

ASPIRE

Dec 25- #3

TOGETHER, WE MAKE A DIFFERENCE



ASPIRE

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FROM THE HEADTEACHER'S DESK

OUR NEW VISION AND VALUES

We were thrilled to launch our new vision and values to the school community at the start of this academic year. This was a key project for my first year in post, aiming to define our long-term direction and clarify the positive culture and ethos that every member of our school community commits to when they join us.

FROM FEEDBACK TO FINAL DRAFT

The process of feedback and rewriting spanned several months, beginning with surveys on the existing vision and values. The initial feedback was clear: the existing vision statement felt outdated and overly long, while the values were not well-understood or widely embraced by the whole community.

We then established different stakeholder groups, including staff, governors, students, and the school leadership team. This was a completely collaborative and iterative process. Initial drafts were produced, shared with each group for feedback, and then refined. Each group built upon the insights and ideas of the groups before them so that the vision and values were carefully shaped.

CREATING OUR MANTRA

The staff and student groups strongly felt the need for a memorable tagline or mantra. Students were instrumental, proposing 'Strive, Support, Succeed'. It was collectively agreed that using 'We' as a starting point—rather than 'I'—created a much stronger, community-minded statement to precede these powerful words. It was decided that the final vision statement would be a single, concise sentence that included the 'Strive, Support, Succeed' mantra, distilling the very essence of our new values. Everyone agreed to increase our values from four to five. This meant there would be one value for each of the feathers in our school logo, with Community serving as the central, foundational value that everything else is built around.

While our previous **CARE** acronym had strong recognition, the groups eventually decided that forcing an acronym wasn't necessary. The values and their deeper definitions were simply too important to try to restrict them into one.

The vision statement and values were officially approved by the Governing Board just before the summer break, leading to their successful launch in September this year.

INTRODUCING OUR NEW VISION AND VALUES

WE ARE DELIGHTED TO SHARE THEM WITH YOU BELOW:

Our vision

At Imberhorne we **strive** to be a **supportive** community that empowers everyone to be **successful**, open-minded and fulfilled

Strive
Support
Succeed



Our 5 core values

 **Achievement**

We challenge everyone to be their best - achievement is for all.

 **Ambition**

We are driven and seek enriching experiences to build confidence and thrive.

 **Community**

We are inclusive. We collaborate, contribute and belong.

 **Resilience**

We are brave and adaptable, embracing the challenges ahead.

 **Respect**

We act with integrity, showing empathy and kindness.

INTRODUCING OUR NEW VISION AND VALUES

OUR FORWARD MOMENTUM

You will now see the Strive, Support, Succeed mantra featured across our marketing materials. We are also currently finalising designs for the vision and values displays, which we hope to share with you soon.

As Headteacher of Imberhorne School, I am incredibly proud of our new vision and values and am committed to ensuring they define our forward direction and momentum. Each value is now explicitly linked to a priority in our three-year strategic plan and each of the objectives in our school improvement plan.

You will hear us talking about these constantly because we want to ensure everyone truly understands how important they are to us, and what it means to be a positive contributor to our school community.

MR WHATFORD

**Strive
Support
Succeed**



Children In Need 2025

Children In Need 2025

This year's Children In Need was on the 14th of November and to celebrate we had the Sixth Form students dressing up in fancy dress. There were many amazing group costumes from Sumo wrestlers to the Lorax, as well as solo costumes featuring Robin (Stranger Things) and Velma (Scooby Doo).

Children in Need is a charity that helps improve the lives of disadvantaged children and young people around the UK. Every year, in November, across the Sixth Form, charity events, run by the forms, take place. In past years, this has included Sixth Form vs Teacher netball matches, bake sales, wet sponge throws and more! Especially this year, students and staff have gone above and beyond to raise money for this amazing charity that improves the lives of so many children.





Children In Need 2025

Together,





Imberhorne Comes Together to Support the East Grinstead Food Bank

Imberhorne Lower School has once again demonstrated the strength of its community spirit through a successful food collection in support of the East Grinstead Food Bank, with donations distributed by the Trussell Trust.

Students and families donated generously, helping to provide essential food supplies for local individuals and families facing hardship. Adding a festive and creative touch to the initiative, students decorated their collection boxes, transforming the project into a colourful celebration of kindness and compassion.

A friendly competition was held, with prizes awarded for the most imaginative and eye-catching designs, making the experience both meaningful and memorable for everyone involved. The impact of this support is significant. Since opening in 2012, the East Grinstead Food Bank has distributed over 328,000 kilograms of food to more than 23,294 families in the local area. The Food Bank supports individuals and families in crisis who are unable to afford food, with referrals made by trusted local agencies such as schools, churches, hospitals and GP surgeries.

More than 90% of the food distributed by food banks across the Trussell Trust network is donated by the public, highlighting just how vital community contributions are. These donations enable food banks to provide a balanced and nutritious three-day supply of food to those who need it most.

For the third year running, Imberhorne School has proudly supported the local Food Bank, reinforcing its commitment to ensuring that no one in the community has to go hungry. This initiative not only provides practical help but also teaches students the importance of empathy, generosity and looking out for others.

Well done to all the students, families and staff who contributed – together, you have made a real difference.

How you can help further

Those wishing to support the East Grinstead Food Bank further can do so in a number of ways. In addition to donating food items, members of the community can make financial donations, which help the Food Bank purchase essential supplies when stocks are low. Volunteering time is another valuable way to help, whether by sorting donations, packing food parcels or assisting with distribution. Spreading awareness of the Food Bank's work and the ongoing need for donations also helps ensure continued support for local families in crisis.

Find out more at: <https://eastgrinstead.foodbank.org.uk/>

Every contribution, big or small, helps the Food Bank continue its vital work and ensures that support is available for those who need it most within our local community.



MALAYSIA TRIP



Rosie Holland is a year 12 student studying English Literature, History and French, with plans to study History with French at university.

Last summer, thirty-three of our students had the chance of a lifetime to go on an ecological trip to Malaysia for 10 days where they were able to experience the local cuisine and culture. Despite some very early wake ups, the students and staff had a fantastic time working with Fuze Ecoteer who are a conservationist organisation in Malaysia. By the first few days the students had already taken part in a huge amount of activities that ranged from beach patrols and turtle hatching to coral planting and beach clean up projects where they took around 270 Kg of rubbish off the beaches of Malaysia.

All that staff and students had an amazing time working with Fuze Ecoteer and after talking to some students some of the most memorable and favourite parts were the turtle patrol where they hatched and released turtles, kayaking, snorkelling and even though they had to get up early they loved the early morning beach patrols where they looked for nesting turtles.

The students were split into groups which made the experience even more memorable as they were able to spend time with friends and make new ones as they stayed in the groups for the whole trip. When asked, the students said that it was a great opportunity to do school because not only was everything taken care of for them so there was no stress. Many students also said that if they had the chance, they would do it again as it was an amazing experience and got to learn new things and experience new cultures and foods.

Overall, both the students and the staff had an amazing experience working with Fuze Ecoteer and helping with their conservation projects in Malaysia and were all extremely grateful to be given this amazing opportunity.

IMBERHORNE

Abroad!



“

It changed the way I see the world
and helped me become a better
person ~ anonymous

”



“

I love Malaysia ~ George Newman

”

“

The best part of the trip was the
people - I was surrounded by
people who made me laugh
every single day
~ Bridin

”





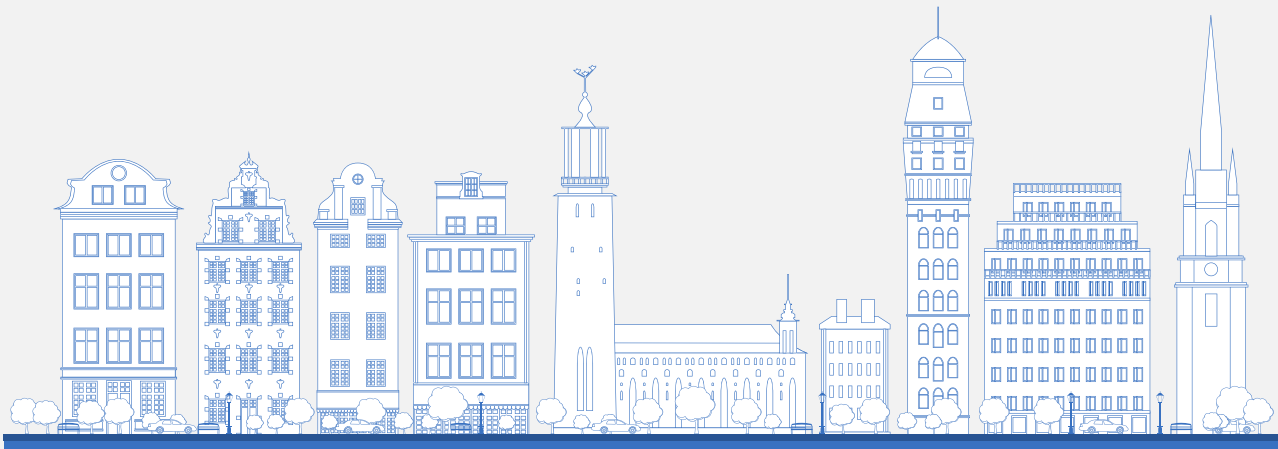
SWEDEN TRIP



In October, our Year 13 students enjoyed a fantastic cultural visit to Sweden, highlighting Imberhorne School's continued commitment to providing enriching extracurricular opportunities—particularly those that involve travel and first-hand cultural experiences.

During their time abroad, students spent a day in Stockholm, where they visited the Ship Museum, explored the ABBA Museum, and took in the sights of the city. They were also treated to a guided tour of the Viking Museum in Uppsala, followed by a visit to the impressive Uppsala Cathedral.

The trip concluded with time for shopping and a visit to the Historical Museum on the final day, before the group returned home in the evening—bringing back lasting memories and valuable cultural insights.

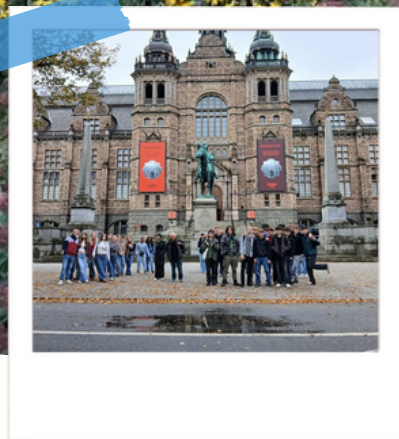


IMBERHORNE

Abroad!



SWEDEN TRIP OCT 25



IMBERHORNE

Abroad!





LORD COLGRAIN VISITED IMBERHORNE SCHOOL

Lord Colgrain visited students from Imberhorne School to talk about the work of the House of Lords, and their role in it, as part of the popular 'Learn with the Lords' programme.

During the visit on 12th December Lord Colgrain spoke to students on a range of topics including their journey into politics and the role the House of Lords has in the passing of laws, holding the government to account and making recommendations to the government on a range of topics through its committee work.

He then answered questions from students on topics ranging from immigration to expenses.

Learn with the Lords is a unique opportunity for students to interact with a member of the House of Lords and learn more about the vital role of the House of Lords in the UK Parliament. More information can be found at - [Learn with the Lords - Parliament UK Education](#).



LORD COLGRAIN VISITED IMBERHORNE SCHOOL

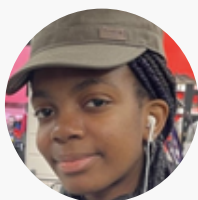


“

‘It was an amazing experience.’

Zach Kinsella, year 12

A CASE FOR CONTROVERSY OR CLARITY



Amber Matsika is a year 13 student, studying Economics, Geography and Politics, with plans to study International Relations at university.

In recent years, the conversation around gender identity and rights has grown louder, more urgent, and more complex. At the centre of this debate, the UK Supreme Court has played a critical role—most notably in a ruling that has ripple effects throughout the United Kingdom. In a unanimous judgment, the Supreme Court ruled that the terms 'woman' and 'sex' within the Equality Act 2010 refer specifically to biological sex.

Across many groups, there seems to be a misunderstanding as to what the ruling discusses. Firstly, it does say that trans women must use male toilets, on the basis of their biological sex, which is a problem for the trans community. Moreover, it does not override existing protections for trans people under the Equality Act, which prohibits discrimination on the basis of gender reassignment.

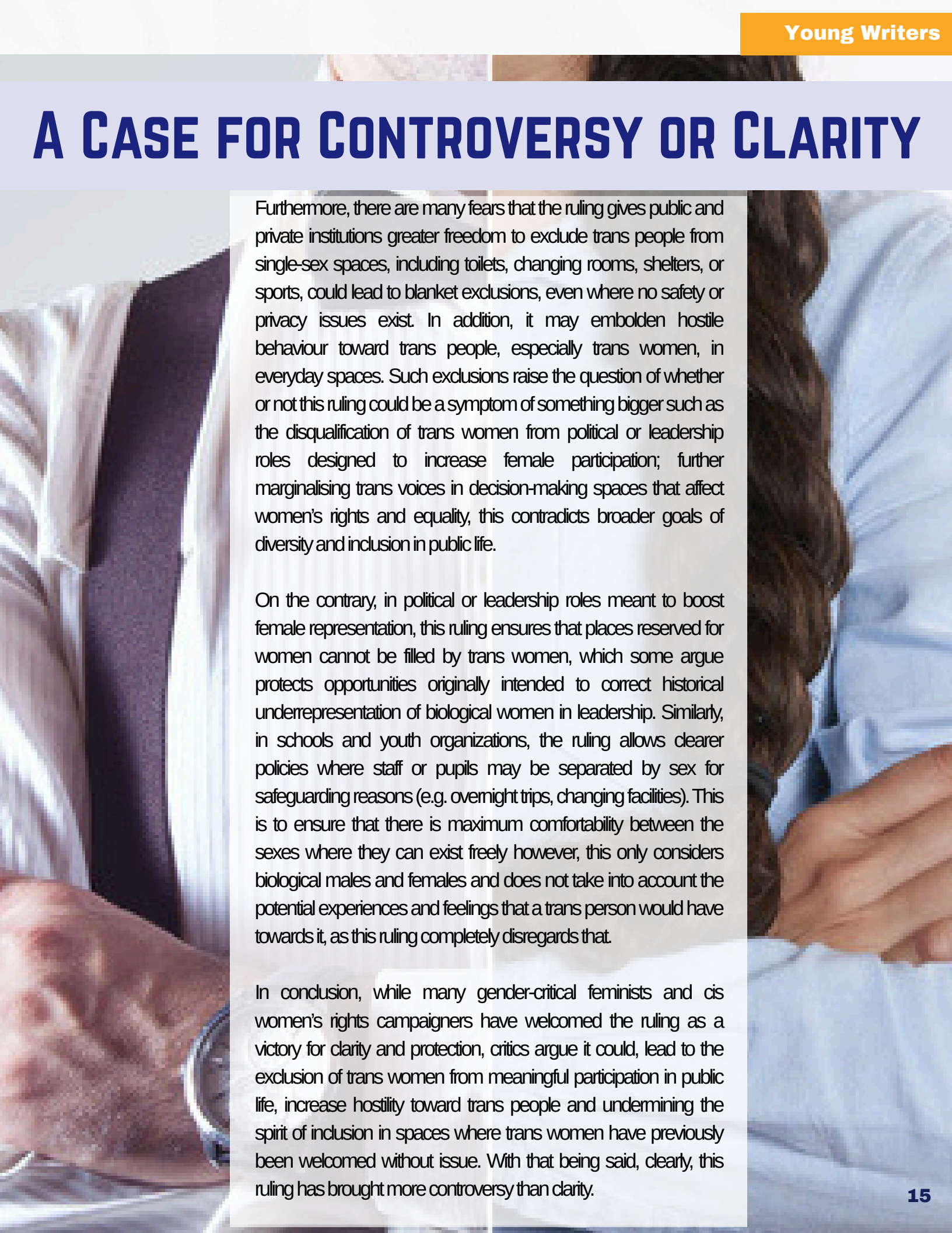
There has been extensive debate, with some critics concluding that the ruling is rather vacuous. In *specific* situations (e.g. prisons, some hospital wards), service providers may lawfully restrict access based on biological sex if it's necessary for safeguarding or if it is justified. However, there is no objective definition of what 'justified' means in certain situations because the trans community is still very discriminated against and heavily marginalised.

Moreover, in relation to hospital wards and health provision, it's no secret that the main priority of healthcare workers is to ensure their patients are relieved however there are now complexities in navigating conflicting legal definitions between the Equality Act and the Gender Recognition Act while also trying to figure out which wards people belong in while simultaneously trying to aid them.

Restricting areas into single sex spaces does not inherently protect any women from predation but rather, it creates an easier opportunity for cis men to target trans women in prisons and hospital wards. Sexual assault rates in the UK are already astonishing, transgender women experience elevated rates of sexual violence compared to cisgender women. Studies indicate that 50-59% of transgender women have experienced sexual assault in their lifetime. With the ruling, it is obvious that these numbers will skyrocket.

In contrast, there are many groups that advocate for women's rights heavily supporting the ruling including author J.K. Rowling, viewing it as a necessary reinforcement of sex-based protections for women. Their view is that the ruling reinforces the legitimacy of women only spaces (such as domestic violence shelters, changing rooms, hospital wards, and prisons) being restricted to biological females. Supporters argue this helps privacy and safety for women who may feel vulnerable in spaces involving undressing, medical care, or recovery from trauma. Moreover, they also argue that it prevents potential abuse by men masquerading a trans identity to access these spaces.

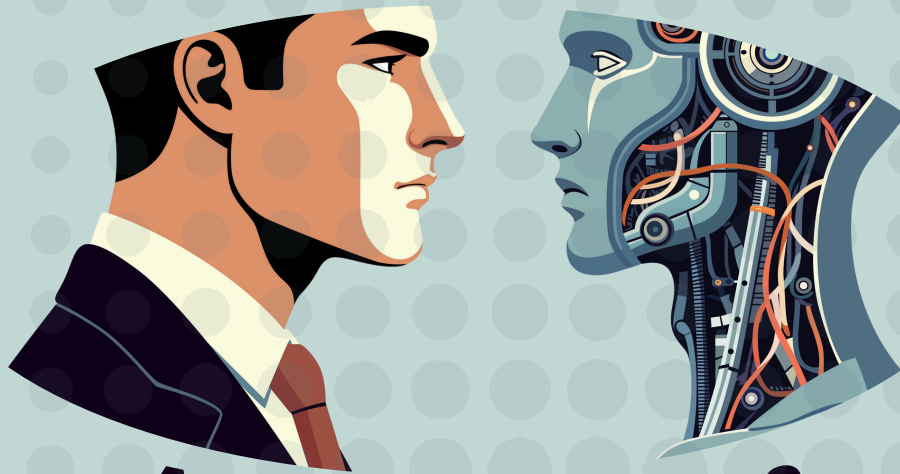
A CASE FOR CONTROVERSY OR CLARITY



Furthermore, there are many fears that the ruling gives public and private institutions greater freedom to exclude trans people from single-sex spaces, including toilets, changing rooms, shelters, or sports, could lead to blanket exclusions, even where no safety or privacy issues exist. In addition, it may embolden hostile behaviour toward trans people, especially trans women, in everyday spaces. Such exclusions raise the question of whether or not this ruling could be a symptom of something bigger such as the disqualification of trans women from political or leadership roles designed to increase female participation; further marginalising trans voices in decision-making spaces that affect women's rights and equality, this contradicts broader goals of diversity and inclusion in public life.

On the contrary, in political or leadership roles meant to boost female representation, this ruling ensures that places reserved for women cannot be filled by trans women, which some argue protects opportunities originally intended to correct historical underrepresentation of biological women in leadership. Similarly, in schools and youth organizations, the ruling allows clearer policies where staff or pupils may be separated by sex for safeguarding reasons (e.g. overnight trips, changing facilities). This is to ensure that there is maximum comfortability between the sexes where they can exist freely however, this only considers biological males and females and does not take into account the potential experiences and feelings that a trans person would have towards it, as this ruling completely disregards that.

In conclusion, while many gender-critical feminists and cis women's rights campaigners have welcomed the ruling as a victory for clarity and protection, critics argue it could, lead to the exclusion of trans women from meaningful participation in public life, increase hostility toward trans people and undermining the spirit of inclusion in spaces where trans women have previously been welcomed without issue. With that being said, clearly, this ruling has brought more controversy than clarity.



AI: Friend or Foe?

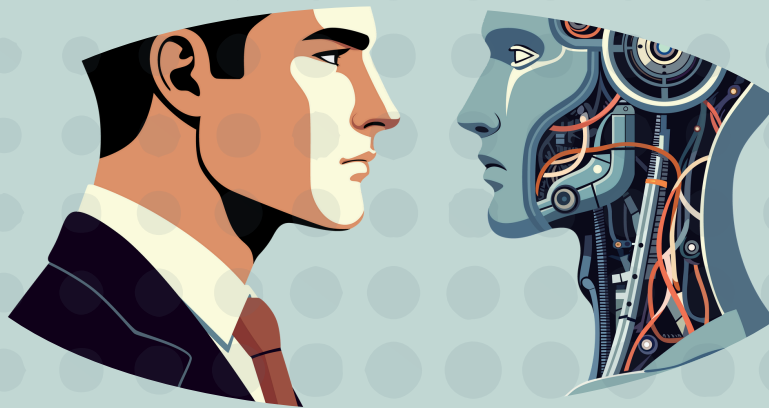


Alyssa Vasey is a year 12 student studying English Language, Italian, Economics and Maths with plans to study Languages or English at university

In recent years, the rise of AI has become increasingly more noticeable in its presence: especially online. As a community within our school, we should question this new emergence – most of all, where did it come from and what can we expect to see from it in the near future?

In the early 1900s, researchers and scientists became increasingly more interested in the idea of artificial intelligence and primarily, the question of creating an artificial brain, which today we would recognise as robots. Whilst this may not be directly noticeable in our modernised, built-in forms of AI such as in our computers and phones, it sparked a technological revolution towards artificial creation. In 1950, the mathematician and computer scientist, Alan Turing, published his paper 'Computer Machinery and Intelligence' which led to The Turing Test – an assessment designed to measure computer intelligence. Later, in 1965, artificial intelligence researcher Edward Feigenbaum and molecular biologist Joshua Lederberg along with a team of other researchers, created the first 'expert system'.

This 'expert system' was a form of AI designed and programmed to replicate human thinking and decision-making processes, including drawing inferences from a range of different sources and to arrive at logical conclusions. While all the history and achievements of those many researchers has led to the fast-progressing rate of AI today, it still leads us to question whether these advancements are truly for the better?



AI: Friend or Foe

Despite the overwhelming positives and popularity of AI, it is becoming increasingly more embedded in society and it is becoming more visible in everyday life, even with the simplest of tasks. On the one hand, AI is exceedingly convenient, fast and easy to use; consequently being widely recognised as a transformer of modern society. However, this relatively new technology still has its faults and is also, far too often, being subjected to misuse.

At the moment, the largest proportion of AI is being used generatively, such as AI chatbots, most commonly ChatGPT and Gemini, with the proportion of students using the bots in school settings being at least 35.3% using it occasionally with their work and 7.1% always using it to help with their work. As many students suffered due to the lack of adequate learning conditions during the COVID pandemic, AI has become helpful for these students to simplify difficult concepts and increase understanding as well as catch up on work they might've missed without explicit teacher guidance.

Nevertheless, the easy access to bots like ChatGPT could reduce student's ability to solve those problems by themselves and become independent in the future. Moreover, AI is not completely reliable; it can give faulty information, pull information from sources, coming to its own false conclusions, and use information that isn't cited correctly which can lead to copyright infringements. With the easy access to this technology, it is hard to never be completely free from its influences.

Even now, on the Google search engine, answers are automatically given from AI resources, making it impossible to not be exposed to the generative side of AI at all. Whilst 49.4% of students believe AI is the future of technology, it leads us to believe how AI will look in the future and how it can impact future generations of learners with their studies.



The importance of lowering the voting age

By Naomi Benbow

On the 17th July 2025 it was announced that the Labour Party were drafting plans to follow their manifesto pledge of extending the voting franchise and lowering the voting age to 16. Just in time for the next general election.

Previously 16 and 17 year olds were only allowed to vote in Scotland and Wales for their members of Scottish and Welsh parliaments, as well as their local councillors, now the voting age would be lowered to 16, nationwide, for all elections.

This not only fixes the issue of democratic disparity decided by location but also promotes greater political representation across the country and in the House of Commons. This is important for many reasons because it increases political participation and representation, both of which are integral in securing a functional and healthy democracy.

Only 59.7% of the electorate (population eligible to vote) voted in the last general election, this was the lowest voting turnout since 2001 and meant over 40% of the population are not currently represented by the house of commons, leading to dissatisfaction with the current government. The issue of representation is further exacerbated by the First Past The Post voting system in which Keir Starmer's government won with only 34% of the vote.

There are many contributing factors towards the decreasing voting turnout, the main one being disillusionment with the democratic process within the UK. Studies show people are less inclined to vote when they believe their individual actions do not affect political outcomes. This has led some to believe that the UK is suffering from a participation crisis - from young people in particular.





The importance of lowering the voting age

By Naomi Benbow

Less than half of 18-24 year olds voted in the 2024 general election compared to three quarters of those aged 65+ due to the youth feeling more disenfranchised. This could be linked to a generational attitude rather than age itself because the lack of political engagement with young adults was previously not an issue. For example in 1964 the voter turnout for 18-24 year olds was almost exactly equal to those 65+.

This displays it is the lack of political engagement in the youth not their age that is the issue. Lowering the voting age would increase youth engagement with politics as they would have the opportunity to be represented by the government. The UK political system could become an essential part of the secondary school curriculum to incentivise people to vote when they are 16 and 17 years olds as political education and literacy would increase political engagement.

Lowering the voting age (increasing political engagement and decreasing apathy) would also increase chances of voting again in the future and throughout their lives.

This could cure the participation crisis as more of the population becomes politically engaged, nursing the UK democracy back to health.

The first mayoral elections in Sussex and Brighton were scheduled for May 2026 but have since been postponed for two years. The government's justification for this is that local government reorganisation (LGR) in those regions needs to be fully implemented before mayors take office, and that the extra time for preparation and capacity-building will enable mayors to hit the ground running in 2028.

Fortunately the pushing back of the election could be positive in terms of political representation as it allows time for legislation to be passed that allows 16-17 year olds to participate in the election.

This would be paramount in increasing the legitimacy of local governments and allowing young adults to receive the proper political representation we deserve.



Book Recommendations



CARAVAL by Stephanie Garber

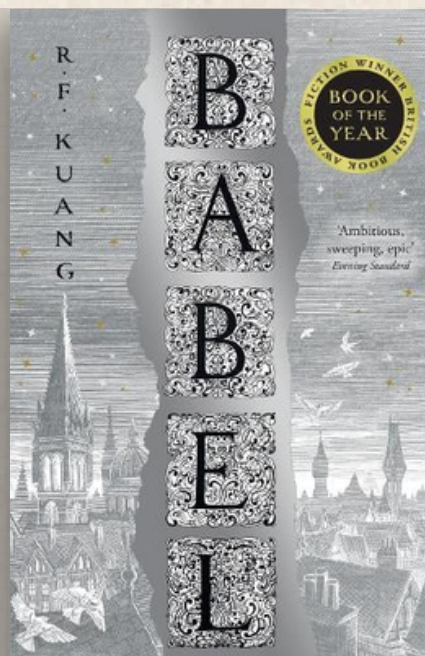
Genre: Fantasy Fiction

When sisters, Scarlett and Donatella, receive invitations to the legendary game of Caraval, they are suddenly whisked away from their home and into the magical world of Caraval Master Legend. But in some games you can get swept too far away and dreams can become nightmares when people don't wake up. Secrets and deception encase this story of daring, love and fantasy.

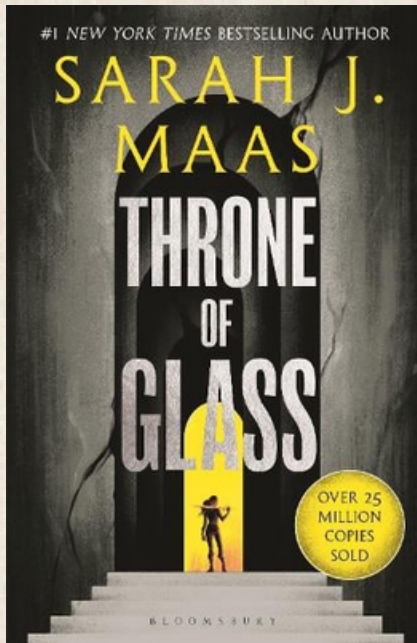
Babel, or the Necessity of Violence by R.F.Kuang

Genre: Historical Fiction

Rescued from Canton, Robin Swift is taken to England where he is prepared for the enticing establishment of Oxford University's Royal Institute of Translation, also known as Babel. There he comprehends the corrupting nature of academia and colonialism, forcing him to confront his identity and loyalties and uncovering the secrets behind the influence of the British Empire.



Book Recommendations



Throne of Glass by Sarah J. Maas

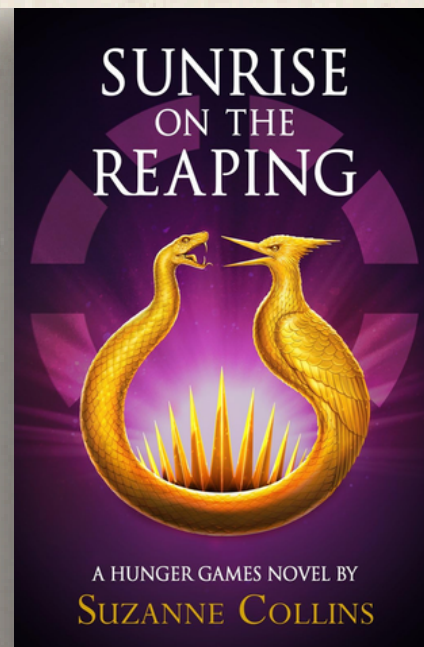
Genre: YA High Fantasy

In a land where magic has been wiped out by the tyrannical ruler of Adarlan, young assassin, Celaena Sardothien is summoned to the castle to win her freedom and become the king's champion, free of her sentence in the salt mines of Endovier. Danger is lurking within the castle, and as the tournament begins and competitors start to mysteriously be killed, Celaena will soon learn that winning her freedom will come at more of a cost than it seems.

Sunrise on the Reaping by Suzanne Collins

Genre: Dystopian Fiction

Set 24 years before The Hunger Games, Sunrise on the Reaping compiles the events of the 50th Hunger Games, the 2nd Quarter Quell, with double the tributes and double the risk. Once in the arena, protagonist Haymitch Abernathy must use his skills to survive the deadly environment in order to return home. But, rebellion is just around the corner and defiance has a greater consequence than what you may think.



Winning Entertainment



PHOEBE WIN IS A YEAR 12 STUDENT,
STUDYING PERFORMING ARTS AND
PSYCHOLOGY WITH PLANS TO
BECOME A PERFORMER

As 2025 draws to a close, cinema audiences still have much to look forward to. While November delivered a strong lineup of high-profile releases, December is set to round off the year with an exciting mix of long-awaited sequels, family favourites and major franchise returns.

November saw the release of several notable films. **Predator: Badlands** arrived on 7 November, starring Elle Fanning and Dimitrius Koloamatangi in a sci-fi horror that follows an outcast alien hunter forging an unexpected alliance on a dangerous quest. This was followed on 14 November by **The Running Man**, a science-fiction thriller starring Glen Powell, which explored a deadly televised survival game. The same day also saw the release of **Now You See Me: Now You Don't**, continuing the story of the Four Horsemen as they returned for another high-stakes heist adventure.



Later in the month, **Wicked: For Good** reached cinemas on 21 November, bringing the second part of the musical adaptation to the big screen and exploring the diverging paths of Elphaba and Glinda as tensions across Oz intensified.

November concluded with the release of **Zootropolis 2** on 28 November, reuniting detectives Judy Hopps and Nick Wilde in a new undercover case that tested their partnership and the future of the mammal metropolis.

December now takes centre stage, beginning on 5 December with **Five Nights at Freddy's 2**. Set one year after the events of the first film, the horror sequel stars Josh Hutcherson and delves deeper into the unsettling origins of Freddy Fazbear's Pizza.

One of the most anticipated releases of the year arrives on 19 December with **Avatar: Fire and Ash**, the third instalment in the epic science-fiction franchise. The film explores escalating conflict on Pandora as Jake and Neytiri's family encounter a powerful new tribe, further expanding the world created by James Cameron.



Family audiences will be welcomed back to cinemas on 20 December with **The SpongeBob Movie: Search for SquarePants**. The animated adventure follows SpongeBob on a daring seafaring mission alongside the Flying Dutchman, featuring voice performances from Tom Kenny, Mark Hamill and Clancy Brown.

Thriller fans can look forward to **The Housemaid**, released on 22 December. Starring Sydney Sweeney, the film adapts Freida McFadden's bestselling novel, telling the story of a young woman who becomes entangled in the dark secrets of the wealthy family she works for.

Closing the year on Christmas Day is **Anaconda**, a reimagining of the cult classic. Starring Paul Rudd and Jack Black, the film blends humour and suspense as two friends' filmmaking ambitions lead them into a deadly encounter in the Amazon rainforest.

With a strong finish still ahead, December ensures that 2025 ends as a memorable year for cinema.



Age Rating Guide:

- Predator: Badlands – 15
- The Running Man – 15
- Now You See Me: Now You Don't – 12A
- Wicked: For Good – PG
- Zootropolis 2 – PG
- Five Nights at Freddy's 2 – 15
- Avatar: Fire and Ash – 12A
- The SpongeBob Movie: Search for SquarePants – U
- The Housemaid – 15
- Anaconda – 15

Key:

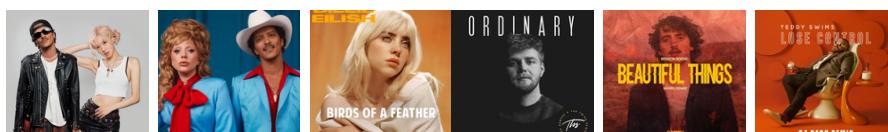
- U – Suitable for all ages
- PG – Parental guidance advised
- 12A – Under 12s need an adult
- 15 – Suitable for ages 15+



What Everyone's Been Listening To This Term

Based on popularity, these are the songs that have stood out this term.

- 1) **APT** - ROSÉ and Bruno Mars
- 2) **Die With A Smile** - Lady Gaga & Bruno Mars
- 3) **Birds Of A Feather** - Billie Eilish
- 4) **Ordinary** - Alex Warren
- 5) **Beautiful Things** - Benson Boone
- 6) **Lose Control** - Teddy Swims
- 7) **That's So True** - Gracie Abrams
- 8) **Luther** - Kendrick Lamar & SZA
- 9) **Espresso** - Sabrina Carpenter
- 10) **Golden** - HUNTR/X



Top 10 songs





MERRY CHRISTMAS
& Happy New Year
2026

The magazine team extends its warmest
wishes for a happy Christmas and every
success in the New Year.