county cup. This has been the most successful football season during my time at BGI.

Our Year 5/6 girls' cricket team finished second in the district cricket league, winning six out of seven matches.

Our Year 5/6 boys' cricket teams both won their respective district tournaments and finished fourth at the county finals.

We also experienced great success in individual sports. At the National ISA athletics competition, Nicolo Spiniello winning the 60m race was a particular highlight. At the regional ISA swimming event, Oliver Watt won two events and went on to achieve a silver and a bronze medal at the national finals, an outstanding accomplishment.

I am incredibly proud of all the junior children for their dedication and commitment throughout the year. They consistently represent BGI with pride, both on and off the field. With our new state-of-the-art facilities, we are looking forward to hosting even more fixtures and tournaments in the future, which is an exciting prospect for everyone involved.

Mr Thomas
Head of Junior Sport







Year 9 and 10 pupils who were selected to represent North Beds at the Athletics County Championship. Special congratulations to Bronwyn for being crowned Double County Champion (Intermediate Girls – 200m and 4x100m relay), as well as to Alanna for being crowned County Champion (Junior Girls – 80m hurdles). Also, James for finishing 3rd in the County (Junior Boys – 100m).





Well done to Sienna who played in the Bedfordshire Schools Golf Competition and came 2nd in the under 15 net girls competition.







This year, we have introduced rowing and we are excited about expanding this provision over the years ahead.

Our thanks to Mrs Stott for helping us.



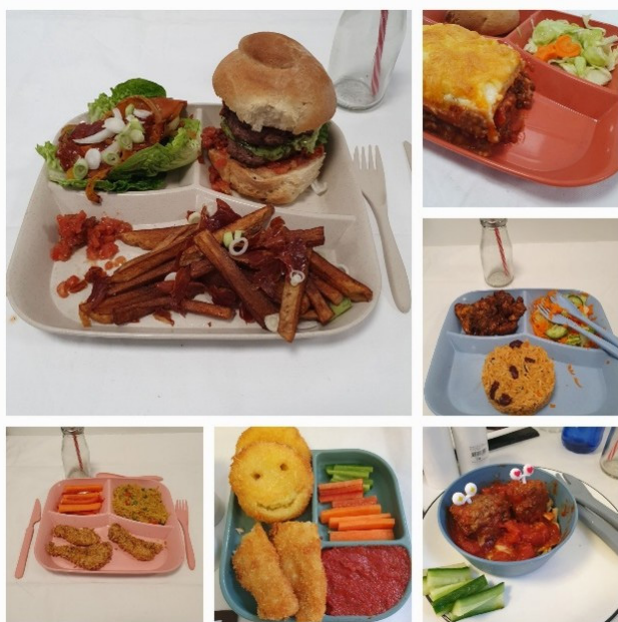
Hospitality & Catering

Cooking & Nutrition

The pupils at BGI have been working hard in their theory and practical lessons as you can see from the wonderful range of dishes pictured in this Review.

Pupils in years 3 & 4 start their practical cookery journey with sessions based on activities that promote a love of food and understanding of how to work safely in the cookery room. In years 5-7 pupils use a range of different skills to plan and produce food based on a given topic. Years 8 & 9 start to plan their dishes based on either a given topic or brief or focused on the nutritional needs of an identified target audience.

Years 10 and 11 learn about the hospitality and catering industry, job roles within the industry and how the industry works in relation to laws and regulations. They also learn more about the nutritional needs of individuals, food related allergies and how to prepare food safely, food safety and hygiene and of course plan, cook and present dishes that show a range of medium and high culinary skills.



Healthy homemade children's meals



Year 10 ultimate burgers



Year 11 de-boning skills & Chicken Roulade



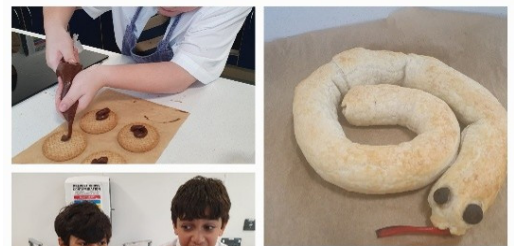
Sweet and Savoury Mille-feuille – Traditionally made using 3 layers of thin puff pastry and layered with rich fillings.



Year 9 Student Breakfasts



Year 6 Harry Potter inspired food – Puff Pastry Sorting Hats and Basilisk Sausage Snakes.



A range of sweet treats including waffle berry pudding, lemon meringue pies and a range of mini cheesecakes.



The Sixth Form had a 'Valentines Bake Off' with some spectacular final products created.

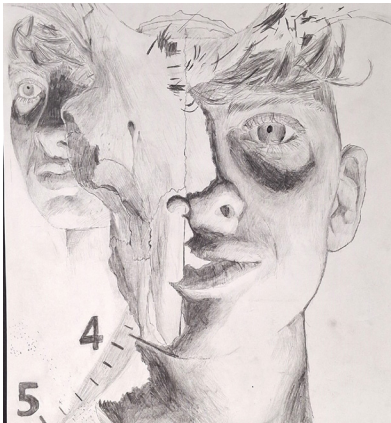


Year 8 looked at foods from around the world and created their very own stuffed Yorkshire puddings that were very tasty!

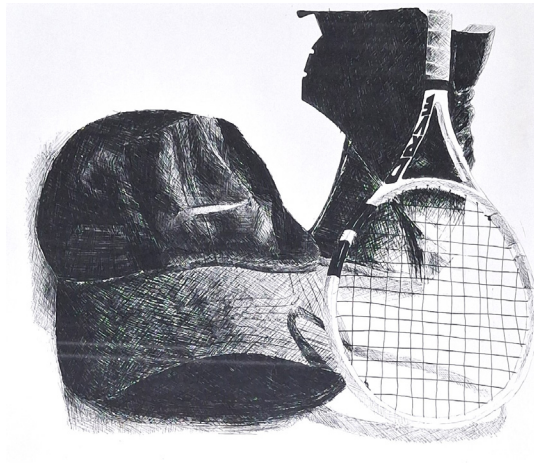
Art & Photography

Exhibition 2026

The Art department eagerly awaited the second annual BGI Exhibition of Visual Arts. After the success of last year and to celebrate our new school for the second time, we are proud to show work created by our GCSE and A level Art and Photography students. All the work they have tirelessly made throughout the last two years is finally on display for all to see. Not only do we celebrate their efforts and invite friends and family to view and appreciate all their hard work, but the rest of the school have an opportunity to look at the work on display. It is particularly special for the aspiring KS3 students and the Junior School to see just what goes on behind the Art room doors all year round. Teachers and Governors also visited and had a chance to really see what our creative pupils are capable of.



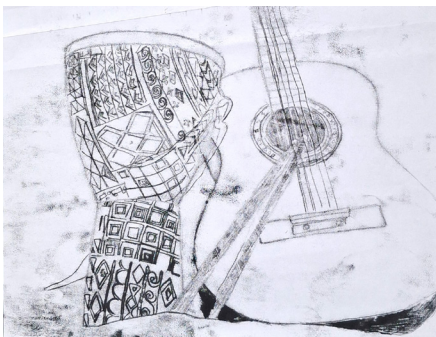
Alex, Year 11



Arman, Year 11



Elsie, Year 11 (above & below)



Hattie, Year 11 (above)
Holly, Year 11 (right)



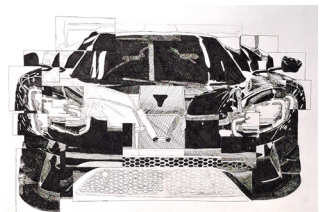
Jack, Year 11



Miles, Year 11



Nathan, Year 11



Nethu, Year 11



Oscar, Year 11



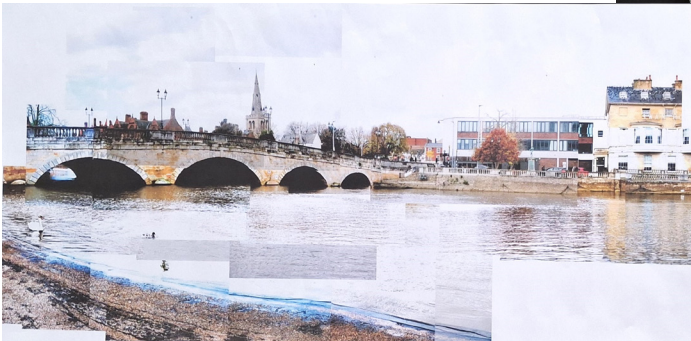
Rosalia, Year 11



Angelos, Year 11



Evie, Year 11



Tommy, Year 11



Oliver, Year 11



Toby, Year 11

Jack, Year 11



Art Trips

Year 8 – Museum of Natural History/Pitt Rivers Museum

Year 8 embarked on a fantastic day trip to the Museum of Natural History as part of their Art curriculum this year. Students were able to spend the day in groups, exploring the museum and making drawings as they discovered thousands of specimens displayed around the museum. We also were lucky enough to delve into Pitt Rivers Museum, situated on the same grounds, where Year 8 could discover even more cultural objects dating back hundreds of years. The students had a wonderful time and came back with a booklet of drawings and a head full of fascinating facts. The Year group thoroughly enjoyed their day out and we hope to repeat the experience next year!

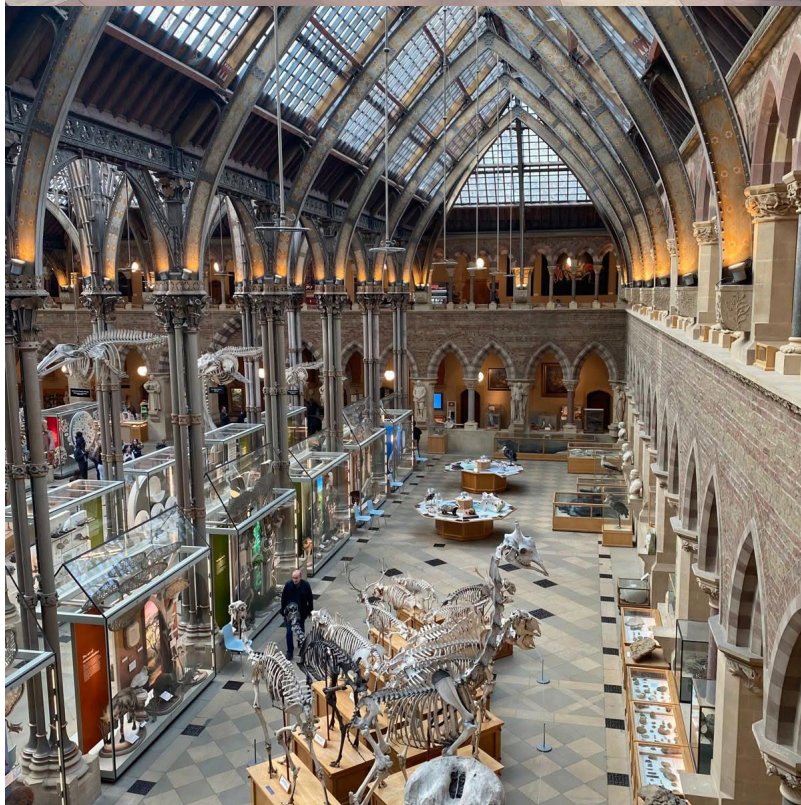


Year 10/12 London Trip

Our annual gallery trip to London took place in the Autumn Term, during which the Year 10 (GCSE) and Year 12 (A-level) Art and Photography students visited the National Portrait Gallery and the Tate Modern. Both galleries are iconic and BGI students are fortunate to be so close to the capital and be able to spend the day looking at some of the most famous Artworks in the world. As part of their ongoing Personal Portfolios, students took an independent tour through the galleries looking for works to copy into sketchbooks and admire. This trip is an excellent opportunity to expose the Art students to live work, historical and modern and for them to experience Art in the most direct way possible. As part of their course, they can experience the ambience, architecture and Art that London has to offer. An important and memorable day out for all!



Year 8 Art Trip



Year 8 had a fantastic Art trip to the Museum of Natural History and the Pitt Rivers Museum in Oxford. They looked at all the exhibits and made sketches as they walked around. There was so much to see, and students practised their observational drawing skills, whilst looking at thousands of animal specimens and historical artefacts. A great day was had by all!

A-Level Showcase

A Level Artists and Photographers

The work produced by our A Level Art and Photography students this year represents far more than creative achievement; it reflects an extraordinary level of commitment, courage and perseverance. Throughout the course, students have embraced uncertainty, taken risks with their ideas and challenged themselves to venture beyond their comfort zones in pursuit of meaningful and ambitious outcomes.

The Art Department has been a hive of activity from morning until evening, with students frequently choosing to spend additional hours developing projects, refining techniques and discussing ideas. Balancing the demands of Art or Photography alongside other rigorous A Level subjects requires exceptional time management and dedication, and our students have approached this challenge with remarkable maturity.

One of the most rewarding aspects of the course has been witnessing the diversity of responses that have emerged. Each student has followed their own creative path, exploring individual interests and themes while remaining open to experimentation, new perspectives and constructive critique. This willingness to explore has resulted in a rich and varied collection of work that reflects the unique character of each artist and photographer.

Equally impressive is the supportive culture that exists within our studios. Students readily share ideas, offer encouragement and celebrate one another's successes, creating an environment in which creativity can flourish. The sense of community and mutual respect has been instrumental in helping students navigate the challenges of an intensive two-year course.

Looking back at the work produced at the beginning of the programme, the progress made is striking. Technical abilities have strengthened, confidence has grown and ideas have become increasingly sophisticated and personal. The transformation evident in both artistic practice and creative thinking is a testament to the resilience, determination and open-minded approach demonstrated by this year's cohort.

We are immensely proud of everything our A Level students have achieved and look forward to seeing where their creativity, curiosity and ambition take them next.



Archie, Year 13



Christiana, Year 13 (top left and right)



Eva, Year 13



Liam, Year 13 (top left and right)

Oscar, Year 13



Wulf, Year 13



ISA Awards

Success in the ISA Arts Competition 2025

Bedford Greenacre pupils have once again distinguished themselves in the ISA Arts Competition, achieving an impressive range of accolades at both regional and national level. These awards recognise the exceptional breadth of artistic and photographic talent within our school and highlight the high standards consistently achieved by our students.

The ISA Arts Competition provides a prestigious platform for young artists and photographers to share their work alongside entries from schools across the country. This year, Bedford Greenacre pupils gained recognition across multiple categories, demonstrating imagination, technical accomplishment and a strong sense of personal expression.

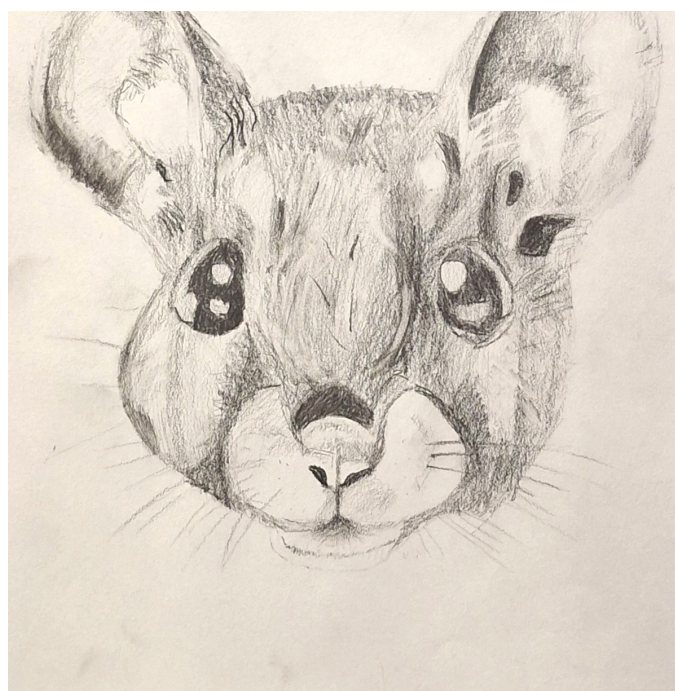
Behind every successful entry lies a journey of exploration, problem-solving and creative decision-making. Students developed their ideas with care, responded thoughtfully to themes and briefs, and produced outcomes that were both engaging and distinctive. Their achievements reflect a culture of curiosity, ambition and a willingness to embrace creative challenges.

We are delighted to celebrate the pupils whose work was selected, commended and awarded throughout the competition. Their success is a testament to the vibrant creative community at Bedford Greenacre and reinforces the value of the arts as a means of communication, innovation and self-discovery.

Congratulations to all who took part. We look forward to seeing how these young artists and photographers continue to develop their talents and contribute to the rich creative life of the school.



Cian (above)



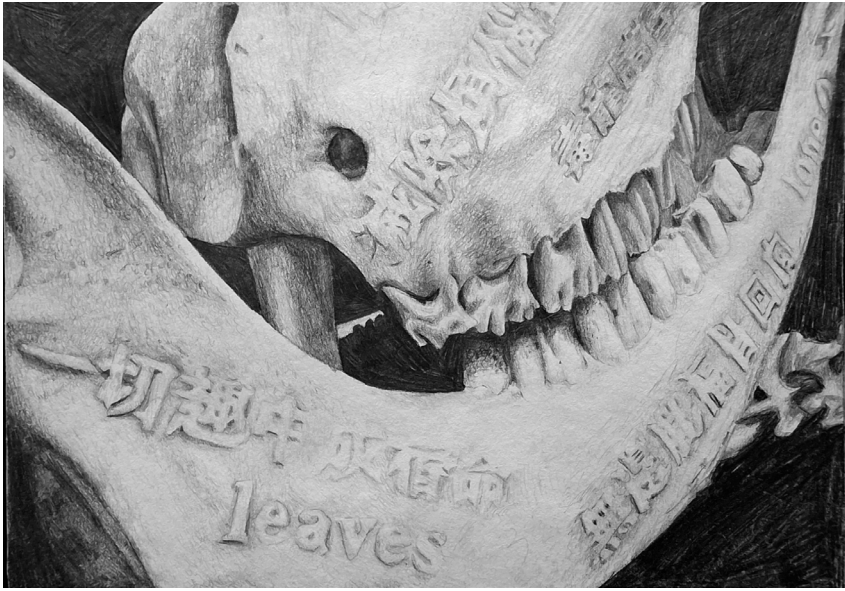
Freddie (above)



Eva



Seb



Jess (left and right)



Flo



Rhys

Drawing Showcase

Celebrating a Tradition of Drawing at Bedford Greenacre

Drawing from observation remains at the heart of art education at Bedford Greenacre, and this year's work proudly continues that long-standing tradition. From Year 7 pupils developing their first observational drawing skills to Year 13 students producing highly refined and sophisticated studies, pencil drawing remains a cornerstone of artistic development across the school.

Throughout the year, pupils have dedicated significant time and effort to carefully observing and recording the world around them. Working primarily in pencil, they have explored still life objects, natural forms, architectural details and other observational subjects, developing accuracy, tonal control and confidence in their mark-making.

The drawings on display reflect not only growing technical skill but also patience, perseverance and attention to detail. Each study represents hours of careful looking, thoughtful refinement and a commitment to improvement. These assignments challenge pupils to slow down, observe closely and engage deeply with their subject matter.

We are immensely proud of the standard of drawing achieved by our pupils and of the way they continue to uphold Bedford Greenacre's strong tradition of observational drawing. The work showcased here is a testament to their dedication, creativity and hard work, and we congratulate all students from Years 7 to 13 on their achievements this year.

Thank you to pupils for their dedication and to parents for supporting their endeavours! We wish you all a wonderful summer.

Ms Chaplin & Ms Garden



Erica, Year 8



Amelia, Year 7



Charlotte, Year 9
(above – utensils, shell
and left)



Dylan, Year 7



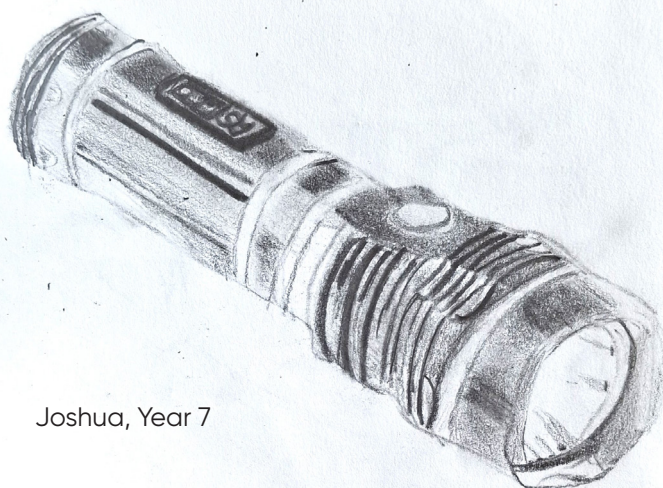
Charlotte, Year 8



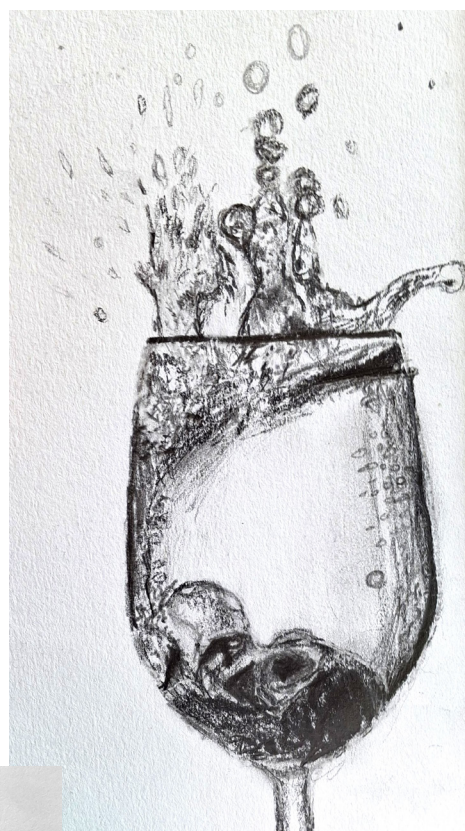
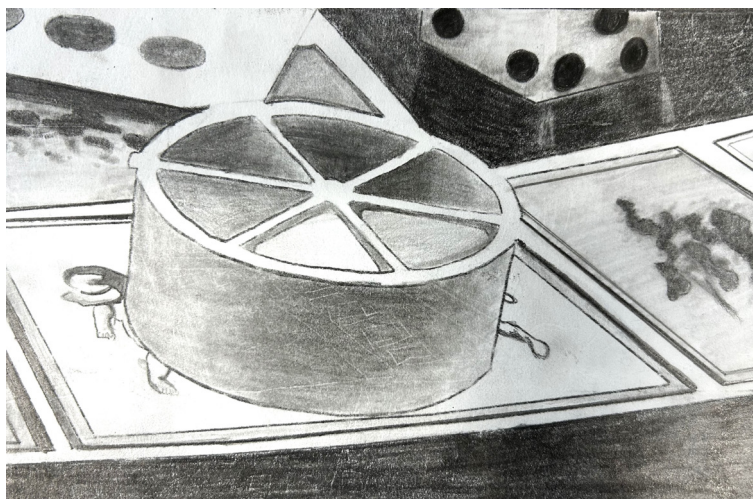
Isabella, Year 9



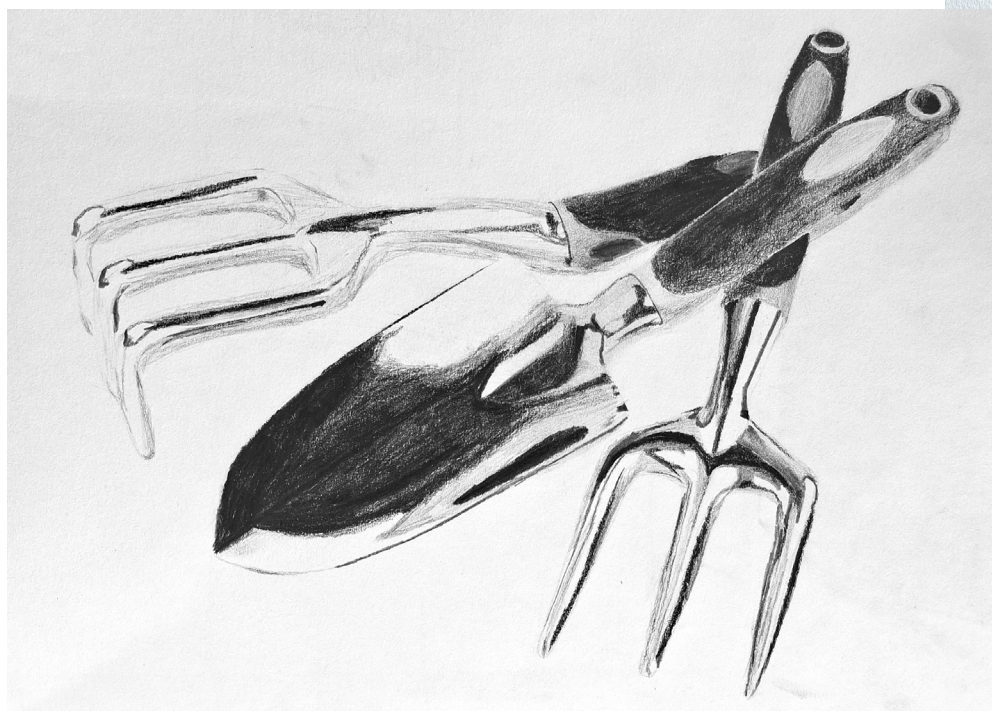
Joshua, Year 7



Grace, Year 9
(below)



Gracie-Mae, Year 8



Lilia, Year 9

The Duke of Edinburgh's Awards



The core philosophy of the Duke of Edinburgh's Award is that it is entirely participant-led. Our bronze participants do their expedition locally, whilst the silver and gold groups head off to The Peak District.



The young person must be the driving force behind their own award. Their responsibilities include:

Choosing activities: Selecting their own Skills, Physical, and Volunteering pathways.

Managing eDofE: Logging hours, uploading evidence, and tracking personal progress online.

Arranging Assessors: Identifying and communicating with the adults who will sign off their sections.

Navigating expeditions: Packing their own kit, cooking their own meals, and navigating routes as a team without adult intervention.

Being the lead in liaising with the School in good time about their team equipment, (the School has limited stock).



We were delighted to hear from Amelia, who was our Head Girl in 2024/2025 and undertook her silver and gold Duke of Edinburgh's Awards with us.

Amelia went to Buckingham Palace in May to celebrate receiving her Gold Award.

This is a fantastic achievement that reflects her commitment, resilience and dedication. What an incredible honour and a truly inspiring role model. Very well done, Amelia, from everyone at BGI



Personal Pursuits

Our pupils take part in a diverse range of out-of-school pursuits and we enjoy hearing about them. Here are a selection of them, the others can be viewed in the Principal's Blogs on our website.

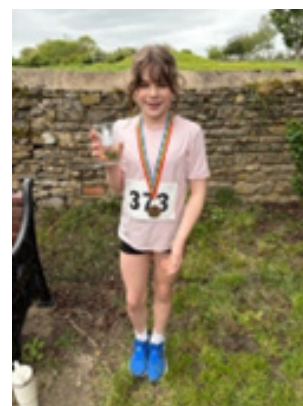


Jesse attended the Leicester Tigers Minehead Rugby Tournament recently, with his team ending up as pool winners. Jesse was lucky enough to meet Martin Johnson, former England Captain, who was there to present the medals. Well done to Jesse.



Congratulations to William on winning second place in his latest karate alliance competition on Sunday. He won 2 of his 3 fights and lost to the winner by only one point.

Very well done to Abigail who won first place (female) in the Titchmarsh 3k recently out of 138 adults and children taking part, with a time of 14:28.

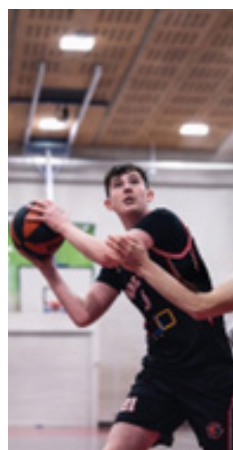


Well done to Harry in Year 1 who recently completed his Level 5 Star Plus award for skiing at Milton Keynes Snozone. This now means he has completed all of their junior ski levels and he has joined their Ski Race Academy training team where he trains on Tuesday evenings.



Jesse successfully achieved his second Kyu grading, which is a brown belt with his first black tag. Very well done to him!

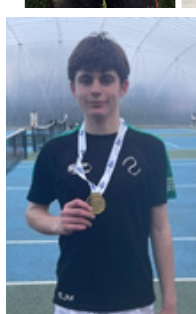
Henry has been invited to attend the Basketball England Talent Programme Selection Camp – under 14 boys. Henry only started playing for MK Breakers U14 Boys in the summer of 2024, so this is a great achievement. His team have won the Northern Premier League, and played in the Final Fours in Manchester. Henry has also been selected for the Aspire Super Region camps playing for the U15 team. Well done to Henry.



Congratulations to Ollie, Jacob and Tom in Year 9 who have just won the Double with their U14 football team – Blunham Blacks. Within the last 2 weeks they have won the Hunts U14 Youth League and the County Cup.



Well done to William who was awarded Grand Champion in his category at his martial arts karate alliance series for the 2025/26 fight series, which combines competition results and commitment to training. He also had the chance to train with Tyson Wray, a USA points fighting world champion.



Seth competed in an U16 regional tournament in Gosling. Despite being unseeded, he defeated two seeded players and finished as runner-up overall. Seth also competed in an U18 tournament and won it without dropping any sets. Then, in March, Seth represented the U18 Bedfordshire Tennis Team in the County Cup as seed 3 in Gloucester. The team finished 2nd overall beating Gloucestershire and Northants and losing to Nottinghamshire. Seth won his singles and doubles against Gloucestershire and Northants winning vital points in tough matches. Seth must be congratulated on his excellent achievements in tennis.



Congratulations to Oliver who took part in the Maxwell Swimming Gala, which was attended by 6 local clubs, and came away with 3 gold medals. Great achievement and I am sure a lot of hard work went into it by Oliver at his swimming club.

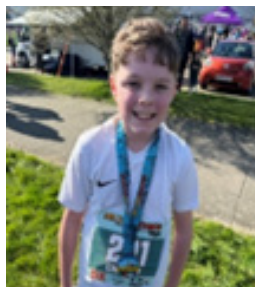


Well done to George who took part in his first Formula Ford race recently where, out of 22 experienced adult drivers, he came in 6th and 7th place. His next race is in July at Brands Hatch after his exams. Well done to George!

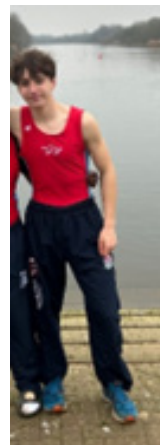
Alex's rowing successes continue, with him and his partner in a double scull winning the Bedford Spring Head of the River competition for J14 (Year 9) boys. The results show they won against crews from all over the south of England.



Oscar in Year 8 was selected for Bucks U13 County Hockey Squad back in November. He has played a triangular match recently, scoring two fabulous goals and helping his team secure a 5-0 victory over Sussex. I am pleased to hear that Oscar is really loving the game and is playing 3 years above his age group for his club in the U16s.



Chester in Year 7 who has been raising money for Shelter by taking part in park runs. Most recently he ran the 5K at the Milton Keynes Festival. What a wonderful thing to do for such a great cause – well done to Chester!



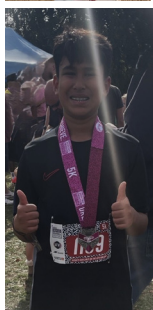
James is a member of the Elstow Cricket Club U11's team and they won the County Cup final after winning the North Bedfordshire cricket league going unbeaten all season. James took 3 wickets in the final. Great work!



Thomas, who plays for Elstow Cricket Club U13's, was in the winning team for the Vitality Cup. They won the North Bedfordshire league and came runners-up in the County Cup. Well done to Thomas!



Alexa had her creative writing/freestyle poem published through the Young Writers competition. This is a competition for secondary students (aged 11-18) to write about what is important to them. Alexa sent her writing in as an independent entrant and was chosen for publication out of thousands of entries nationwide. Very well done to her on this fantastic achievement!



Well done to Kyan who ran the 5K run at the Bedford Running Festival. This which was organised so he could raise money for the floods in Punjab where Kyan's family originate from. He raised £390.



In September, Alex and Seb rowed with their teammates in the J14 quad at the Cambridge Autumn regatta and they won! Very well done to them both.



Well done to Grace who took part in the Bedford Running Festival!

This year, Amelie has been continuing making good progress in dance and drama and decided to take part in a summer school last August at The Guildhall in London. She also was awarded distinctions in Grade 5 Tap, Acting and Musical Theatre. What a super star!

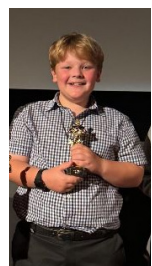


Rebekka was lucky enough to be selected for U13 Pulse Hub in St Albans and has received structured weekly performance training throughout her first season. Good luck with netball in the future Rebekka!



Sophie enjoyed a successful day at the U10 Sandy and Shefford Hockey Tournament, representing Bedford Hockey Club, her team came away with gold medals and lots to be proud of. Well done, Sophie!

Connor attended an awards ceremony for the "Young Film Academy". It was held at the Prince Charles Cinema in Leicester Square. He was nominated in two categories, Best Film and Best Acting Performance. He won the Best Film award. Excellent, Connor!





Aahil played for Bedford Cricket Club U15, they won the final, with Aahil opening and scoring 30 runs! Well done to Aahil!



Arhaan played for Wollaston Cricket Club U13 and they won their final against Oundle Town, Arhaan had bowling figures of 4 overs, 18 runs, and took 2 wickets. Well done to Arhaan!

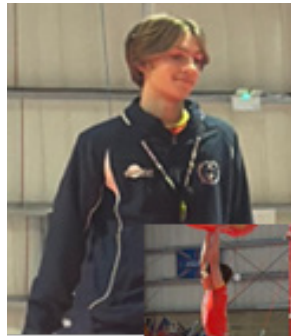


Jesse had an incredible experience taking part in the Cardboard Box Sleep Out, an event designed to raise awareness about homelessness and support vital charities. Thanks to their efforts and the generosity of supporters, the group raised £2,544.01, plus an additional £594.75 in Gift Aid! A huge well done to Jesse and all the Scouts involved for making such a meaningful impact

Two of our Year 11 pupils, Lilly and Arthur, have been selected to represent Bedfordshire at the World Scout Jamboree in Poland, 2027. They are now busily fundraising not only to fund their own adventures but also to subsidise those of scouts from poorer countries around the world.



Year 9 student, Scarlett, and her teammates from Ampthill Rugby U14 Girls, achieved an incredible victory at the Northampton Saints U14 Girls Festival. The event took place at the iconic CINCH Stadium, creating an unforgettable experience for the team.



Well done to Oscar and his gym partner who represented Falcon Gymnastics Club at the Regional Acrobatics Competition, where they were awarded a gold for their mixed pairs Grade 4 routine. Great achievement! It is good to see our pupils taking part in gymnastics outside of school as it is a sport that provides many benefits. Male gymnasts, typically, possess a unique blend of physical and mental traits, including high levels of upper-body and core strength, flexibility, coordination and strong mental attributes such as discipline and courage.



Max visited Sense College in Bedford. Sense is a Special Educational Needs college for young adults and Max enjoyed some time reading to students there. What a lovely thing to volunteer to do, very well done to Max.



James completed his final session of The Greensand Trust Youth Ranger programme, a six month conservation project for 13–18-year-olds. He contributed 390 hours of volunteering at Clophill Lakes, taking part in coppicing, tree planting, mammal surveying, habitat creation and trail maintenance. He received the John Muir Award, which recognises those who discover, explore, conserve and share their experiences of wild places. Well Done James!

Congratulations to George in Year 13, who had the honour of supporting the Lord-Lieutenant of Bedfordshire in his role as Cadet, George assisted in the presentation of the British Empire Medals from the King's New Year Honours List. This prestigious ceremony recognises exceptional service and dedication within the Bedfordshire community. George's involvement is a testament to his own commitment to public service and reflects the high regard in which he is held. It is a wonderful achievement.



Joe competed in the Bedfordshire Swimming Championships and had an outstanding meet, earning 20 medals across gold, silver and bronze in a full range of strokes and relays. Well done!





Seth played in the Bedfordshire Tennis County Finals in June and did really well, winning the Men's Singles Series 3 Final. Well done!

Well done to Amelie on passing her LAMDA Musical Theatre Grade 6 with a distinction. Also, very well done to her for getting through to the All England Dance Competition National Finals with two group pieces at her dance school.



Orion from Year 3, took part in a 5k walk in support of an Alzheimer's charity. This was entirely his idea, as he wanted to do something positive to support his grandpa, who is currently experiencing the onset of this illness. We are proud of him for wanting to take on something so thoughtful and meaningful. Well done to Orion!



Sophie received her Silver Scout Award in June. It's the highest award that can be achieved in Cubs, so very well done to Sophie!



Oliver completed the Cancer Research Muddy Kids 5km run and raised £310 for charity! Excellent effort!

Caitlin competed in the All England Dance (AED) Regional Finals, where she achieved two gold medals and qualified for the All England Dance National Finals taking place in Eastbourne this July. Well done to Caitlin!



The Lexden Prize

The Lexden Prize, named after the ISA's Honorary President, Lord Lexden, celebrates the most remarkable sixth form students at ISA members' schools. Their achievements can be in any aspect of school or community life, and do not have to be academic.

Bedford Greenacre is proud to recognise Toby for his inclusion on the Lexden Prize Roll of Honour for 2026.

In the 10 year history of our Sixth Form, this is only the second time we have nominated one of our sixth formers for this prestigious award, so being nominated is a significant achievement. With 810 member schools and just 16 students appearing on the Roll of Honour this year, it underlines the high standards required to be included.

Very well done to Toby.



Thank you to our PTFA



Our thanks go to the wonderful volunteers on our PTFA. Once again, they have organised discos, the Winter Fayre, Summer Fete, the Quiz Night and the wonderful Ball, as well as being on hand to help with refreshments at events such as sports day. Their efforts are greatly appreciated, with their hard work and enthusiasm really helping to benefit the pupils at the school.

Fundraising

This year, the pupils have donated £433.80 to Macmillan Coffee Morning. They raised £167.49 for the Wear It Yellow campaign in support of the Young Minds Charity.



The sixth formers donated £150 to The Fire Fighters Charity from their Twelfth Night drama production. They also organised a cake sale and donated £170 to MIND.



Save the Children®

The pupils donated £216.80 to the Children in Need fund. Whilst Save the Children received £125 from the Christmas Attire Day, split with the local charity, FACES, who also received £125. A further £100 was donated to Bedfordshire Rural Communities Charity.

MACMILLAN
CANCER SUPPORT

**Wear yellow
on 10 October
to show young
people they
are not alone
with their
mental health.**

Comic Relief received £801.42 from the Red Nose Day activities.



£235.10 was donated to UWS Hurpa School in Nepal, which is a school we have supported for many years. Finally, funds were raised for Cancer Research with a Mufti-Day in June, raising over £250.



Pictures from our 'Three Peaks Challenge'. For Red Nose Day, our juniors had an amazing challenge – they walked the equivalent distance of one of the UK's famous Three Peaks! They also dragged their parents along for the ride! The sun was shining, the smiles were big, and all for an incredible cause, Comic Relief!





Year 9 and 10 Colour Run in aid of **YOUNGMINDS**.

After the fun had at the Junior Colour Run, our sixth formers arranged for Year 9 and Year 10 pupils to take part in their own Colour Run in the last week of term, raising money for the charity YoungMinds. Everyone had fun in support of a great cause!



We're fundraising for
YOUNGMINDS
Fighting for young people's mental health



Year 11 Prom







Staff Goodbyes



Ms Cripps – Ms Jo Cripps has been a member of staff at BGI for 11 years. She came to us from London and brought with her a wealth of experience both in the field of teaching and from the design industry where she previously worked.

Ms Cripps has continued to deliver dynamic and modern Design & Technology lessons to all pupils at BGI from Juniors through to A level. Her knowledge and love of textiles has informed some of our most inspired student work and has fostered individual creativity resulting in many students choosing careers in Fashion and Product Design. She has been a font of knowledge about what is new and current, organising trips that reflect the zeitgeist as well as exposing students to the importance of classic product design.

Aside from her excellent collection of trainers and ability to engage the whole school in the Red Nose Day competition year after year, she will be missed for her commitment to the students and as a team player, supporting the school at events and involvement amongst staff activities.

Ms Cripps is returning to London. We do hope she comes back to visit!

Ms Garden



Mr Kerrigan – Mr Kerrigan joined BGI two years ago, having ostensibly retired from teaching following a distinguished career as both an English teacher and Head of Department – but he couldn't stay away for long, and we are all the better for it. Rarely have I encountered a teacher so genuinely cherished by his students and the wider school community.

A consummate professional, Mr Kerrigan's commitment to his craft has been exemplary. We are especially grateful for his efforts to raise the profile of public speaking within the department, notably through our successful entry into this year's Rotary Club Youth Speaks competition. He has also provided invaluable support to our GCSE English Language and Literature students, both in timetabled lessons and through additional sessions, helping them to achieve their very best.

On a more personal note, I will never forget his wonderfully colourful portrayal of Willy Wonka for World Book Day: a moment that truly captured his warmth and enthusiasm.

He will be greatly missed; however, the time has finally come for him to enjoy a truly well-earned retirement and to spend more precious time with his family.

Mr Adam Jones



Mrs Steward joined BGI in September 2023. A highly experienced teacher and leader, she initially taught at the old St Andrew's site, where her exceptional pedagogical knowledge quickly became evident. Students have been inspired by her enthusiasm for academic endeavour and her passion for wider reading, while her deep love of English Literature – and indeed her belief in the transformative power of reading – has left a lasting impression on many.

In particular, we are grateful for her work in developing the profile of our reading programme over the past two years. The culture she has helped to establish across the school, in collaboration with Mrs Bushell, has significantly strengthened students' attitudes towards reading.

On a personal level, I am immensely appreciative of her calm, flexible and measured approach to challenges, as well as her guidance and unwavering support during some of the most demanding times this year. Mrs Steward cares deeply about the students in her charge, and they have always known her door to be open whenever they needed additional support.

We wish Mrs Steward every success as she embarks on the exciting challenge of establishing her own tutoring business.

Mr Adam Jones



Mr Webber – For the past two and a half years, Marcus has been much more than just our school chef, he has been a vital part of our community. Proving that school meals can be both nutritious and delicious by providing a wide range of dishes both new and traditional.

Marcus always went above and beyond the call of duty, whether he was firing up the grill for our legendary summer BBQs or catering exceptional spreads for our PTFA events. Nothing was ever too much trouble for him.

Whilst we are incredibly sad to see him go, we are immensely grateful for the care and flavour he brought to our school. Thank you for everything, Marcus! We wish you the very best of luck as you move on to pastures new. You will be greatly missed!

Mrs Ciuro



It is with both gratitude and sadness that we mark the departure of Miss Ross, a much-loved and deeply valued member of the BGI family. As she moves on to pastures new and embraces fresh challenges, we have been reflecting on the remarkable contribution she has made over the past ten years.

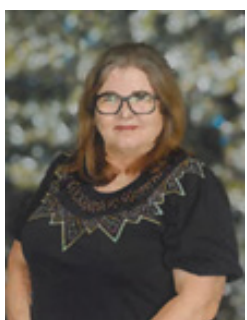
Helen has been an exceptional colleague and a true friend to so many. Her impact in the classroom has been profound; her students will miss her greatly, and those fortunate enough to have been taught by her will carry with them a lasting appreciation of her inspiring, knowledgeable, and engaging teaching. An immensely talented practitioner, Helen's ability to confidently and convincingly teach three A-level subjects is something truly rare and admirable!

Beyond her professional excellence, Miss Ross is known for her incredible warmth and amiability. She is kind, thoughtful, and unfailingly supportive, with a great sense of humour that has brightened the days of colleagues and students alike. As one colleague perfectly captured, "Whenever I walk past Helen's lessons, or form, I hear enthusiasm, fun and a real commitment to the students – which says so much about her."

We are incredibly fortunate to have had Helen as part of our team for the last decade. Her contribution to our community has been significant and lasting, and she leaves behind a strong legacy of enthusiasm and dedication.

We wish Helen every success and happiness in her next chapter. She will always remain a valued part of the BGI family.

Mr Woodward



Ms Braines – Alison Braines joined Rushmoor (as it was then known) 19 years ago, returning to England after teaching abroad for several years. She must have experienced quite a culture shock, moving from Kuwait to our somewhat quirky building with its erratic heating system. She served as a Junior Teacher for many years, including several as Head of the Juniors. She is fondly remembered for her adventurous spirit—organising residential trips to Wales for the pupils and even bravely standing up to a hotel owner who, according to the pupils, was not providing sufficient food. Inspired by her outdoor education experiences, she undertook a course in archery and is, by all accounts, an exceptionally accurate shot.

After many years as an inspirational class teacher, Alison felt ready for a new challenge and decided to specialise in Special Educational Needs (SEN). This decision required significant dedication, as she committed many hours to studying and revising in order to gain her qualifications while continuing to teach full-time. As a hardworking and dedicated individual, it was not long before she progressed from being a member of the department to leading it, and she later went on to specialise in the Junior section of the school.

The role of SENDCo encompasses a wide range of responsibilities, but at its core lies the advocacy for children and their families, ensuring that every pupil's needs are met. Over the years, countless children have grown in confidence and discovered their potential with Alison's support. She has worked tirelessly to ensure that Individual Education Plans (IEPs) are carefully written and reviewed, meetings with specialists are arranged and conducted, specialist lessons are planned and delivered, and Learning Support Assistants (LSAs) are effectively deployed across the school—often stepping in herself when needed.

BGI is well known for its nurturing and caring environment, and Alison has played a significant role in fostering this ethos. She has consistently demonstrated an unwavering commitment to Rushmoor, and later BGI, always placing the best interests of the children at the heart of her work. She will be greatly missed by all who have benefited from her dedication, kindness, and professionalism over the years. I have no doubt that she will go on to achieve wonderful things in the future.

Mr Robinson-Welsh



Madam Tribe

Madame Tribe leaves us this year after a distinguished 25 year service to the school. There can be few who have typified what St Andrew's and latterly BGI have stood for more than her. She has been a bastion of the school and her presence continued a long line of exemplary role models for girls and young women that stretched back to the school's initial inset in 1896. Madame Tribe could have taught in any age of the school, I often like to imagine her leading groups of passionate young Suffragettes on their march from St Andrew's down to the town hall, which was documented as happening in the early parts of the twentieth century, if she had, I am sure women would have been given the vote sooner!

When I joined the school in 2016, I was met with a raft of passionate, intelligent and driven matriarchs, which under the leadership of the superb Hilary Ryan, were marshalled by Madame Tribe. The school has changed much since then, yet Madame Tribe's unswerving requirement for excellence, best effort and manners has never dimmed. Her belief in the power of education and its transformative affect, combined with instilling accountability, resilience and discipline in her

pupils has been frankly unmatched. The grades she has been able to achieve across her career in a non-selective school is nothing short of outstanding, she can be enormously proud of this legacy.

Yet, this only tells half the story, for all of Madame Tribe's exacting standards and impressive results, she has always taken her pupils on a personal journey. It was always Madame Tribe's classroom at the end of the year, where her form struggled most to say goodbye. The heartfelt appreciation and gratitude which her form members and their families displayed at these points will probably live longer in her memory than the grades, I know it meant the world to her.

In preparing to write this, I asked colleagues that have taught with Madame Tribe for a period of time to share their thoughts, included below are two:

Madame Tribe is very kind-hearted and supportive of the pupils in her care, she wants the best for them, and I know they think of her very fondly. My main memories are of her in floods of tears at every end of year assembly, every staff farewell, and numerous other events! She used to do all the presentations for staff who left St Andrew's over the years, and always struggled to get through every speech as she was so emotional - I always wondered why she continued to put herself through that!

Mrs Bassett-Gillham.

You only get to work with one Madame Tribe in your career and you are lucky if you do. I would sum Sophie up as: meticulous, exacting, resilient, loyal, generous and huge-hearted. Over the years at St Andrew's I observed cohort after cohort of pupils enter her highly organised and beautifully decorated classroom with some trepidation, slightly fearful of the "fierce French teacher" but leave with a genuine fondness and respect for a member of staff who puts everything into her role as educator.

Not to mention Sophie's invaluable skills backstage with every production featuring stunning hair-dos and every girl drilled in the necessity of having one's own brush and pins!

Who was there at the start of every day and the end of every event? Sophie. At the end of a long and distinguished career - it's goodbye to a passionate teacher who never takes a day off, who makes her opinions known but never fails to execute the school's rules and ethos; who has, without question, the absolute best set of stationary and who leaves an incredible legacy of high standards, results, excellent humour and care.

Mrs Stott

The school has always meant a huge amount to Madame Tribe, she has cared deeply for her colleagues and pupils alike, for this and the personal support she has afforded me I will always be in her debt. I am pleased that she has helped move the school to the new site, to lose her before this, would have made the change even greater than it already was. It is up to us all now to continue the standards of excellence that she has set. We wish her every success and happiness in the future, one where she will continue to cherish her daughter Amélie, herself an old girl of St Andrew's, and be able to spend more time with her wonderful husband Jeffrey.

Merci beaucoup, madame, pour tout!

Mr Jones, Deputy Head

Year 13 Leavers



Tanito Adefisan – I have enjoyed studying psychology, sociology and chemistry for my A-levels and I now plan to go to the University of Exeter to continue studying psychology.

I have enjoyed my sixth form years because there are great teachers that are always there to support and help. Overall, I like the school because of its positive culture, where students feel respected, included, and supported. It creates a friendly and welcoming environment that makes it easier to enjoy learning. I will really miss the freedom that sixth form brings, as it allowed me to become more independent. I will also really miss my friends, who made my time at BGI enjoyable and memorable.



Matthew Arden – I have been studying history, business and law. My plan is to take a gap year. I'm interested in going into air traffic control so will consider the best routes available to access that career.

In the sixth form, the teachers are all approachable and supportive to your learning. They make it an easy talking environment.

I've really enjoyed my time here and will miss seeing my friends each day.



Milly Barker – I have studied biology, geography and PE and am planning to go on to study biological sciences at Durham University.

I have enjoyed all elements of sixth form: the social side, the opportunities and the learning. It has been by no means easy, with the workload of subjects and the university application process being challenging, however I am certain that my time in sixth form will be something I look back on fondly. BGI Sixth form is a perfect balance of nurturing and homely, while still pushing you in your independence and supporting you as you mature. The teachers are all wonderful and really take the time to get to know you as an individual, how you thrive and what you need from them.

Overall, I have very positive thoughts about the school. My time at BGI has been genuinely enjoyable, I feel privileged to have had access to not only the education but also the supportive environment and opportunities available. BGI has been a strong supporter in both my academic and personal growth.

The community feel and encouragement from teachers during the tricky patches as well as the funny moments is something I will miss greatly. Not to forget the close friends I have made throughout my time here, but particularly in sixth form. I will miss lots of things about BGI and I am sad to leave.



Saikeisha Camathee – I have studied maths, psychology and business studies and I hope to go on to study finance at Greenwich University.

I've really enjoyed the school environment in Sixth Form, especially the kind and welcoming community. The support from my teachers has played a big role in why I enjoy my subjects as they've encouraged me to work harder and stay motivated throughout. I have loved socialising with different people and being part of a community that is kind and supportive, I would recommend BGI because it provides an environment where you are encouraged to achieve your best and grow personally. The teachers are very approachable and willing to go out of their way to support you academically and motivate you. BGI has been a big part of my life, being here since reception.

I will miss the teachers and the kind people I have met as they are the reason I have stayed for all these years. The support, both personally and academically, has made it feel like more than just a school for me.



Boris Broadbent – I have enjoyed studying maths, computer science and chemistry during the past two years in sixth form. I intend to go to York to study computer science at degree level.

I've enjoyed the friends I've made and the small learning environment making study more accessible in our sixth form. I think the environment at BGI is really positive because you never feel lost. It's a place where everyone is recognised and supported, which makes it easier to feel comfortable and confident.

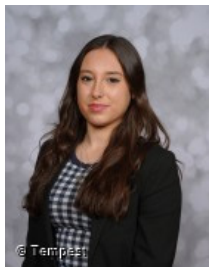
I will miss both the teachers and the friends I have made here over the years.



Heath Clarke - I have studied A-level politics, geography and business studies. I now intend to take a degree apprenticeship in 3D laser surveying.

During the sixth form years I have enjoyed the flexible timetable, which has made it easier to balance my studies. The quality of teaching is very good, and I have felt well supported in my learning. I've also made great friends, which has made my experience even more enjoyable. The teachers are very supportive and always willing to help when you need it. They make lessons easier to understand and create a positive learning environment. The new building makes it a much better place to learn, as it feels so modern.\

I am going to miss the teachers at BGI and the friends I have made.



Lorrella Coccozza - I have been studying law, sociology and geography. I want to go on to Queen Mary University of London to study Law.

In the sixth form, I have enjoyed the community and the friends I've made during my experience. I also value the relationship I've built with my subject teachers, especially the way they help and guided me along the way in all my subjects and preparation for A level season.

The community we have at BGI and how everyone is genuinely seen and helped in the sixth form is something I would recommend to others.

Being here at the school from Year 7 through to Year 13 has led me to grow fond of the environment and I have created lots of memories. I am going to miss my classmates and everyone I've become friends with and the teachers that have helped me along the way.!



Charlie Cusack - I have studied physics, mathematics and geography during my sixth form years and I hope to go on to do an apprenticeship.

I have enjoyed my time in the sixth form and I have been supported well by teachers when I have needed help. I would recommend the school because of its small, inclusive and friendly environment. It is a nice space, with good facilities.

I have made good friends and will miss seeing them each day.



Tom Day - I decided to take the triple Cambridge Technical Business, equivalent to 3 A-levels, which I have enjoyed studying. I have also studied A-level geography. I have now decided to go straight into the workplace to be an estate agent.

Miss Lawrence and Mrs Morris have been a great help during the past two years in the Sixth Form. I would recommend the Sixth Form for its devoted teachers who are passionate about helping students succeed.

I will miss school life and the funny moments I've had here. I will also miss the long holidays now that I am about to start work!



Lily Eade - I have been studying psychology, history and theatre studies and I'm planning to study psychology at the University of East Anglia. I've really enjoyed psychology so much that I want to study it and then go on to have it as my profession.

The thing I like about BGI's sixth form is that it is a small sixth form so everyone knows each other. It creates a lovely community. I would recommend it!

I've been at the school for 7 years and I've loved every second. The school has given me the chance to compete in multiple sports and be part of three theatre productions.

I am going to miss the BGI community.



William Egbuna - I have studied chemistry, mathematics and psychology and want to go on to university to study creative film and digital media in Northampton.

I have enjoyed the social side of the sixth form experience, notably playing chess and pool with my friends in the common room.

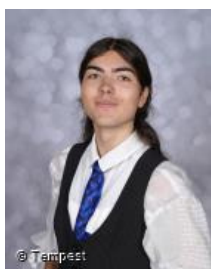
The school offers fantastic support and outstanding facilities, creating a really positive environment for learning.

I have enjoyed my time here.



Molly Fellowes – I have studied biology, geography and PE and I plan to go on to study Human Geography at Southampton University. I have enjoyed being able to study in an environment where I feel supported by my teachers and sixth form staff, whilst still having opportunities to develop strong friendships and lasting memories! BGI Sixth Form is a very inclusive and friendly environment that without a doubt would help support anyone's studies. This school has a welcoming environment and excels in supporting students whilst also encouraging them academically to surpass expectations.

I will mostly miss my teachers who have supported me through this two-year journey! Not to mention seeing my good friends each day, although I am sure we will stay in touch!



Ellery Few-Wiegratz – I have studied French, English literature and theatre studies and I'm hoping to go to university, but I'm still figuring out what I want to do afterwards – and that's okay. I'm planning to study English Literature at Warwick or Kent. I don't have a preference because regardless of where I end up it's about how I apply myself.

Sometimes it's hard to maintain passion for a subject when you know it's being graded, but my teachers have made it a lot easier. Their empathy and dedication to teaching have always pushed me to try my best. BGI has always been about setting targets relative to a student's personal goals. Teachers push students to reach their potential; but there isn't any sense of grade stigma – which provides a safer learning environment.

The future of BGI is very exciting. Having spent 15 years at Rushmoor then BGI, it's safe to say that the school has been a family to me. I feel proud to have grown alongside the institute and watched as the halls would grow more packed each year with old and new faces.

It means a lot to say goodbye to the staff, many of whom (to their horror) still remember when I was in junior school. Despite everything that life has brought me, the friends I've made have always been a source of support. Even though things have changed a lot, our school will always be a community.



William Fletcher – I have been studying design technology and double business Cam Tec and I have applied to Reading University to study agricultural business management.

Whilst in the sixth form, I have liked being able to get to know my teachers and I think the atmosphere in the sixth form is really welcoming and it has a homely feel. I recommend it!

I have thoroughly enjoyed BGI ever since I started and I am going to miss being able to walk around the school and see and talk to teachers and friends.



Lewis Gardener – During my time in sixth form I have been studying the triple Cambridge Technical Business Course, equivalent to 3 A-levels. I would recommend the sixth form, particularly studying business with Mrs Morris.

I will look back on my school days at BGI with appreciation and gratitude. I am planning to go straight into the workplace once I leave sixth form.

I will miss all my mates and I have enjoyed my time in sixth form with them, sharing jokes.



Eliana Hashemi – I chose to study biology, chemistry and psychology A-levels and I am hoping to study dentistry abroad.

I've enjoyed the school environment here, studying with my friends and receiving great support from my teachers. The teachers are excellent, and the small class sizes allow you to focus more effectively. BGI is a friendly and welcoming environment.

I am going to miss the teachers!



Ava Hendry – I have studied business, design technology and psychology. I hope to go on to university to study fashion marketing in Milan!

Whilst at BGI Sixth Form, I have valued the support I have received from the teachers – they go the extra mile to provide help in order for you to succeed. I have also enjoyed the small class sizes.

BGI has really good facilities and established teachers.

I am going to miss seeing my friends on a daily basis and the general environment the school provides.



William Murdoch - I have studied Politics, History and Psychology and plan to go to Birmingham University to study History and Politics.

I have really enjoyed being part of BGI Sixth Form, especially the strong sense of community it offers. Being involved in the School Council has made me feel listened to and involved. It has been a rewarding experience to work alongside others. I have also enjoyed debate club and the friendships I made there. I would recommend it for the support system that is available to all students. I would recommend BGI, as it has been the right place for me. It has allowed me to build strong friendships and feel like a valued part of a supportive community. I will miss the openness of the community, along with the support and encouragement from both teachers and friends.



Emma Jordan - I have studied geography, biology and business, as well as chemistry during my sixth form years and I hope to go to The University of West England to study Human Geography. I love geography and I have enjoyed studying it at BGI.

I have enjoyed making friends here, as I only joined BGI in Year 12. I did not feel at a disadvantage and did not struggle to make friends and fit in. I have found my teachers amazing for both support in subject and for advice. The teachers clearly love their jobs and teach passionately and it is a supportive and friendly place to learn. I love the small aspect of BGI as it makes learning feel more personal. I will miss my lessons, my teachers, and my friends.



Christiana Kaguda - I have been studying art plus double business. I am taking a gap year to gain more experience in the aviation industry and further enhance my aviation knowledge. During this time, I hope to develop new skills, gain practical experience, and prepare myself for a future career in aviation.

After my gap year, I hope to attend the university of Surrey or Cranfield to continue studying towards a career in aviation and aerospace-related fields.

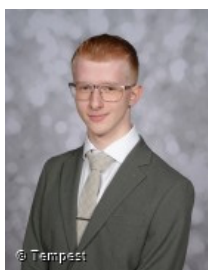
I have really enjoyed the supportive environment at Sixth Form and the strong relationships I built with both students and teachers. I especially enjoyed being part of a close-knit school community where everyone knows and supports each other. The friendships I have made and the encouragement from teachers made my experience very enjoyable and memorable. I would recommend BGI Sixth Form because of the welcoming atmosphere and supportive staff. The school feels like a family unit where students are encouraged to do their best and support one another. It is a positive environment that helps students grow both academically and personally. I think BGI is a caring and inclusive school that creates a positive learning environment for students. The staff are supportive, and the sense of community throughout the school makes it a great place to study.

I will miss the people the most, especially the friends and teachers who made my time at BGI enjoyable. I will also miss the close community feeling and how the school felt like one big family.



Archie Knox - I have studied art, sociology and psychology and I am going to do a gap year, and then I intend to study psychology at Kings College London. I have particularly enjoyed how understanding the teachers have been during the last two years. I have also discovered a love for psychology and I am very glad I took it.

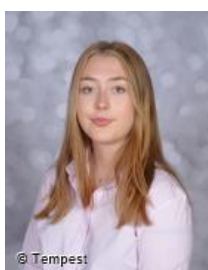
My subject teachers have all been great, the SLT have all been very helpful in the process of applying to university and setting up individual arrangements for exams. I will miss the teachers and the friends I have made.



Jonas Lee - I have been studying A Level history, mathematics and physics. Cardiff University is my preferred choice to study history and archaeology as a joint degree, although I would be more than happy to study at Reading too.

I have really enjoyed studying History as an A Level whilst in the Sixth Form with Mr Woodward and Mr Farquar. Generally, the teachers and office staff have always been very supportive and have been really helpful with university decisions.

The school is a nice environment to be taught in and I will miss the helpful and friendly staff.



Martha Mahoney - I took design technology A level and Cambridge Technical Business. I have an offer for the University of York and Sheffield University to study Business Management.

I have enjoyed sixth form because of my friends and having the support of my teachers. The sixth form is a warm and friendly place with supportive teachers. Overall, I have really enjoyed my time at BGI and the constant support of my teachers throughout my school years and will miss my teachers!



Oscar Marsh - I studied art, design and Cambridge Technical Business. I am now going to Bedford College to do a foundation year in Product Design and Furniture Design. During sixth form, I have enjoyed getting to know people that I didn't know as well before. The teachers were helpful to me by making sure I was on top of my work and if I struggled, they were there to help. I like the sixth form because it is a small environment, so all the teachers get to know you. You have lots of space to enjoy chatting to friends and other areas dedicated to study areas. I hope the school keeps doing what it's doing and doesn't change too much.

I am going to miss all my schoolmates and teachers and hope to stay in contact with all of them.



Liam McIntyre - I have studied art, design technology and Camtech Business. I want to apply for an apprenticeship in marketing.

Miss Chaplin, my art teacher, has been awesome. Mr Woodward as Head of Sixth Form has also been amazing. I specifically enjoyed art lessons because the subject is chill and you get loads of freedom with your work, you can make it as personal as you want and can steer it in any direction you want to. I will definitely miss the calm atmosphere of the school and the teachers. You also have the chance to mix with different people across year groups, and I will miss some of the people in the younger year group below me.



Nacho Mahedano De Las Cuevas - I have been studying maths, business and computer science during sixth form and now intend to go on to do an apprenticeship in mechanics in Madrid.

The sixth form has been good and I have enjoyed making friends here. I would recommend BGI because of the great support and help provided. The flexible timetable also makes it easier to manage studies and going to Towers Health and Racquets Club is a great bonus! Overall, my experience at BGI has been really positive, and the new school has brought big improvements to the environment and facilities.

I am going to miss the flexibility of the timetable of school life and my friends as I move to Spain.



Bennet Morgan-Jones - I have taken history, politics and French A-levels. I am currently deciding whether to go to University or take a gap year, and then go. My first-choice university is Durham and my second is Cardiff. I plan on studying theology and religion.

Since joining sixth form, I have many new friends at the same time as becoming closer to old ones. My French and history teachers have made my subjects fun, memorable and enjoyable. The teachers in the sixth form always make an effort to make life for the students fun and enjoyable. I will thoroughly miss it! The school is modern and has an incredible design. The school is well-run and organised and has amazing facilities. The teachers are friendly and always help students when they need support.

I will miss seeing my friends, fellow students, and staff. But most of all the feeling of walking into the same school, seeing the staff and friends for almost 12 years!



Joshua Mortensen - I have studied English literature, psychology, and geography A-levels. I am planning to go on a gap year and potentially join various courses and pursue multiple hobbies and points of interests, that can also be applied to what I eventually wish to study at university, which is more than likely to be English Literature.

During Sixth Form, I have massively enjoyed, through the subjects I studied, taking my core interests further than ever before, and have benefited hugely from, and been inspired by, the wonderful classroom dynamics, support, and lessons my subject teachers have provided, as well as the unwavering support of the Sixth Form team that never failed to create a caring environment that prioritised the pupils. Additionally, within and outside of my subjects, through the Sixth Form's family reminiscent social environment, I have made many new strong friendships and acquaintances since the beginning of year 12, where admittedly I was initially sceptical as to whether I would make many friends with newer pupils or not, but all the greatest qualities of the Sixth Form helped ensure that I did.

I would recommend BGI Sixth Form primarily due to the kindness and passion of all of the subject teachers, who massively focus upon supporting every individual. A quality heightened by the generally small class sizes that help optimise academic conversations, the frequency and quality of one-to-one support, and the pace at which content is efficiently taught and understood. Furthermore, the smaller Sixth Form cohort also aids the mitigation of any feelings of social intimidation in new comers and general pupils, and allows making friends to be a lot easier, a fact embedded by the interconnected nature of the Sixth Form.

I only experienced the new build as a sixth former, but I wish the whole school well, and will remember the positive experiences and memories from joining the school, then Rushmoor School, at the end of year 3, to leaving at the end of year 13.

I will miss the lessons, and good memories that arose from them, as well as the fascinating content taught and insightful conversations with teachers surrounding course content and other matters inside and outside of lessons. I will also undeniably miss seeing as frequently, and in such a quantity, my peers and friends I have made along the way every day, who helped make my experience in the Sixth Form memorable and overall, very positive.



Ollie Onyett - I have taken Cam Tech business, A-level physics and art and design 3D. I am planning on going to the Queen March University of London to study design, innovation and creative engineering.

I have loved cam tech business and art and design 3D for their hands on coursework and I have enjoyed the challenge of studying physics.

I would recommend the Sixth Form here for its highly supportive environment that promotes both academic and personal growth. Head of Sixth Form, Mr Woodward, alongside the equally outstanding Mrs Floro support all pupils.

Rushmoor, now known as Bedford Greenacre, has played a massive part in shaping who I am today. I've grown up here. I've had brilliant experiences, complex challenges, and everything in between. After spending 15 years at the school, this place has become more than just a school it's been a second home. I know I'll miss the routines and the familiar spaces that have shaped so much of my life. I'm leaving with huge gratitude and real pride, and I genuinely wish the school, and its staff continued success for many years to come.



Matthew Parton - I have been studying history, law and geography. My plan is to join the RAF, hopefully training as a mechanic with them.

I have enjoyed the sixth form experience because all the teachers have been so helpful and I would recommend BGI for the smaller learning environment and better teacher to student ratio. It's a fantastic place to learn and the teachers are always there for you.

I will miss learning something new everyday. I will also miss Marcello's!



Aranvir Patti - I studied Business Studies, Maths, Criminology and plan to go to Nottingham Trent to do Accounting Finance.

I have enjoyed my time in the sixth form because of the flexible timetable and the freedom that sixth form brings. It has allowed me to manage my time more independently while preparing for the future. I would recommend the sixth form because of its strong support system, where staff are always there to help and guide students. BGI has a lovely new building, which is a great environment in which to learn.

I shall miss the friendship I have made here.



Phoebe Phillips - I study A-Level photography, Cam-Tech single Business studies and GCSE Maths. I am planning on going to CRC (Cambridge Regional College) to study Northern Council for Further Education (NCFE) Level 2 Technical Occupational Entry for the Early Years Practitioner. This has many opportunities including placement time for work experience.

I have enjoyed getting to know my peers and getting to make friends with some. Starting sixth form it was nice getting to see my old friends from secondary school but also getting to make new friends with the people that only joined in year 12. I loved the school trips we went on - it helps so much, and not just with the subjects, but with getting closer with your friends and peers.

I would recommend BGI Sixth Form because they help and support you with your needs and guide you in the correct direction. BGI helped me by letting me do 2 subjects instead of 3. Only having 2 subjects helped me time manage my studies for my A-levels. BGI as a whole, is a great school to go to not just for sixth form. It welcomes everyone and is an accessible school. I have been at BGI since 2017, I had no friends and I didn't know anyone, and its scary being somewhere you don't know but I will miss the friends I have made now, and the teachers that have helped me grow as a person and guide me through my education, but I am ready to start somewhere new and meet new people.



Wulf Pottruff - I have been studying art, politics and computer science and hope to go on to study animation at The University of West England, Bristol. My teachers have all been awesome and have made my time here great. They are amazing at making lessons fun and are the nicest people ever. I am very grateful to have had them as my teachers these past few years. It's a great learning environment, a wide variety of both academic and creative subjects and a very welcoming and inclusive atmosphere.

The school is lovely, run well and is overall a great environment for learning in - I have personally found great joy in being a student here and it has been some of the best years of my life so far. It's in a great location, not too big or small in terms of student body, all the teachers know all the students in the Sixth Form well, and the school has a lot of character to it.

I will miss all of my wonderful teachers, who have taught me well and have always looked out for me over the years. They are the best.



Jessica Serrell – I have studied business, sociology and geography during my time in the sixth form. I have applied to study real estate at Oxford Brookes.

I have enjoyed the Sixth Form life, its been great having our own spaces like the common room and study areas. I have enjoyed the freedoms that come with sixth form study and the individual timetables.

The teachers are so friendly and supportive and the new building is fantastic! I wish the Padel Courts had come sooner though! It has a nice learning environment. I am going to miss seeing my friends and teachers and I will miss my school routine here.



Neve Sooriah – I have been studying Law, Geography and Criminology A-levels and my plan is to go to the University of Exeter to study Law.

I have really enjoyed Sixth Form, especially because of the friendships I've made and the support from the teachers. I would recommend BGI Sixth Form because of the dedicated teachers, who are always willing to help students to do their best. BGI is a fun and welcoming school, where you can enjoy learning and make great friendships and I am going to miss seeing my friends here each day and the teachers.

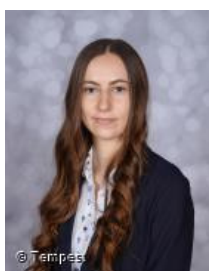


Madeleine Soul – I studied English literature, geography and criminology as well as doing the Extended Project Qualification. I want to study law and criminology at The University of Sheffield.

I have loved learning criminology with Miss Ross and making new friends through both year 12 and 13. I have been able to build relationships and better my learning with teachers and students. I would recommend the sixth form here because of its small and inviting environment as well as the teachers who are easy to get along with and motivate you to achieve your best.

I love the small class sizes that allow for better attention from teachers and I also like the open learning spaces.

I am going to miss the staff here and the general environment of the school.



Zazzie Wharton – I have been studying psychology, sociology and English literature and want to go on to study psychology at Lincoln University.

I've really loved studying all my subjects, mostly Psychology and Sociology. I like all my teachers (Mrs Gill, Mrs Steward and Mr Jones – and Mr Woodward and Mrs Floro have been great!) but Mrs Gill has been a really helpful and just wonderful teacher all round! My friends have also been great and we have a lot of fun together).

Going to BGI has honestly helped me so much, I've had so much support from teachers, I've made some pretty great friends and being here has helped me grow into a much better and happier version of myself, so I'd definitely recommend BGI.

BGI is a very supportive school with a warm atmosphere and some really lovely teachers and I will very much miss the community feeling here.



George Whitehurst – I have studied Double CAMTECH Business, Criminology and 3D Design and Technology and I hope to go on to study Paramedic Science at Buckinghamshire New University. I've really enjoyed the independence and the step-up in responsibility during the sixth form years. Being able to focus on subjects I genuinely care about has made a big difference, and the teachers have been supportive, approachable, and genuinely invested in how well we do. I've also built a solid group of friends who make the day-to-day feel easier and more enjoyable.

The range of subjects I've been able to choose from has been a huge benefit. There's a good balance between academic and vocational options, and the teachers know how to get the best out of you. The environment is supportive, the class sizes are manageable, and you're treated more like a young adult than a school student.

The school has a strong sense of community and you can feel that people genuinely want you to succeed. Expectations are clear, support is available when you need it, and there's a good mix of structure and independence. It's a place where you can grow in confidence, not just academically but personally as well.

I'll miss the people the most – the teachers who've supported me, the friends I've made, and the familiar environment that's been part of my routine for years since Year 5. I'll also miss the sense of belonging and the day-to-day atmosphere that you don't really appreciate until you're about to leave.



Mia Williams – I have studied criminology, English literature, theatre studies and an extended project covering classics, neuroscience and psychology. Independently I have also taken religious studies.

I hope to attend Cambridge University next year for an Undergraduate English Literature Program while working with Felicity Bryan Associates Literary Agency. I also plan to return to Kenya, to teach Literature at a charity school. While I'm there, I will be working to complete a research paper on the cultural reception of literature and classical history. I also will be completing a Diploma in Latin Literature and Philosophy from Harvard University.

I have enjoyed English Literature massively at BGI. Mr Jones and Mrs Steward are excellent, commendable teachers. The course selection and contextual teaching style is fantastic for English Literature, and both members of staff always seem to care deeply about their students. The arts and humanities are unjustly dying, so I really would recommend taking English! Mrs Lace and Mr Bonnett are also lovely, bringing knowledge and light to our classroom in theatre studies.

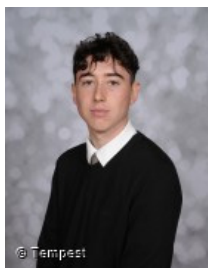
BGI's overall course selection for A-Levels is very good and maximises the ability to perform well. There is a strong sense of community amongst students. The school is a calm environment and the community is strong. Teachers form good connections with students. Extra-curriculars are strong and inclusive for all students.

I will miss the sense of community at BGI, whether that be amongst staff or students. Many members of staff stay on top of individual students and their achievements and often request updates. BGI's charitability is also to be commended and I will miss it – I was shocked and highly grateful for all the resources I received to send to the school I worked at in Kenya. I will miss the learning environment as a whole!



Robyn Seacombe – I have taken A-level Psychology and Drama, together with Cambridge Technical Business. My plan is to study real estate at Oxford Brooks University.

I have really enjoyed Sixth Form, especially because of the friendships I've made. I would recommend the Sixth Form for its small, friendly environment and the strong support from teachers, who are always willing to help. My overall experience at BGI has been very positive, and I will miss the school because of the supportive and dedicated teachers and the friendships I've made.



Harrison Wilson – I have studied Psychology, Sociology A-levels and Cambridge Technical Business and will be going to Portsmouth University to study Psychology.

I have really enjoyed my time at BGI Sixth Form, especially because of the friendships I've made along the way especially Lily and Robyn! I like BGI because of its small class sizes, which allow for a better learning experience. My experience of the school has been very positive, because of the supportive teachers and the personalised approach to teaching.

I am going to miss the friends I have made here.



Elizabeth Wooddisse – I have taken biology, chemistry and physics A-levels and I now plan to study biology at Exeter University.

I have enjoyed studying at BGI because I have made great friends who have made my experience fun and memorable. I also like learning new things, which has helped me grow and develop my skills. I would recommend BGI because of its strong pastoral support, where staff genuinely care and are always there to help. The small class sizes also make a big difference, as they allow for more individual attention and better support with learning.

I will miss the teachers, who are really helpful, and I will miss my friendship group.



Matt Cato – I have been studying Politics, Law, and Cambridge Technical Business and my plan is to go straight into the workplace.

I have enjoyed Sixth Form and I would recommend it as great place to study because of its small class sizes and the individual attention students receive. This creates a learning environment where teachers can really get to know you and help you succeed. I think BGI is a good school, offering a supportive environment where students can thrive.



Lukas Marrison – I have been studying the Triple Cambridge Technical Business Course which is equivalent to 3 A-levels. I will be starting work at our family business when I leave sixth form.

I have enjoyed the sixth form experience with my friends and I know that I wouldn't be finishing school with these qualifications without the teaching support I have received from the staff at BGI. I think the school is amazing!

I am going to miss the time I have spent with my friends each school day.



Toby Sutcliffe – I have studied biology, chemistry and mathematics and have planned to go to York to study medicine at Hull York Medical School.

I have enjoyed the sense of community at BGI, I truly appreciate all the sixth form team and my subject teachers for the time and effort that they have committed to helping me succeed. Pastoral support is excellent, teachers are willing to build a rapport with students, and the facilities of the new school are invaluable.

Overall, I have thoroughly enjoyed my time at BGI from Year 4 all the way through to Year 13, especially my time as part of the sixth form.

I will miss the teachers at BGI that I feel truly care about the outcomes of their students – I cannot stress enough the impact of a few inspirational role models.



James Gordon – I have been studying the Cambridge Technical Triple Business Course, which is equivalent to 3 A-levels, with exams spread over the 2 years and lots of assignments! I am hoping to go to Oxford Brookes to study Business Management.

I have really enjoyed the sixth form experience because of the friendships I've made. I would recommend the sixth form here because of the flexibility the timetable brings and the range of subjects that are available.

I've really enjoyed my time here and I will miss seeing my friends on a daily basis.



Eva Pape – I chose to study history, politics and art at A-level and I hope to go on to study history and Russian at university.

I have enjoyed my time in the sixth form because of my teachers, and the sixth form community as a whole. The teachers are outstanding, and the ethos of the sixth form is so special.

Overall, the school has helped me to achieve so many things. The teachers make the school what it is and I will miss them and their lessons. I will also miss seeing my friends each day.



Olivia Collins – I studied A-level History, English Literature and Psychology. I plan to go to university but would like to do a gap year first. I haven't decided on a university yet as I may study in France. I aim to become a Speech and Language Therapist, specialising in re-education.

I have enjoyed having kind teachers in every subject who are willing to go above and beyond to help their students. I would recommend the sixth form here because the balance between lessons and personal responsibility enables students to develop strong independent study habits essential for university. It offers a welcoming and friendly environment.

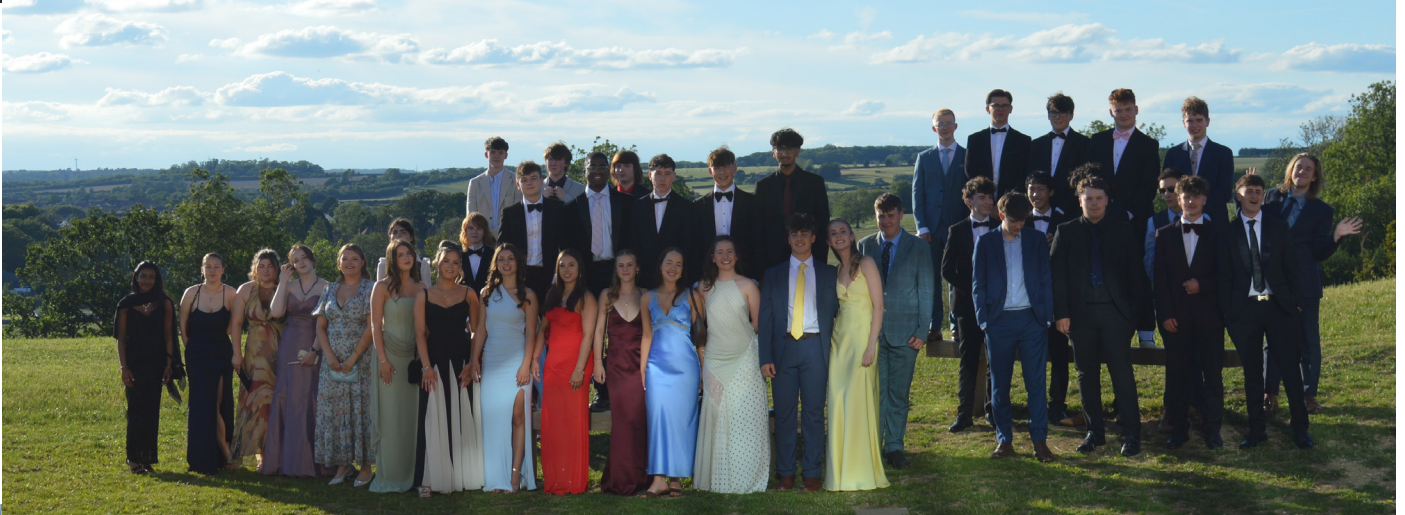
Sixth form is ultimately a bridge between secondary education and higher education, so rather than looking back I feel more focused on looking forward. I feel prepared to transition into life as an adult and higher education.



Noah Broomfield – I have been studying PE, geography and chemistry and have applied to study sport and exercise science at Lincoln University.

During my time at BGI's sixth form, I have found a strong sense of community and I feel the teachers have supported me well when needed. I would recommend BGI for the individual contact that you are able to get from teachers. I think that my overall experience at the school has been positive because of the academic and pastoral support I have received. I will miss the community that I have had the pleasure to be a part of throughout my schooling.

Year 13 Prom Night





Prizegiving

Special Awards

The Phipps Shield - Fleur Creasey

For academic, sporting and extra-curricular achievements

Tatham Cup - Flo Stott

For academic and sporting achievement in the Seniors

The Owen Cup for Commitment to the school - Olivia Collins

Sixth Form Prizes & Awards

Sixth Form Design Tech Award, Oscar Marsh
Sixth Form Geography Award, Milly Barker
Sixth Form Social Sciences Award, Tanito Adefisan
Sixth Form Law and Criminology Award, Madeleine Soul
Sixth Form History Award, Ben Morgan-Jones
Sixth Form English Award, Joshua Mortensen
Sixth Form Award for the Performing Arts, Lily Eade
Sixth Form Award for Art/Photography, Eva Pape
Sixth Form Award for Music, Matilda Aston
Sixth Form Mathematics Award, Toby Sutliff
Sixth Form Science Award, Elizabeth Wooddisse
Sixth Form Business Award, Martha Mahoney
Sixth Form Progress Award, Ollie Onyett
Sixth Form Academic Award, Lorella Cocozza
Sixth Form Community Service Award, Will Fletcher
Sixth Form Award for Outstanding Effort, George Whitehurst
Award for Outstanding Contribution to the Sixth Form, Molly Fellowes

Junior School Form Prizes

Reception, Romee Richens
Year 1, Eliana Vllasaliu
Year 2, Simão Soares Adão
Year 3, Izzy Evans and Orion Nelson-Langaigne
Year 4, Angelina Basra and Oliver Dixon
Year 5, Cassidy Yarr, Madelaine Newlands and Sophie Surridge
Year 6, William Maudlin, Jack Palmer and Arabella Taylor

House Point Prizes

Junior House Points Prize (Years 1-6), Eliana Kehinde
Middle Years House Points Prize (Years 7-8), Spike Haskins-Yapp
Senior House Points Prize (Years 9-11), Josef Zahad

Academic Prizes & Awards

English

Junior English Prize, Florence Soul
Middle Years English Prize, Holly Ardis
Senior School English Prize, Tommy Willars
The Graham Bates Public Speaking Cup, Jacob Bartlett
Outstanding Reader, Seren Roberts

Mathematics

Junior Mathematics Prize, Stanely Ibbott
Middle Years Mathematics Prize, Alfred Finlayson
Senior School Mathematics Prize, Tristan Collimore
Further Mathematics Prize, Lilly Farnsworth
Prize for Progress in Mathematics, Grace Perry

Science

Junior Science Prize, Beya Mcgrath
Middle Years Science Prize, Spike Haskins-Yapp
Dickens Chemistry Cup, Watida Saunyama
The Barnes Biology Prize, Oliver Holman
Senior Physics Cup, Isabelle Bryant

Modern Foreign Languages

Junior Modern Foreign Languages Prize, Joshua Michael
Middle Years French Prize, Caoimhe Curran
Senior School French Prize, Izabella Howard
Jonathan Danecker Cup for Languages, Navin Dhanju

Humanities

Junior History Prize, Alfie Garnham
Middle Years History Prize, Dylan Jones
Senior History Shield, Leo Broadbent
Junior Geography Prize, Eloisa Di-Stazio
Middle Years Geography Prize, Hannah Watt
Senior Geography Prize, Emma Jordan
Senior Business Prize, Prisha Parekh

Arts Prizes & Awards

Drama

Junior Drama Trophy, Elizabeth Donovan-Bickell
Middle Years Drama Trophy, Sienna Williams
Senior Drama Cup, Kitty Pape
Burt Prize: Personal Development in Drama, Katie Connell
Hutchinson Prize for Drama, Oscar Quirke
Speech & Drama Trophy, Henry Seacombe and Alex Thompson

Music

Girls Chorister Award, Emily Emms
Boys Chorister Award, Jayden Saunyama
McKeown Junior Music Award, Arthur Woodlock
Middle Years Music Award, Lili Oliva Pugh
Senior Music Cup, Hannah Collins
Radnor Prize for Singing, Bella Menozzi Gorham
Newcomer in Music, Ethen Canning
Performance Award, Alfie Moore
BGI Musician of the Year Trophy, Miles Morris

Art

Junior Art Prize, Samuel van Nieuwerker
Middle Years Art Prize, Charlotte Gallacher-Olsson
Senior Art Prize, Rosalia Hendry
Most Improved Artist, Zara Webb

Design & Technology

Middle Years Design & Technology Prize, Lily Eckland
Senior Design & Technology Prize, Daisy Kerr

Food & Nutrition

Junior Food & Nutrition Prize, Robyn Kennedy
Middle Years Food & Nutrition Prize, Tom Hall
Senior Food & Nutrition Prize, Kaylah Umeike

Computer Science

Junior Computer Science Prize, Oliver Prosser
Middle Years Computer Science Prize, Jai Karambaya
McLelland Prize for Computer Science, Izabella Howard

Arts Half Colours

Abigail Elphick, Zara Clements, Alex Gibson, Tommy Willars, Evie Armour, Zara Clements, Matilda Aston, Archie Knox, Christiana Kaguda, Amelie Sandford, Monica Aylen, Bella Menozzi Gorham

Arts Full Colours

Daisy Bailey, Hannah Collins,
Rosalia Hendry, James Murray, Kitty Pape, Oscar Quirke, Holly Wilkinson, Tommy Willars, Oscar March

Junior Sports Colours

Beth Watt, Callum Kelly, Harry Stock, Godfrey Sandati, Stanley Ibbott

Sports Half Colours Years

James Clements, Teddy Smith, George Serrell, Seb Fawcett Deborah Udoh, Connie Bartishel, Hannah Watt, Alanna Gill, Grace Parish, Samantha Sandati, Navin Dhanju, Will Trew

Sports Full Colours

Bea Bartishel, Seth Johnson-Magee, Deborah Nyamtowo, Flo Stott, Oliver Elphick, Rys Evans

Sports Awards

Lewis Shield for Junior Sporting Endeavour, Thomas Sharp
Bullet Cup for Junior Rugby, Harry Stock
Brading Cup for Rugby, James Clements
Caves Rugby Sheild, Oliver Elphick
Junior Netball Trophy, Rebekka Nethersole
Middle Years Netball Trophy, Heidi Evans
Senior Netball Trophy, Bea Bartishel
Junior Hockey Trophy, Beth Watt
Middle Years Hockey Trophy, Valentina Lopez Aliseda
Junior Cricket Trophy, Ronak Keshav
Middle Years Cricket Trophy, Yuvi Singh
Senior Cricket Trophy, Aahil Sayed
Junior Football Trophy, Godfrey Sandati
Middle Years Football Trophy, Austin Lloyd
Senior Football Trophy, Chashe Gono
A J Abraham Trophy for Contribution to Sport, Seth Johnson-Magee
Harriers Trophy, Alanna Gill

House Trophy, Ash

Duke of Edinburgh Awards

Bronze

Stanley Mahoney, Deborah Udoh, Scarlott Proctor, Alice & Thomas Wigley, Kyan Sohal, Samantha Sandati, Stephen Muniu, Teddy Smith, Hannah Watt, Vas Romaio, Marley Selyer, Joe Bertram, Oliver Gerig, Hannah Essex, Zara Griffiths, Lawrence Johnson, Seb Fawcett, Jai Karambaya, Alfred Finlayson, Grace Parish, Alannah Heady, Zara Webb, Heidi Evans, Harrison Hawkins, Alexandra Simpson, Evie Hurst-Porter, Jack Talbot, Isabelle Christian, Jack Saunders, Will McHugh, India Ward, Oliver Lees, Abigale Elphick, Helen Weston, Alanna Gill, Yashvir Singh, Charlotte Page.

Silver

Will McPherson, Isabelle Bryant, Oliver Elphick, Hudson Newbury, Kitty Pape, Nethu Liyanagunawardana, Navin Dhanju, Lily Farnsworth, Daisy Kerr, Arthur Surridge, Bea Bartishel

Gold

Milly Barker

Girls into Coaching Award

Bronwyn Philips, Chloe Findlay, Connie Bartishel, Evie Martin, Grace Parish, Hannah Watt, Zara Webb

End of year fun!



The pupils rounded off their academic year with various activities and excursions. The Reception class enjoyed being pirates for the day, with a treasure hunt, walking the plank, and an ice-cream treat! The Juniors headed off to Whipsnade, where they enjoyed seeing the animals and riding on the train. The Seniors enjoyed activities on site, with the games provided by SSG and the barbecue provided by our wonderful kitchen team – thank you to them all! Lastly, the Year 12 sixth formers took a trip to TopGolf to celebrate the end of their first year of A-level and Cambridge Technical studies. It's been a great year! Thank you to all our families for your continued support. Enjoy the summer break!





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