

WEST GRANTHAM UPDATE



Friday 10 October, 2025

WEST GRANTHAM

Church of England Secondary Academy

Faith, Football and Fresh Starts

The first half term of the academic year continues to fly by, and the past fortnight has seen plenty of activity both in and beyond the classroom.

Football has been dominating the fixtures calendar, with teams across the year groups showing real passion and teamwork on the pitch. The Year 9 boys narrowly missed out in a thrilling 6–5 match, and the Year 8 boys put in a strong performance despite a 3–1 loss that was much closer than the scoreline suggests. Our girls' team from year 7 and 8 also took to the field recently, putting in an excellent effort despite a loss in their first official game. Win, lose, or draw, every team has represented WGSA brilliantly, showing determination, respect, and school spirit throughout.

Meanwhile, our Year 9 students have been busy submitting their applications for the Sports Ambassador programme. This exciting opportunity allows selected students to develop leadership skills, promote sport and healthy lifestyles, and act as positive role models within the school community. We look forward to announcing our new ambassadors soon!

Year 11 students have spent the last two weeks completing their mock exams - a major milestone on their journey toward GCSE success. Their focus, maturity, and perseverance through a demanding schedule have been outstanding. A huge well done to all of them for their efforts and determination as they near the

end of this important stage in their studies.

Over in the Christian Union, students have been taking part in the Youth Alpha course (pictures below), an eight-week series exploring faith, life, and purpose. Each session includes games, discussion, and reflection, giving students the space to ask big questions and think deeply about what faith means to them. The group has grown in numbers this term, and it's been wonderful to see students engaging so thoughtfully with the sessions and with one another.

The past fortnight also saw a group of students jet off to Valencia for a cultural and educational visit. From exploring the city's stunning architecture and historic sites to sampling Spanish cuisine and soaking up the Mediterranean sunshine, it was an unforgettable experience. Trips like this give our students a chance to see the world beyond the classroom, and we can't wait to hear more about their adventures.

Elsewhere, our Construction and Engineering students in Years 10 and 11 have been back into the swing of their off-site learning. These sessions, hosted at local firms, give students valuable hands-on experience and a real insight into working life. Whether building, designing, or problem-solving, they're developing skills that will serve them well long after they leave WGSA, and thoroughly enjoying every minute of it.

A word from...

Emelia, Y8

I really like History, and right now in class we're talking about colonisation, the East India Company, and the actions of the British Empire. I'm looking forward to taking History for my GCSE exams, and it would be amazing if the school ran a History club so I could learn some extra information outside of school hours.

Next, we'll be learning about the Industrial Revolution, which sounds really exciting because it changed so many aspects of life - especially how people worked and lived. I'm curious to find out more about inventions like the steam engine and how they affected towns and cities. Later in the year, we'll even study some local history about Grantham and the surrounding areas, which I think will be really interesting because it's where we live. It'll be great to discover how our local area fits into the bigger story of British history.

WEEK A - OCTOBER 13

Mon

Football Clubs, Fitness Gym, Gardening Club, Library Club

Tue

Library Club
Basketball (Positive Futures)
Christian Union
PSHE Day

Wed

Fitness Gym
Library Club
STEM Club
Dodgeball
Sewcial Club (DT)

Thu

Homework Club
Fitness Gym
Debate Club

Fri

Library Club

WEEK B - NOVEMBER 3

Mon

Football Clubs, Fitness Gym, Gardening Club, Library Club
Year 7 Hate Crime Workshop

Tue

Library Club
Basketball (Positive Futures)
Christian Union

Wed

Fitness Gym
Library Club
STEM Club
Dodgeball
Sewcial Club (DT)

Thu

Homework Club
Fitness Gym
Debate Club

Fri

Library Club





What Parents & Educators Need to Know about GENERATIVE AI SAFETY

Generative AI tools – such as ChatGPT – are now commonly used by children. In fact, 3 in 4 pupils in the 2024 Annual Literacy Survey reported using generative AI, up from just 2 in 5 the previous year. While these tools can boost learning and creativity, they also raise concerns around misinformation, privacy and overuse. This guide explores the key risks and how to support safe use.

WHAT ARE THE RISKS?

MISINFORMATION AND ACCURACY



Generative AI can sometimes produce false or misleading content. Children – and even adults – may assume the information is accurate and trustworthy. This can affect learning and understanding of important topics. It's vital to teach children to critically assess all information, even when it comes from AI.

EXPOSURE TO INAPPROPRIATE CONTENT

Because generative AI is trained on vast datasets from across the internet, there is a chance it may occasionally generate harmful or inappropriate content. Without supervision, children could encounter disturbing or unsuitable material. Active monitoring and clear usage boundaries can help reduce this risk.

PRIVACY AND DATA SECURITY

Some AI tools ask for personal details or store users' interactions. If privacy settings are not correctly configured, children's personal data could be exposed or misused. Teaching good digital hygiene and setting strong privacy controls is essential for protecting children online.

REDUCED CRITICAL THINKING



Relying too heavily on AI-generated responses may reduce children's willingness to think independently. If they consistently use AI to solve problems or complete tasks, it could impact their ability to reason, analyse and form their own ideas. Encouraging thoughtful reflection is key.

DIGITAL DEPENDENCY

Regular use of generative AI can contribute to increased screen time and less real-world interaction. If left unmanaged, it may affect physical activity levels, sleep, and social development. Striking a healthy balance between online and offline activities is important for wellbeing.

UNCLEAR ETHICAL BOUNDARIES

Children may not fully understand the ethical implications of using AI to complete homework or creative tasks. This can lead to unintentional plagiarism or dishonest academic practices. Conversations around responsible use and academic honesty are crucial.

Advice for Parents & Educators

ESTABLISH CLEAR GUIDELINES

Set clear, age-appropriate rules for when and how generative AI can be used. Reinforce these regularly to help children develop a healthy, respectful and informed relationship with the technology.



PROMOTE ACTIVE SUPERVISION

Keep an eye on how the children in your care use AI tools. Check in regularly to ensure they're using them appropriately and be ready to step in if something doesn't feel right.



ENCOURAGE CRITICAL EVALUATION

Help children to question the accuracy of AI-generated information and seek out additional trusted sources. This builds essential digital literacy skills and supports better decision-making.



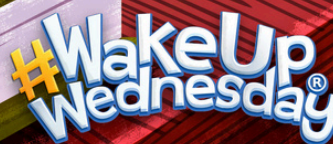
ENHANCE PRIVACY AWARENESS

Talk to children about the importance of keeping personal information private. Make sure privacy settings are in place and explain how data shared with AI tools could be used.



Meet Our Expert

Brendan O'Keefe, Deputy Headmaster and Director of Digital Strategy at Eaton House Schools, has extensive expertise in digital safety, safeguarding, and generative AI in education. As an author and speaker on digital literacy and online safety for institutions such as The National College, Brendan guides parents and educators in creating safe digital learning environments.



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