



An Academy



AUTUMN/WINTER TERM 2020

NEWSLETTER



We Challenge
and Support
to Achieve
WCSA



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“Take the education
you’ve been gifted
and use it wisely”

- Olivia Finch Head Girl 2020/21

THOUGHTS FROM THE PRINCIPAL



Miss Scott, Principal

Dear Parents and Carers

Welcome to the Autumn/Winter newsletter. Back in September, I was delighted to welcome students back to WCSA after Lockdown 1. It was great to see so many smiling faces; students and teachers were glad to be back into the swing of things. We had a great Term 1 but, unfortunately, Lockdown 2 and an increase in COVID cases led to a disrupted Term 2. However, I am particularly proud of our distance learning package, which has meant that students were able to carry on learning at home. I know that many students went over and above to keep themselves on track. As usual, we rewarded as many students as possible with postcards home.

It is during these times that we rely on the community. As you will see, in this newsletter, our Student Leadership Team has played an active part in school life. I have also appreciated the input from the Parents' Forum. Back in the summer, this dedicated group of parents were able to help us to shape our distance learning package. They also advised us on our RSE (relationships and sex education) curriculum offer and continue to add a critical eye to life here at WCSA. If anyone reading would be interested in joining the Parents' Forum, we would be delighted to welcome you on board.

In recent months, there has been a lot of talk in the media about the "Black Lives Matter" movement. Our History department has celebrated this with a centre spread of black heroes in history. These were tweeted weekly during the Autumn term, so you may already recognise some of the heroes. In keeping with the BLM movement, I was delighted to see a digital image drop into my inbox back in November. This was a piece of art

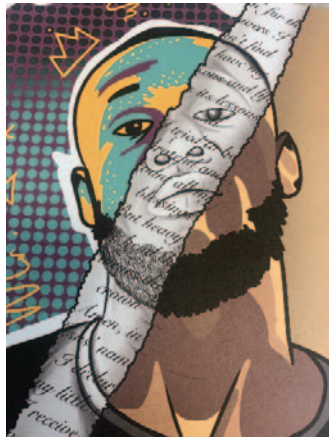


work produced for Miss Miller, which I have included at the bottom of this piece.

I know that older students are thinking about GCSE examinations and what this summer may look like for them. At the time of writing, none of us are quite sure how Year 11 students will receive their grades. However, I see regular attendance at P6i, as well as Google Classroom work during self isolation completed to a high standard during lockdown. One way or another, students will be awarded grades, which will reflect their hard work and diligence over this turbulent period. However, at the time of writing, we are fully expecting GCSE exams to take place in the summer.

Finally, please do enjoy a slightly different Christmas. More than ever, it is important to look after loved ones and to keep each other safe. We look forward to seeing everyone again in the New Year.

Jacqui Scott - Principal



Mr. Coles – CEO and Accounting Officer The Priory Learning Trust



Dear Parents, Carers and Students,

I am very pleased again to write a short piece for the WCSA newsletter /magazine this Christmas. First of all, please have a great Christmas and thank you for your support for WCSA in 2020.

As Miss Scott notes here, it has been a very, very strange year for us all. I hope that during the spring and summer you felt that our team at WCSA communicated strongly and wisely. I received several positive emails at that time – especially about the form tutors who were contacting home. Since that time, we have got back to good teaching in person - each and every day. Like all schools this has brought its challenges but I have been delighted with the way in which the staff at WCSA have reacted to the challenge alongside the students. They have been great. Thank you for your support as parents / carers to the staff at the school – this has been very much appreciated.

WCSA's progress has been strong this year. It seems an eternity since the school was inspected by OfSTED – it was only last February. The school received a good

grade for behaviour and attitudes. This reflected the very hard work that all staff had put in over the preceding three years and certainly since the dreadful OfSTED report of 2016. The school is a different place from 2016 – and, despite Covid-19, we have continued to make important improvements. The biggest financial investment in any school in our Trust this year was at WCSA; we spent around £400,000 to improve the WCSA auditorium and the WCSA sports hall. This was long overdue. The funding at WCSA was 43% of our total capital budget for all our six schools. To be clear we receive a fixed sum each year that has to be spent on capital projects – it is called 'Schools' Capital Allocation'. We decided in 2018 to fix the roofs at WCSA and this year the sports hall and auditorium. We will continue to work hard each day to make WCSA a great place to be educated in the heart of our community.

As always, if I can help in any way please do email and you will get a rapid response – we continue to put 'students first' whilst cherishing our staff across our Trust. The picture message below from 2016 (?) still rings true – be kind and humble. Have a great Christmas and Happy New Year.

Neville
neville.coles@theplt.org.uk



PASTORAL MATTERS

Mr. Dixon, Assistant Principal

My last missive, written during the height of Term 6, with distance learning and key worker provision to the fore, was all about how pleased I'd been at the response of staff, students and parents to the 'new normal'. Since September, we've been 'back to normal' in many ways, with all students, from all year groups, attending school on a full time basis.

That said, there have been significant changes to the day to day running of the school. These changes (particularly 'life in a bubble') have created challenges, and, I'm pleased to say, staff and students have risen to the challenges of the new 'new normal', if you catch my drift.

From a pastoral point of view, Heads of Year have embraced life in their bubble, owning their area and running each and every one in their own inimitable style. Speaking of Heads of Year, a special mention to Ms. Acton, who stepped up and took on the Acting Head of Year 8 role in Mr. Donaldson's absence during Term 1. Incredibly, being thrown in at the deep end like this has not curtailed her desire to take up a permanent role at some point in the future, although she was pleased to welcome Mr. Donaldson back into the fold in November!

For Year 7 students, life in a bubble, with teachers coming to their room, has been a continuation of the halcyon days of primary school, but for Years 8 to 11, remaining in the same classroom for all or most of their subjects, meant a new way of learning. It also led to a strengthening of relationships with their peers; a lovely bond exists between students in each group, and between the students and their Tutor.

Speaking of Tutors, the Reading Programme has continued for Years 7-10, and is a calm, positive start to the day for all involved. Especially the Tutors! One key change to the pastoral system has been the addition of a second registration period during the day, to allow an exciting and innovative PSHE programme to be delivered. It's early days, but at the time of writing, it's a thoughtful, reflective end to the day.

There have been two changes to the Uniform Policy. Firstly, PE kit is worn all day whenever a student has PE on their timetable. Secondly, with the temperatures dropping as winter made itself felt, and because windows need to be kept open for ventilation purposes, there was an amendment to the Policy, a summary of which is printed on the next page. Parental support regarding uniform, and uniform matters, is truly appreciated.



PASTORAL MATTERS

Uniform Guidance

As the weather gets colder (and we need to keep classroom doors and windows open for ventilation due to COVID risk) please can I remind you of uniform expectations:

1. On PE days, the WCSA PE hoodie can be worn in the classroom. This tends to mean that students are warm enough. If they are still cold, they may wear "skins"/thermal underwear/vest underneath their PE top. See note below re skins.
2. On non PE days, students should wear a shirt and tie with a blazer on top. If they are cold, they can wear a black V-neck jumper under their blazer. This DOES NOT need to have the WCSA logo on it – this is up to you. We can offer students black V-necks as we have some in stock. There is no charge for these and students are not expected to return them.
3. If students are still cold on non PE days, they should wear "skins"/thermal underwear/vests underneath their school shirt (see note below).

SKINS/THERMAL UNDERWEAR/VESTS

"Skins" are undergarments, frequently worn by sportsmen/women.

All students may wear thermal underwear/vests/skins under their school uniform or PE kit. If worn under their normal school wear this will not be checked for colour or logos.

We know that some students get really cold. We have bought some skins in different sizes and these are available in exceptional circumstances.

Skins should not be worn for warmth instead of a blazer; they are a final addition for the cold days.



HOODIES

Should only be worn as part of PE kit on PE days.

JOGGING BOTTOMS

Jogging bottoms must be plain navy or black only (grey is not permitted).



OUTDOOR COATS

If it gets really cold, we will allow students to wear outdoor coats in lessons. This will be decided on a daily basis, taking into account the outdoor temperature.

PANDEMICS THROUGH HISTORY

Miss Rand, Head of Humanities

Given that we are living in unusual times in the context of Covid-19 and that our KS4 historians study the history of medicine, the Humanities Faculty thought it would be interesting to provide a short article on the history of pandemics through time for this term's newsletter.

Pandemics have played a role in shaping human history throughout the ages and what we are experiencing now is nothing unusual.

Black Death (bubonic plague) 1347-51: 70-200 million.

The Black Death outbreak wiped out an estimated 30-50 per cent of Europe's population and it took two centuries for the continent's population levels to recover. The plague originated in rats and spread to humans via infected fleas. This was the single most fatal pandemic, which had far-reaching economic, social and religious effects, changing the course of European history.



A 17th century Plague Doctor's mask

Smallpox 1877-1977: 500 million.

The last known case recorded was in 1977 with certification of global eradication from WHO in 1980. There were five hundred million deaths in the last hundred years of the disease, but major outbreaks in Europe in the 18th century accounted for up to

400,000 deaths annually. The real breakthrough in fighting the virus came in 1796, when English doctor Edward Jenner carried out his famous experiment. He inserted pus extracted from a cowpox pustule on the hand of a milkmaid, into an incision on the arm of an eight-year-old boy, James Phipps. Jenner was testing his theory, drawn from the folklore of the countryside, that milkmaids who suffered the mild disease of cowpox never contracted smallpox. Jenner proved conclusively that contracting cowpox provided immunity against smallpox as well.

Cholera 1846-60: 1 million.

There were six cholera pandemics during the 19th century. The third cholera pandemic (1846-60) was the third major outbreak of cholera originating in India in the nineteenth century. In 1853-54, the epidemic in London claimed over 10,000 lives, and there were 23,000 deaths for all of Great Britain. This pandemic was considered to have the highest fatalities of the 19th-century epidemics. British physician John Snow, while working in a poor area of London, tracked cases of cholera and eventually succeeded in identifying contaminated water as the means of transmission for the disease.

Spanish flu 1918-20: 17-50 million (possibly up to 100 million).

At the end of the First World War the Spanish flu pandemic infected more than 500 million people (about one-third of the world's population) and accounted for more deaths than the war itself (9-11 million military personnel).



Office workers during the Spanish Flu pandemic

PANDEMICS THROUGH HISTORY

So how have societies dealt with these pandemics? Can history help us to understand the present?

In the absence of “magic bullets,” our reliance on centuries-old methods of disease prevention and control-surveillance, quarantine, home-made masks and hand-washing has highlighted similarities with previous societies that faced pandemics such as influenza in 1918-1920 and the Black Death in the 14th century.

During the Black Death streets were disinfected with burning juniper branches, while ‘infected’ houses, furniture and bedding were purified with sulphur. Doctors wearing beaked plague masks circulated the

streets, as medical personnel wear simpler masks today. Then, just as now, concern was expressed about people congregating together; public events were banned and schools and markets closed. The sick were taken to vast quarantine centres – ‘Lazaretti’ – while contacts were isolated for 40 days at home or in large institutions beyond the city walls.

During the Spanish flu many theatres, dance halls, cinemas and churches were closed, in some cases for months. Pubs, which were already subject to wartime restrictions on opening hours, mostly stayed open. The Football League and the FA Cup had been cancelled for the war, but there was no effort to cancel other matches or limit crowds, with men's teams playing in regional competitions, and women's football, which attracted large crowds, continuing throughout the pandemic. Streets in some towns and cities were sprayed with disinfectant and some people wore anti-germ masks, as they went about their daily lives. In some factories, no-smoking rules were relaxed, in the belief that cigarettes would help prevent infection! During a Commons debate on the pandemic, Conservative MP Claude Lowther asked: "Is it a fact that a sure preventative against influenza is cocoa taken three times a day?" In November 1918, the News of the World advised its readers to: "wash inside nose with soap and water each night and morning; force yourself to sneeze night and morning, then breathe deeply. Do not wear a muffler; take sharp walks regularly and walk home from work; eat plenty of porridge."

“wash inside nose with soap and water each night and morning; force yourself to sneeze night and morning, then breathe deeply. Do not wear a muffler; take sharp walks regularly and walk home from work; eat plenty of porridge”

- News of the World, Nov 1918



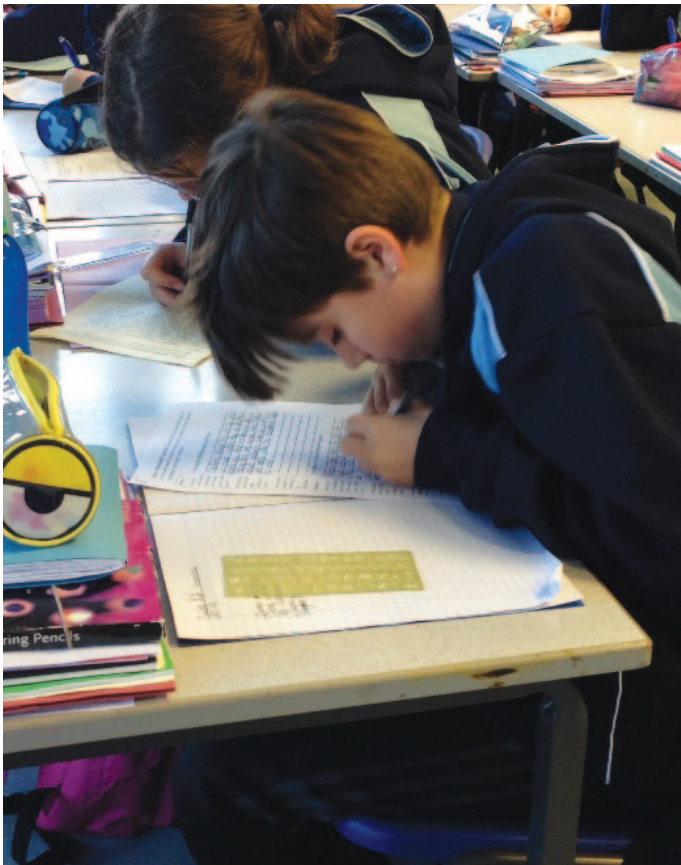
Covid-19 2020

TEACHING AND LEARNING DURING COVID

Mr. Collins, Vice Principal

There is no doubt that learning and teaching have felt the impact of changes we have had to make due to the pandemic. Our aim is to provide the best learning experience that we possibly can whilst ensuring that the health and safety of all our students and the school community is our first priority.

All students have their lessons in a year group 'bubble' which means the classrooms they are in are only for use by their year group. Students in Years 10 and 11 move to different specialist rooms but have to clean their hands and use hygienic cleaning wipes for their work space in every lesson that they attend. Years 7, 8 and 9 stay in the same classroom for all lessons except PE but still have to use gel every time they go back into that classroom.



All subjects on your child's timetable have had to make some adaptations although these have different levels of impact. Our teachers are planning lessons in as many creative ways as they can within strict limitations – sharing equipment is not allowed so for example using cubes to look at different shapes in a maths lesson is not possible.



This has led to a significant increase in the use of film clips and other virtual resources. I have seen English and drama lessons where this has been used incredibly effectively – studying and analysing the play or the acting itself. Of course some of these limitations cannot be fully overcome – Years 7, 8 and 9 cannot use a science laboratory for example, so practical sessions are replaced by teacher demonstrations or by filmed experiments.

Our teaching staff have worked hard to enable their subject lessons to take place, to be stimulating in order to engage students whilst still challenging to stretch the individual and support all to achieve their best. I have been really impressed with the adaptability I have seen and the sheer drive to find ever more different and creative ways to teach and to present their subject to students.

I think I should also say well done to our students who have had to cope with a huge amount of change – some of which are changes that they would not want to make – and their continued effort and 'give it a go' mentality. They are glad to be back in school so let us hope it stays that way.

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)

Miss Fitzgerald, Assistant Principal and SENDCO

Miss Fitzgerald is pleased to announce that the SEND team has expanded this academic year and we have welcomed some highly skilled and experienced members of staff who have integrated into the team well and they are supporting our students in a variety of ways. We also welcome Mrs. Stockham back from maternity leave!

SRB Sports Club Extra Curricular

The PE department opened its door to an extra-curricular Sports Club in November to the students that access the Sir Richard Branson Centre (SRB), which has been created following the success of the visit from Somerset Cricket Club last academic year. Following the Government guidelines, the club is offered to a year group bubble at a time to ensure safety, and started off successfully with Year 9 students. It will be offered to a different year group every three-four weeks to ensure all students who access the SRB have the opportunity to safely attend.

Interventions

SEND interventions are continuing to run, albeit in a different format. Reading and spelling interventions have started online and will continue in this way until further notice.

Working Wall

To celebrate the fantastic work of the SEND students, a working wall has been created in the SRB where the students work can be displayed. In Term 1, students created their own poems to celebrate World Poetry Day.

Dyslexia Awareness Week

In October 2020, the SEND team celebrated Dyslexia Awareness Week. All staff attended a staff briefing on this, going through key strategies to support learners with dyslexia.



YEAR 7

Update from Mrs. Brace, Head of Year 7

Term 1

Wow, what a term we have had! We've been getting on so well in all of our lessons and have settled in superbly. I am a very proud Head of Year. Throughout Term 1, Year 7 have enjoyed making new friends during social times thanks to our school being phone free.

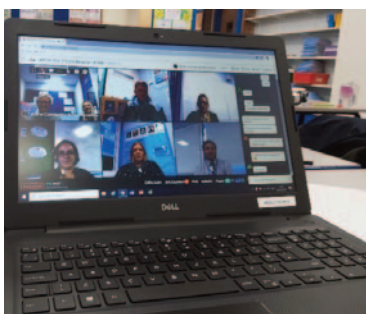


Year 7 have thoroughly enjoyed getting out into the fresh air and developing their hockey and football skills, I know the PE staff have been very impressed with their "can do" attitude.



Everyone has participated in reading during tutor time: 'Holes' has been a wonderful book that has shown the students another life entirely. It has been a pleasure to go into all of the tutor groups and read with the students. Reading is so important and I am passionate about it. I bought the book for my daughter to read as Year 7 last year found it so good and I read the book during Lockdown 1 and thoroughly enjoyed it!

We had a very successful Year 7 webinar 'Meet the Tutors' with some great feedback from parents and tutors. It was really lovely to be able to feel connected with our families even though we are unable to meet in real life.



The ICT team have spent a good chunk of time getting everyone used to the online homework available to all within Year 7; you could hear a pin drop when I took this photo of 7B1 being spoken to by Mr Somers.



YEAR 7

One of our final events of Term 1 was to appoint our Tutor Reps to support our two Year Reps. We had so many enthusiastic and worthy students that each tutor group had to hold a vote to appoint the Tutor Reps and then to decide the final two reps for the year I had to draw two names out of a hat as I had so many worthy winners!



Mrs Brace's daughter's guinea pigs enjoyed some time munching on the lawn but after eating all the grass under their 'house' they were too lazy to move and so popped their heads out to get some more. They are very cheeky indeed!



We showed our respect with a two minutes' silence on 11.11.19 at 11.00am. Year 7 did themselves proud with wonderful behaviour throughout.



After a well-earned two week break where Mrs Brace got very cold walking along the beach, we discovered Harry Redknapp's house. It's gorgeous and backs straight onto the beach. After a good rest it was back to work with a vengeance.



Supporting Children in Need on 1.11.19 saw the children being able to choose their uniform for the day. It was a real treat when we all got to wear our 'comfies' to school for the £1 donation to charity. This year 50% of the money collected went to our chosen charity, The MPS Society.

With a busy week of assessments and a super teaching week in early December, Year 7 came to the end of Learning Cycle 1. With the completion of their homework booklets, students were fully up to speed with our curriculum, and were fully prepared as they went into Learning Cycle 2 in the middle of December. It was a lot less scary, for everyone! The students have done so well settling into the new way we do things due to Covid; they have shown such strength and resilience and I cannot wait to see what 2021 will bring for them all.

I wish you all a very Merry Christmas and a restful New Year.

Mrs. Brace

YEAR 11

Mrs. Pooley, Head of Year 11



It has been a delight getting to know the current Year 11s and their families since the beginning of the school year. They are a polite, conscientious and caring cohort of young people and I have thoroughly enjoyed being back in school working with them all in these incredibly unusual and difficult times. I regularly spend time in the classroom and tutor bases and have been very impressed with their commitment to learning and the resilience they have shown during the pandemic. We are all working very hard to ensure students are kept safe in school. It is compulsory for staff to wear masks/face coverings in all buildings, other than when teaching. There is good ventilation in the classrooms: doors and windows are kept open to ensure fresh air is circulated; the use of hand sanitizer and the wiping down of desks is now part of the daily routine and the year group have embraced these significant changes.

The school day has changed quite dramatically this academic year. We now have two tutor periods: a morning session and an end of day pastoral session. This has given the students and their Form Tutors the chance to build strong relationships and dedicate meaningful time to learning about key issues which may affect Year 11 students. The science programme is working very successfully in the morning sessions and the afternoon sessions are made up of the following activities:

Monday

Thought for the week: an interactive current affairs session led by our citizenship teacher, Mr. Green.

Tuesday

This is data day. The Form Tutor looks at how the group are performing as a cohort and celebrates the achievement points accumulated from the week before, as well as addressing attendance concerns individually.

Wednesday

This is our virtual assembly slot. A member of the School Leadership Team and I alternate with these slots and cover subjects applicable to the year group.

Thursday

“Brave New World” led by Assistant Principal Mr. Pickles, a virtual interactive session helping students to process how much life has changed. This session also covers positive wellbeing, mental health and British values.

Friday

“This Is My Year” - led by me, a different theme will be explored termly. This term we have been focussing on careers and post 16 choices.

Furthermore, the students have all been allocated dedicated time slots in the LRC with Ms. Cuthbertson, our Careers Advisor. Each student has discussed what their strengths and interests are and have been exploring different career paths. Some students have a very clear idea of what they want to do post 16, whilst others need more dedicated time. We always advise students to keep their options open and apply to different settings. Please do check the regular updates posted on Facebook and Twitter by Ms. Cuthbertson regarding virtual open evenings.

YEAR 11

We will be sitting PPEs (mocks) when the students come back to school in the New Year. Part of the last day of term has been spent making revision timetables. It is so important that the students revise during the holiday break as the more organised and better prepared they are, the less stressed they will feel! There is a lot of sound advice online as to how best you can support your child with examination preparation. I feel the key to this is to keep a healthy balance of work, rest and play.

Cramming doesn't work; study in intervals! Studying in 20-50 minute increments and having 5-10 minutes in between is more beneficial than cramming. Distributing learning over time typically benefits long term memory retention more than a short period. Exercise: students do not need to go out and join a gym! We urge our students to just be active. I know the weather is pretty miserable at this time of year, but a walk in the fresh air will do wonders for clearing the mind and will help with physical wellbeing. A good diet, a quality night's sleep and disruption free revision areas will all have a hugely positive impact on mental wellbeing, mind-set and motivation. There are lots of strategies that can be implemented to reduce stress and boost personal drive - please do contact me directly if I can help with more tips for revision.

At WCSA, we know how difficult it can be for students to revise for the exams and we also know how valuable and worthwhile self-study can be. We recommend sticking to a revision timetable and following the 'little and often' mantra. Revision should be undertaken in 20-30 minute blocks in a clutter free and distraction free environment – a change is as good as a rest. Students should focus on one topic at a time and make sure that they have created a revision resource at the end of each study block; mind maps, concept maps, flashcards and mnemonics are

an ideal way to get key knowledge to long-term memory. Please do remember, we are only ever an email away and are always happy to help.

Period 6 sessions have been very successful so far this year and I am proud of the buy-in from students and staff alike. Attendance to these sessions will pay dividends in the long run and have a positive effect on GCSE grades.

Although Christmas may be different this year, I truly hope you all manage to have a relaxing break and spend time with loved ones.

My very best wishes to you all,

Mrs. Pooley



In order to mark Black History Month, the Humanities Department and members of the Senior Leadership Team at WCSA selected inspirational black figures to be awarded the title of "Black History Hero". We had a diverse selection of figures; from the very personal to world renowned; strong females and talented men; modern day icons to those with a legacy deep rooted in history. Each was certainly worthy of their selection and through our choices we hope to have opened up discussion over who you would have selected as your black history hero and brought black figures to the forefront within our community for Black History Month.

BLACK HISTORY MONTH



Miss Scott's Black History Hero is...
Maya Angelou

She is an American poet and civil rights activist. She wrote one of my favourite novels – 'I know why the caged bird sings'. This is a coming of age story that I loved reading at university. It is about how strength of character and love of literature overcome racism and trauma.



Miss Nattee's Black History Hero is...
Michelle Obama

In school, she was told she 'wasn't Princeton material' but set out to prove the careers advisor wrong by going on to get a place. She made it into a top law firm but realised that she wasn't happy and gave it up to work in community law, helping others and fundraising. Her whole ethos is what can be done to help the community and make people's lives better. We can all learn something from that idea.



Mrs. Lewis and Miss Harris' Black History Hero is...
Katherine Johnson

She was a NASA mathematician who played a key role in numerous NASA missions during the Space Race, perhaps most notably calculating the trajectory needed to get the Apollo 11 mission to the moon and back. As a black woman working for NASA in the 1950s and '60s, Johnson overcame social boundaries and racial discrimination.



Miss Tipper's Black History Hero is...
Benjamin Zephaniah

Benjamin is an amazing poet, political activist, actor and animal rights activist. He achieved all of this despite leaving school with no qualifications due to dyslexia. In 2008, The Times placed him into the top 50 post war writers!



Mrs. Richardson's Black History Hero is...
Lilian Bader

Lilian was born in Liverpool and overcame discrimination to become the first black woman to join the RAF, earning herself the rank of Corporal. When the Second World War broke out, she joined the Navy, Army and Air Force Institutes (NAAFI) in Yorkshire. But she was asked to leave when her father's Caribbean Heritage was discovered. After hearing that the RAF was accepting black recruits, Lilian managed to join the Women's Auxiliary Air Force (WAAF) in March 1941.



Miss Clarke's Black History Hero is...
Bessie Coleman

I've picked Bessie Coleman because she worked hard to achieve her dream and used a position of power to reduce segregation and speak out. "Bessie was the first African-American woman to hold a pilot's licence. Bessie wanted to be a pilot but no flight school in America would take her because she was black and female. In France women could train to be pilots so she took French classes at night to write her application. She received her international pilots licence from the French flight school in 1921 and by 1922 she performed the first public flight by an African American woman.



Mr. Dixon's Black History Heroes are...
Public Enemy

Whilst fully immersed in the white, middle class bubble that was Warwick University in the late '80s (and, I trust, still is today), I heard 'Fight the Power' at a Union Disco and watched in horror as three hundred students shouted out rhymes detailing black oppression like they'd truly lived it. They hadn't, the fools. Regardless of the surreal backdrop, it was a wake-up call for me and still gives me goosebumps. It also still makes me burn with righteous anger.



Ms. Virgo's Black History Hero is...
Marsha P. Johnson

My black history hero is Marsha P. Johnson, the American gay liberation, trans rights and AIDS activist. She is most famous for being one of the main individuals to resist arrest in 1969 during the Stonewall Riots in New York, leading to protests and riots demanding rights for gay people, These have transformed into the LGBTQ+ marches we have today.



Miss Rand's Black History Hero is ...
Hyacinth Hall

For her relentless commitment to, and passion for, improving the education for black children in St Pauls in Bristol. She was the headteacher of St Barnabus in St Pauls in 1985 and Bristol's first black headteacher.

Even today 92.9% of UK head-teachers are White British with 63% being white British male!



Miss Mullin's Black History Hero is ...
Mafaly Paris Phillips

My NHS Hero. She came to the UK as part of the Windrush in the 60s. She brought new life into the world as a midwife and ended her 40+ years career in the NHS as a sister caring for people at the end of their lives. To most people she was caring, tolerant and accepting with a kind soul. To us she was a loving and indulgent; a Grandma who we miss every day.



Mrs. Neal's Black History Hero is...
Olu

I have regularly done yoga a couple of times a week for several years for the complete escape that an hour on the mat gives me. It is essential for my mental health! Olu is not my regular teacher but he has covered our class several times for our regular teacher. He is amazing! A true gentleman, who kindly pushes you to the very edge of your comfort zone.



Mr. Plumridge's Black History Heroes are...
The Little Rock Nine

The Little Rock Nine are heroes of mine as they represent all individuals who play a part in ensuring justice in society. They were the first students to go to a desegregated school in Arkansas and, despite lots of protests and public dismay, were brave enough to stand up and be the first people to step forward. They inspire me to ensure I stand up when I see injustice, even if it would be easier to be a bystander.



Mr. Coles' Black History Hero is ...
Clyde Best

This is for those of a certain age and for all football fans.

In the 1970s Clyde Best (West Ham United) was very much the only black player in the Premiership, what was then called the First Division. He was indeed a pioneer and a trailblazer - a Black History Month hero. Clyde paved the way for the likes of Marcus Rashford and Thierry Henry; for all black players in English football today.



Mr. Tong's Black History Hero is ...
Oprah Winfrey

Oprah Winfrey is true inspiration for not only the Black Community but also women as well. She is best known for being a TV presenter on the 'Oprah Winfrey show' but is also an actress, producer, author and philanthropist.

In 1990, Winfrey became the first African-American woman to be named one of the most influential people in entertainment by Entertainment Weekly. She also became the first ever recipient of the Bob Hope Humanitarian Award in 2002 and to this day is the only female to ever have received the award.



Mrs. Barber's Black History Hero is ...
Marcus Rashford

I found this task so interesting but also very challenging. I was obviously drawn to many individuals who I felt were worthy of this title, such as Rosa Parks, Martin Luther King Jr, Muhammad Ali and Shirley Chisholm. While watching the news over our half term break it became apparent to me who my Black History Hero had to be: Marcus Rashford. The work he has done and is still doing to improve the lives not only of those within his community but children's lives all over the UK is inspirational. He is an outstanding role model not only on, but also off the football pitch in the work that he is doing and that is why I have chosen him as my Black History Hero.

WCSA'S STUDENT LEADERSHIP TEAM

Inspiring Students, Creating Opportunity, Greening Our School

Update from Head Boy and Head Girl



The Christmas break marks the end of our second term here at WCSA. It has been a busy period since we came back in September and for many of our students, it was the first time they'd been on site since March. Despite the long break, we've got straight back into things. Below, you'll read about some of the events that have happened since we got back, what we've achieved and what we're working towards in the future.

We are very eager to get students' ideas from all over the school so each year group has two student representatives for the entire year. With the safety restrictions in place, having a meeting seemed almost like an impossible task as we aren't allowed to all be in the same room together. However, we came up with a solution for this: virtual meetings. So, every term we will host a virtual meeting on Zoom after school where all of the representatives will be able to voice their ideas.

Also, these last few months we've been working with the Year 11 Student Leadership Team to organise the year book and hoodie design. Every Year 11 student received an email stating all of the different choices for the leavers hoodies and they had the opportunity to vote on their preference.

REPRESENTATIVES:

YEAR 7

Mia and Kezia

YEAR 8

Deacon and Erin

YEAR 9

Archie and Demi-Leigh

YEAR 10

Alicia and Harley

In early September we took part in Digital Detox Day an event co-created by the charity "I Am Whole" and social media influencer Zoe Sugg. The day involved not going on social media for an entire day. Many students took part and it showed clearly the impact social media usage has on mental health.

WCSA'S STUDENT LEADERSHIP TEAM

Inspiring Students, Creating Opportunity, Greening Our School

The Student Leadership Team has much more planned for the year ahead. We will be continuing our work with the Student Council and listening to student voices so that we can continue to make positive improvements. We will also continue to focus on our main objectives. As a team, we'll focus on mental health, greening our school and creating opportunities for our students to make the most of their time here at WCSA.

In early September, we welcomed in our new Year 7s on their transition day. We started the day by welcoming them on the gates and directing them to the field where they listened to introductions from Miss Scott and our Head of Year 7, Mrs. Brace. Both of us then introduced ourselves to each tutor group and answered some questions. Throughout the rest of the day, we spent time helping out in lessons and learning more about our new students. The day showed us how incredibly talented our new students are and how excited they are to be joining WCSA.

The end of October marked the deadline for the secondary schools' admissions process and through our first term we held a range of events to showcase WCSA. In mid-September, we joined Miss Scott, Mrs. Brace and some of our Year 7 students for our virtual open evening.

We talked through the WCSA Charter to showcase our promises to students at the school as well as our expectations. We also covered topics such as mental health and answered questions from the live questions that were coming in.

During October, we toured prospective students and their families around WCSA as part of our 'Into the Light' evenings. The evenings involved an outside tour of WCSA where we discussed our curriculum, extracurricular activities, mental health provisions, SEND provisions and much more. We also showcased our new sports facilities and our brand new auditorium.

We hope that this helped to give you an outline of what we've achieved and our aims for the rest of the year. If you have any further questions regarding anything that we've written about then please don't hesitate to contact us. Furthermore, if you are a Year 11 student and you'd like to voice your concerns, ideas or opinions then you are welcome to join the Year 11 Student Leadership Team.



STUDENT LEADERSHIP TEAM.

We meet every Wednesday break time in Mrs Pooley's office (S04).

Olivia Finch (Head Girl)
21_OFI012@worle-school.org.uk

Jack Clark (Head Boy)
21_JCL186@worle-school.org.uk

**[www.worle-school.org.uk/
student-leadership](http://www.worle-school.org.uk/student-leadership)**

MATHEMATICS

Update from Mr. Wood (Head of Maths)

I would like to begin by saying how pleased I am with the way students have been working in maths so far this academic year. The vast majority of students have returned after a long period of absence with a real determination to do well and to make up for lost time. I would also like to give a special mention to our Year 7 students who have settled well; the maths team have really enjoyed working with their Year 7 classes and have been really impressed with their enthusiasm. Our Key Stage 3 Lead, Mrs Smith, has worked hard to ensure that we have a coherent and engaging curriculum in Years 7-9; I am really pleased with how it continues to develop.

Our Year 11 students began the year knowing that every moment of learning time would be crucial to ensure they are prepared for the challenges that lie ahead. Speaking from personal experience, I am very pleased with the work ethic of my own classes and I know that this is a feeling shared across the team. It is crucial that all students are fully engaged in lessons and that they are also completing the homework set by their teachers. For Year 11, this year's homework consists of a Hegarty Maths task each week plus a fortnightly exam paper on the Method Maths website. This combination of new learning and revision, plus exam technique practise reflects what it takes to be successful in GCSE maths exams.

The next challenge on the horizon for Year 11 are their PPEs (Pre-public exams) in January. These will be completed in full exam conditions and will exactly mirror the format of the real exams. These exams will give teachers a clear indication of the grade each student is currently working at and students will be clear what they need to do to meet their goals in the summer. As ever, we will complete a detailed analysis of these papers, allowing teachers to plan the subsequent lessons accordingly and providing students with a checklist for future independent revision.

Each summer we do a survey with our Year 11 students just before they leave us; one of the questions asked is 'What advice would you give to yourself if you could turn back time to the start of Year 11?' Every year the vast majority of answers to this question say they wish they had started revision earlier. Once we are in 2021 the year will fly by, so we would advise them to take the pressure off of themselves and to start revising now!

Enrichment and extension – an update from Miss Symes (Key Stage 4 Lead)

We were delighted that over lockdown, forty students from Years 7 and 8 participated in the Junior Maths Challenge. The Maths Challenge is a national competition that encourages mathematical reasoning, precision of thought and fluency. Despite all the challenges that lockdown created, students showed great motivation and determination in taking part online - with over half of the students gaining an award of bronze, silver or gold.

Alongside this, three students from Year 11 took part in the The Mathematical Olympiad for Girls online which is aimed at girls and young women across the UK and consists of five challenging problems. The challenge encourages girls to tackle advanced mathematical problems thus preparing them for further maths education. For years, women have been under-represented in STEM (science, technology, engineering and mathematics) university courses and associated occupations. At WCSA we feel passionate about offering extra-curricular activities which focus on promoting opportunities for girls to advance in the STEM sector.

Maths Department Website

I would like to draw your attention to the information available on the maths pages of the school website;

<https://worle-school.org.uk/mathematics>

You will be able to find information about the curriculum for each year group as well information about where to find help on Hegarty Maths. Alongside this you can find our keywords lists (including definitions) as well as information about the career paths maths qualifications can lead to. We have also recently added some excellent help videos explaining how to use the Method Maths and Hegarty Maths websites, recorded by our Head Girl Olivia Finch. These videos will be equally useful for parents/carers and students.

In addition, our department twitter account provides regular updates as well as links to revision materials;
<https://twitter.com/worlemaths>

MATHEMATICS

Hegarty Maths

Hegarty Maths continues to be a key part of what we do here at WCSA; over 700,000 questions were answered in the last academic year. There is a proven link between the hours spent on Hegarty Maths and exam success and it was an important part of the provision during lockdown.

Completing work on Hegarty remains part of our homework routine, here is a reminder of how to log in;

Step 1: <https://hegartymaths.com/> and click 'Student Log In'



Step 2: Find our school



Step 3: Enter your details

Step 4: Enter your password

Students set up their own password, so they should know it.

If they have forgotten they need to click the 'Forgotten your password?' link.

NEWS FROM ENGLISH

Update from Mrs. Harris

The start of a new school year is always an exciting time for students and staff alike. Clearly this is a year unlike any that has come before, and yet we have been exceptionally pleased with how students have adapted to the 'new normal' and continued to excel in their different learning environments. Term one and two in the English Department have witnessed students embarking on narrative journeys, sailing the calm seas of education and casting anchor on the beach of success - we've also worked on our extended metaphors!

Mobile Library Success

The English department would like to thank the fantastic librarians, Mrs. Sellers and Mrs. Passarelli, who have seamlessly adapted their skills to being mobile librarians. This has enabled our KS3 students to continue developing their independent reading skills, both within school and at home: an invaluable service during these difficult times.

Thanks to the wonderful initiative of taking the books to the students, it has meant that for both Year 7 and Year 8 students, we as an English Department have been able to launch the Great Reading Race! To participate, students simply have to challenge themselves to read – the more that they read, the more races they will complete in; the more challenges that they tackle, the greater their success and sense of achievement. After all "reading gives us some place to go when we have to stay where we are" – reading is definitely a pastime to indulge in now more than ever before!



Year 7 – First Experiences of Secondary School

We were excited to welcome Year 7 into our community and share the 'First Experiences' unit with them during cycle one. Students demonstrated an impressive array of enthusiasm, expertise and enjoyment as they consolidate their Year 6 learning and began the process of developing their existing skills into those necessary for Secondary School and beyond. The students also produced letters to their future selves and considered the impact of historical firsts on their own lives: their work has been truly stunning!



During cycle 2, students are exploring the wondrous world of Shakespeare through the magical setting of 'The Tempest'. Set on a magical island, this Shakespearean masterpiece offers a fantastic introduction to a range of themes including political ideologies, the treatment of disadvantaged groups in society and the nature of power. Throughout this unit, students will continue to gain confidence in their understanding of Shakespeare's language whilst also building on their analytical and academic writing skills. We have witnessed brilliant efforts so far!

Year 8 – Different lives and different worlds

Inspired by modern film sensations such as 'The Hunger Games' and 'Divergent', students in Year 8 have explored the possibility of a dystopian future through their own creative writing. Like Year 7, students in Year 8 became inspired by the possibilities presented in a dystopian future and have created some incredibly well-crafted descriptive pieces.

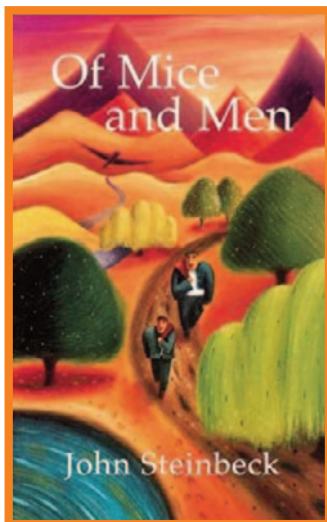


NEWS FROM ENGLISH

In cycle two, Year 8 students are returning to their study of Shakespeare through their exploration of 'Much Ado About Nothing'. Through our study of Shakespeare's comedy, we will explore character representation, consider the impact of plot devices on the audience and also explore the various issues surrounding society and historical context that still affect people in modern society. Year 8 students have been demonstrating empathy and understanding throughout the unit. Well done!

Year 9- An introduction to GCSE

Year 9 students have recently explored Steinbeck's masterpiece, 'Of Mice and Men': they discovered the desperation of migrant workers and the bleak hope that existed in America during the Great Depression. Through their study of this novella students have also questioned the treatment of segregated and vulnerable members of society and, through their study of historical documents, applied their contextual knowledge to their written work. Students have started to extend their skills towards GCSE by analysing the writer's use of language and structure carefully. A tragic tale that has been explored with sensitivity and empathy throughout. Well done Year 9!

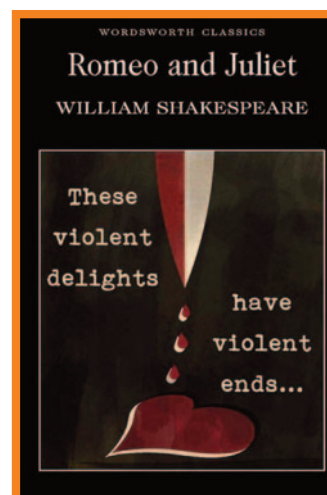


In cycle two, students are working on developing their creative writing through the study and re-creation of Gothic texts. Using extracts from the modern and classic Gothic genre, students are able to gain an understanding of the writers' intentions and apply the same sense of purpose to their own creations. Throughout their studies, we are emphasising the need to develop a vast range of complex vocabulary that will enhance the reading pleasure of their readers. The results have so far been scintillating to behold!

Year 10 – 19th Century Fiction and Spoken Language Endorsements

Students started the academic year by completing crucial GCSE endorsements for Speaking and Listening, delivering a formal presentation on a topic of their choice. These presentations included some very thoughtful, mature and often thought-provoking topics – well done to all!

Following on from this, Year 10 students have embarked on a journey into the past, present and future alongside Ebenezer Scrooge. Tackling the first of their GCSE English Literature texts, 'A Christmas Carol', students are continuing to develop their analytical and academic writing skills whilst exploring themes of social responsibility, the supernatural, family and the influences of society on the individual.



We are also thrilled to announce our intention that Year 10 students in English will once again have the amazing opportunity of working with the Young Shakespeare Company, who we hope will be visiting the school on Tuesday 30th March 2021. As long as the current situation allows, they will be working with all of Year 10 on

preparing them for their study of 'Romeo and Juliet', an experience which will be of great benefit to students in helping them to understand the play as a performance text, something that is vital for their success in their future exam.*

*Once we have confirmation that the event can go ahead, we will be asking for a small financial donation (via ParentPay) towards the cost of running the performance. We will send letters home with more information closer to the time.

NEWS FROM ENGLISH

Year 11 – Preparations for Future Success

Our Year 11 started the academic year in the glorious city of Verona. We have immersed students in the historical context and considered the themes of family honour, gender equality and the correlation between love and hate. Whilst exploring the tragic portrayal of Shakespeare's eponymous lovers, we have also focused on the key features of Language Paper 2 (non-fiction) and started our revision process in preparation for the summer examinations.

In cycle two we have found ourselves once again stranded on an island with Ralph, Jack, Piggy and Simon as we revise the themes of savagery, civilisation and power in 'Lord of the Flies'. We have been considering the social and moral dilemmas of individualism and society as presented by William Golding, as well as revising the key features of GCSE English Language, paper one (creative writing), enabling students to embark on their own imaginative journey through the text.



To assist students with their English Language and English Literature skills and revision, we are pleased to announce that we have procured online copies of Mr. Bruff's revision guides, which have been shared with all Year 11 students via Google Classroom. Alongside this, various revision materials, including focused revision videos are being developed and shared via this invaluable online platform, so if any year 11 students seem lost for ways to revise the essential knowledge and skills for English Language and Literature, just point them in the direction of Google Classroom, where their teacher led learning can continue from the comfort of your own homes!

USEFUL WEBSITES ENGLISH LITERATURE

- <http://www.aqa.org.uk/subjects/english/gcse/english-literature-8702/assessment-resources> (specimen papers and mark schemes – these have been updated to show the new structure of the papers for Summer 2021)
- http://www.bbc.co.uk/schools/gcsebitesize/english_literature/ (revision sections on Lord of the Flies and Romeo and Juliet)
- <http://www.sparknotes.com/> (Online revision guides for all of the novels and plays studied for AQA available)
- <https://revisionworld.com/a2-level-level-revision/english-literature-gcse-level> (Romeo and Juliet, Lord of the Flies revision resources)

USEFUL WEBSITES ENGLISH LANGUAGE

- <http://www.aqa.org.uk/exams-administration/exams-guidance/find-past-papers-and-mark-schemes> (search for English Language GCSE, English Language (8700) for specimen papers and mark-schemes)
- <http://www.englishbiz.co.uk/> (skills focused GCSE help)
- <http://www.bbc.co.uk/schools/gcsebitesize/english/> (sections on fiction and non-fiction texts, comparison skills and writing styles)
- <http://www.educationquizzes.com/gcse/english/> (revision quizzes on all aspects of the course)
- <http://www.bbc.co.uk/skillswise/english> (reading and writing skills, including grammar essentials)

SCIENCE

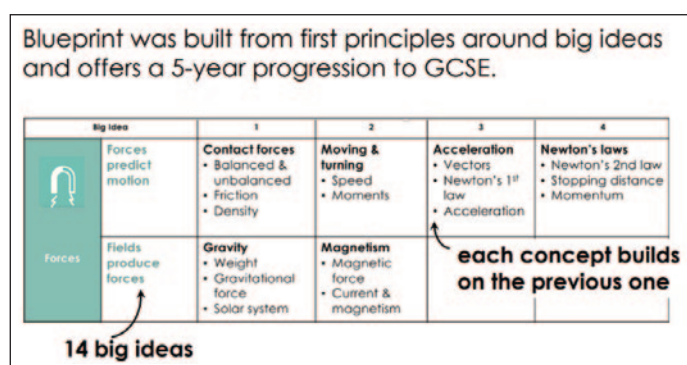
Update from Mr. Davis

Team science have been extremely excited welcoming all our pupils back this term. We have been really pleased with how our students across school have been taking on the key ideas in terms of preventing the transmission of disease. The importance of good hygiene, especially over the winter months, will be key in regards to combatting COVID-19 and moving forward as a nation. It was wonderful to see how students have been applying their new reality into their science topics which happened to be about diseases. You will be pleased to know that students were confidently able to describe the difference between an epidemic and pandemic, how diseases are transmitted and how we can reduce the transmission. Every cloud has a silver lining!

Key stage 3

The BIG news coming out of Key Stage 3 is the introduction of our new 'mastery curriculum' which has begun with Year 7. In response to the increasing demand of GCSE, we have completely evolved our style of teaching methods with the aim of best supporting our pupils in terms of their scientific thinking. Instead of GCSE being largely a knowledge recall test, 60% of the marks are now transferable understanding (called A02) and higher level thinking (A03).

So just delivering the content in the specification is not enough. We need to build conceptual understanding and scientific thinking skills progressively over 5 years.



Blueprint is designed from first principle to do this. First it unpacks the content in GCSE and builds a progression of key concepts that lead towards the 'big ideas' that experts have, and integrated the skills. With this understanding students will become better at applying knowledge (A02) and analysing it (A03). Grasping the concepts also makes it easier to learn the details and facts that need to be memorised for exams.

We have been thrilled with the creative thinking our pupils have shown alongside their ever evolving scientific thought process. Students have really risen to the challenge and we look forward to supporting them on this new journey towards their GCSE exams.

Key Stage 4

Tutor time programme

We have successfully implemented a tutor time programme which originally focussed the learning on the core concepts required to become successful in science. We all appreciated that we spent a vast time away from school so we have utilised this morning session to help plug the gap to build a sound platform that can be built upon in class lessons. This will now evolve to become more bespoke to the need to the individual classes, whether it be focussing on the key concepts, exam skills or applying their knowledge.

Tassomai

This programme has been rolled out across Key Stage 4 which becomes the sole home learning tool we require our students to participate in. Students learn through a series of quizzes and short videos, using a mobile app or other online device. The content for their GCSE exams is broken down into bite-sized chunks and are tailored to each user, as there is an intelligent algorithm that works out what students know and where they need to focus their efforts. We are expecting every pupil to complete a minimum of four daily goals a week which will support them in getting an excellent GCSE result.



For more info – watch the short introductory video on: <https://www.tassomai.com/>

MODERN FOREIGN LANGUAGES

Update from Mrs. Webb-Jones

GCSE results:

It's been another great year in MFL @ WCSA. We were really pleased with our GCSE results as so many students worked really hard and despite it being the strangest academic year we've ever experienced, our students still achieved fantastic grades. The French students smashed the national average of 70%. 96% of our students achieved grades 9-4. Spanish is now fully established and students achieved the best results we've ever seen. We also had lots of grades 7-9 in both French and Spanish which was really amazing. A really big well done to all of those that took a language GCSE, and a big thank you to all MFL staff for their time and dedication. We wish all last year's Year 11s every success for their future.

Lockdown

Talking of the strangest year ever... the MFL team worked really hard to make lots of new and exciting resources for our classes while they were learning from home. We even made an avatar each! We received some fantastic work from students who hopefully were really pleased with their praise postcards. We are still planning and making sure we're ready for any further 'Distance Learning' situations and we are currently looking into subscribing to an exciting new languages website... watch this space!

Here's a short account of how one year 11 student found working from home:

“The distanced learning program within the languages department allowed me to work independently while knowing that if I needed help I could access it. If I ever had a question about anything I would have a reply what felt like immediately. Overall the work that we were set encompassed all styles of learning and meant that I believe my French skills improved despite the sudden changes that had to be made.”

Fantastic start to term:

Moving on from 'Home Learning', we are all really pleased to be back in the classroom. We've had a very good start to the year with all year groups but it's especially lovely to see our Year 7s enjoying their language lessons so much. Year 7 have made great strides, and can now hold conversations or understand really good chunks of language about themselves. Year 8 have been learning about free time and have transitioned well from the middle of Year 7 straight into Year 8 – some can even use 3 tenses already which is really fantastic. Years 9 and 10 are also moving ahead in massive strides now and have covered many topics in preparation for their future language learning.

It's especially good to have Year 11 back in the classroom; we are constantly focusing on strategies to help them in reading, speaking, writing and listening activities, in preparation for their GCSEs. We are lucky to be able to offer our support to everyone with targeted P6 sessions, POs and extra resources on Google Classroom and 1:1 discussion. We encourage all Year 11s to use the GCSE pod and www.quizlet.com where there are lots of useful resources to help with their language learning. Duolingo is also a useful app and there are many more!

In Spanish Year 11 classes there is a super challenge afoot... they get a raffle ticket for every time they do extra vocab revision (other than usual homework). There was a prize draw at the end of Learning Cycle 1. In turn, Miss Vila and Mrs. Khole are doing a fitness challenge, we tell them what exercises we've done and they'll decide who's the winner!

It is really important now (more than ever) that Year 11 students take a 'little and often' approach to their language studies. In these uncertain times we need to be ready for any eventuality so please encourage your student to make their language learning a regular occurrence.

Finally, we'd like to extend a warm 'official' welcome to Miss Pooley-Cooper who had joined the team briefly last year but is now a permanent team member!

MODERN FOREIGN LANGUAGES



CAREERS

Update from from Ms. Cuthbertson



A super busy, enlightening, enjoyable start to the year interviewing students for the Year 8 Interview Challenge! All students created their first CV, researched different career paths, practised interview skills and were interviewed for their dream job.

We saw great effort and aspirations from all students who participated and a big thank you to parents and carers who supported.

Progression 1-2-1s with Year 11 students were held throughout November and December. These interviews are designed to provide the information and resources needed to help our young people make Post 16 choices and support their next steps beyond school.

We are very fortunate to be surrounded by fantastic colleges and 6th Forms offering A Levels, Diplomas and Apprenticeships.

As students are unfortunately unable to visit providers for taster days this year the colleges and 6th forms have done a great job of running online events and providing pre-recorded information to be played in afternoon tutor times to give students a better idea of what they can offer and to encourage applications.

Don't forget that you can apply for multiple choices of 6th forms/colleges and courses, making your final mind up closer to the summer.

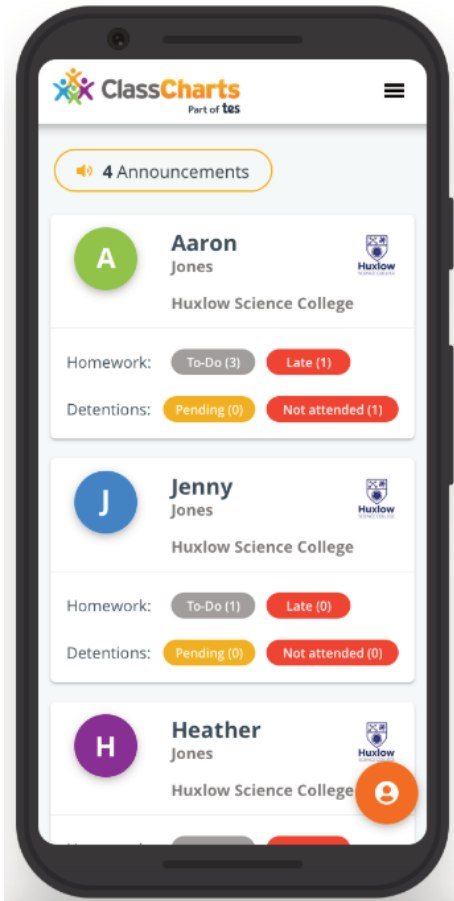
Looking ahead to 2021...

Year 11 students will continue to take steps beyond school by submitting college and 6th form applications before being invited to attend interviews.

Year 9 students will make their option choices with 1-2-1 support from myself as well as a workshop from our friends at University Centre Weston.



CLASS CHARTS



Sign up to our Parent App – it's free!

It will help you to engage with school life and celebrate the achievement of your child.

Also helps students to reflect on their behaviour and receive notifications.

And here's how:

Request a login code (available from your child's Head of Year or from Ms. Hadfield)

Visit www.classcharts.com

Login – as a "Parent" providing your email address and a password. You can do this online, by going to the App Store or on Google Play.

Please speak to your child's Head of Year if you have any queries or problems with this.

Term Days. Holidays INSET Days

JANUARY 2021						
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FEBRUARY 2021						
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SEPTEMBER 2021						
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NOVEMBER 2021						
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DECEMBER 2021						
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Term Dates 2020 - 2021

TERM 2	Ends Friday 18 December 2020
TERM 3	Starts Monday 4 January 2021 Ends Friday 12 February 2021
TERM 4	Starts Monday 22 February 2021 Ends Thursday 1 April 2021
TERM 5	Starts Monday 19 April 2021 Ends Friday 28 May 2021
TERM 6	Starts Monday 7 June 2021 Ends Friday 16 July 2021 Monday 19th July, Tuesday 20th July and Wednesday 21st July 2021 are INSET days.

Term dates have been set for 2021-2022 and once again, we will be having a two week break in October, to give parents an opportunity to take holiday time away from the more expensive traditional half-term week. We are also building in some training time for our staff in July, and so the summer term for students will end earlier than many other schools. We would encourage parents to consider using these times for family holidays, rather than children missing out on education during term time.

Term Dates 2021 - 2022

TERM 1	Starts Wednesday 1 September 2021 Wednesday 1 September is an INSET day. Please check with individual schools on arrangements for this day Ends Friday 15 October 2021 Friday 15 October 2021 is an INSET day.
TERM 2	Starts Monday 1 November 2021 Ends Friday 17 December 2021
TERM 3	Starts Tuesday 4 January 2022 Ends Friday 18 February 2022
TERM 4	Starts Monday 28 February 2022 Ends Friday 8 April 2022
TERM 5	Starts Monday 25 April 2022 Ends Friday 27 May 2022
TERM 6	Starts Monday 6 June 2022 Ends Wednesday 20 July 2022 Thursday 21 July 2022 and Friday 22 July 2022 are INSET days.