



SUMMER TERM 2025

Curriculum Newsletter

St Mary's Catholic School



Dear St Mary's Community,

As we reach the conclusion of another remarkable academic year, I find myself reflecting on the extraordinary journey we have shared together. The 2024-2025 academic year has been one of tremendous growth, achievement, and community spirit that truly embodies the values at the heart of St Mary's Catholic School. This bumper "Summer Term" edition highlights achievements in all subject areas.

Friday 11th July marked a particularly special milestone in our school calendar with our inaugural Colour Run fundraising event. What a spectacular sight it was to witness our students come together in such vibrant celebration, all in support of the St Elizabeth's Centre. The energy and enthusiasm displayed by our young people was nothing short of inspiring, and I am immensely proud of their commitment to supporting such a worthy cause. The event was a resounding success, demonstrating once again the generous spirit and compassion that defines our school community.

Our Sports Day celebrations provided another wonderful opportunity to showcase the incredible sporting achievements of our students. The dedication, perseverance, and sportsmanship displayed throughout the day were truly commendable. It was a joy to witness our young athletes pushing themselves to new heights while supporting their peers with genuine enthusiasm and encouragement. These moments remind us that success is not merely measured in victories, but in the character and resilience our students demonstrate in all their endeavours.

As we prepare to close this chapter of the academic year, I must take a moment to express my heartfelt gratitude to our dedicated staff and colleagues who will be departing St Mary's. Their committed service has been invaluable to our school community, and their contributions will be remembered long after their departure. We wish them every blessing and success as they embark on new chapters in their professional journeys.

Thank you for your continued support and partnership in making St Mary's the exceptional place of learning and faith that it is today.

As our students and families prepare for a well-deserved summer break, I invite you to join me in offering a Catholic prayer for rest, renewal, and blessing during this precious time together. May this summer bring peace to your hearts, joy to your homes, and strength for the year ahead. We pray together...

We put ourselves into Your hands,
and pray that You will bless us and our families during the wonderful months of summer.
May we all help make our home a place of relaxation, joy, love, peace and safety.
May you walk with God this summer in whatever you do and wherever you go.

With warm regards and summer blessings,

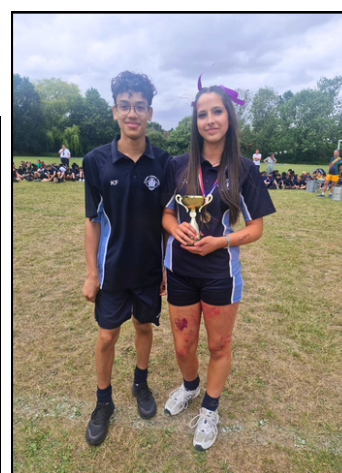
Miss D McHugh

Summer Term 2025 Highlights

- Art
- Business
- Computing
- Design Technology
- DT Food and Nutrition
- Drama
- English
- Geography
- Health and Social Care
- History
- Maths
- Modern Foreign Languages
- Music
- Physical Education
- Politics
- Psychology
- Religious Education
- Science

LOVE - RESPECT - FLOURISH

SPORTS DAY 2025



YEAR 7 NUCLEAR RACES



COLOUR RUN



ART

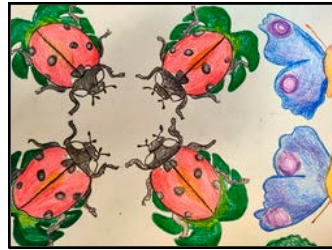
Year 7

During the summer term students in Year 7 have been learning about pattern through various artists who use culture and nature as inspiration. Students learned about mindfulness drawing techniques with zentangles and also how to create a motif. The project is finalising in these last few weeks and we are beginning to see the first poly-tile prints patterns presented.



Year 8

Year 8 have been studying bugs, butterflies and other natural forms using various drawing techniques such as stippling, and macro drawing using colouring pencil. Improving their observation skills. Their final piece is based on Damien Hirst's Kaleidoscope butterflies, using symmetry and pattern to create a design.



Year 9

Year 9 have shone with their recent painting project inspired by Mexican Day of the Dead. Mrs Reece and I are so pleased with the progress in composition and skills shown by the whole year group. The range of outcomes are a testament to the creativity and hard work of Year 9. The project was inspired by the colours and culture of Mexico and the artist's Thaneeya McArdle and Frida Kahlo amongst others.

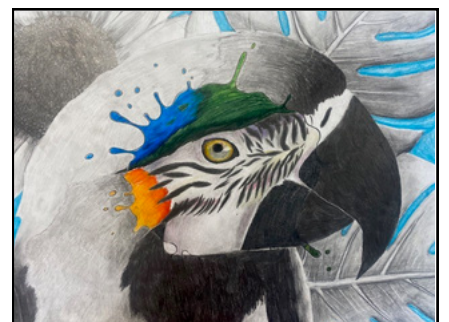
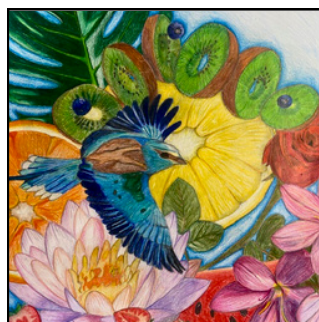
Here you can see finished work by Albert, Erin and Esme, as well as some works in progress.



Year 10

Mrs Reece and I want to congratulate Year 10 artists on a wonderful year of creative practise. Your final pieces are simply stunning and a testament to your hard work. Projects this year have been on the theme of 'Flora and Fauna' which all students have embraced. We are thoroughly looking forward to finishing sketchbooks next year and beginning a mock exam project before the real thing commences in January! How time flies!

Here you can see the work of: Alessia (lamb), Darragh (Fish), Isla (Bird) and Olaf (Parrot).



BUSINESS

GCSE Business

Year 10 Business students have this week completed Theme 1 on their GCSE course. This is a significant milestone for them as it represents 50% of the course content completed. Mr Gitau, Mr Palmer and Mr McElhinney couldn't be prouder of the wonderful achievements of Year 10 and are excited to see how they build on their successes in Year 11. Indeed, many of our talented students already know they wish to pursue a career in Business and this is clearly evident in the number of related work placements they are pursuing. Some of the areas include marketing, recruitment, stock managing, banking and payroll. The Business Department looks forward to hearing all about their fantastic experiences.

A-Level Business & Economics

Year 12 Economics students have this week entered a national writing competition on the best way to use our resources. We are delighted with the commitment and focus they have shown, showcasing brilliant independent research. Once complete they will be sent away and assessed but also internally Miss McHugh will be giving out prizes to recognise the talent and skill on show.

Our Year 12 Business students (below) acted as the teacher in a lesson this week. They planned, created the resources and delivered an outstanding lesson on entrepreneurs and leaders. Mr McElhinney firmly believes we have a few future school leaders in the class!



Diploma in Finance

We are very proud of our Year 13 Finance students who have all obtained their Diploma in Finance from the London Institute of Banking & Finance. Not only did all of the class meet or exceed their target grade, 100% of students achieved A*-C. We are thrilled that this will enable them to pursue their next steps, whether this be university, apprenticeships or ready for employment.

POLITICS

Year 12: Conservatism and Feminism – Ideals in Conflict and Conversation.

In A Level Politics, Year 12 students have been exploring the core ideologies that shape our world. They've examined conservatism, from traditional values to New Right thinking, considering how ideas about order, authority and change influence political decision-making. They've also studied feminism, analysing key thinkers and movements that have challenged patriarchy and fought for equality. Students have debated competing visions of society, developing their understanding of political theory and real-world impact.



COMPUTING

In Computing it has been a busy and productive term, with students across all key stages engaging in a variety of topics that develop both their theoretical knowledge and practical skills.

Key Stage 3

Year 7 students have been developing their digital literacy and data-handling skills through the use of spreadsheets. They have learned how to use functions, model data effectively, and present information using charts and graphs. This practical unit has helped them understand how data can be manipulated and visualised for decision-making.

Film	Ticket sales							Total weekly ticket sales (£)
	Friday	Saturday	Sunday	Monday	Tuesday	Wednesday	Thursday	
Harry Bond	£800.00	£2,700.00	£2,100.00	£400.00	£350.00	£200.00	£250.00	=SUM(B11:H11)
James Potter	£500.00	£2,000.00	£1,500.00	£200.00	£250.00	£100.00	£150.00	=SUM(B12:H12)
The Happy Princess	£100.00	£250.00	£200.00	£75.00	£300.00	£50.00	£50.00	=SUM(B13:H13)
Starship Wars	£500.00	£1,500.00	£1,400.00	£300.00	£200.00	£100.00	£200.00	=SUM(B14:H14)
Toy Tales	£750.00	£1,000.00	£850.00	£450.00	£150.00	£75.00	£100.00	=SUM(B15:H15)
Mission Possible	£950.00	£900.00	£850.00	£400.00	£350.00	£250.00	£400.00	=SUM(B16:H16)
Mr Pea	£650.00	£1,100.00	£650.00	£325.00	£250.00	£25.00	£250.00	=SUM(B17:H17)
Average ticket sales (£)	=AVERAGE(B11:B17)	=AVERAGE(C11:C17)	=AVERAGE(D11:D17)	=AVERAGE(E11:E17)	=AVERAGE(F11:F17)	=AVERAGE(G11:G17)	=AVERAGE(H11:H17)	

In Year 8, students have continued to build on their spreadsheet knowledge from Year 7. They have applied their understanding to more complex tasks, including creating spreadsheets to meet the requirements of particular scenarios. This involved selecting appropriate functions, creating models to solve problems, and presenting their results clearly and effectively.

Year 9 students have been exploring how IT skills can be applied in a business context. They have worked on logo creation using graphic design tools and learned how to analyse data to support business decisions. These skills have not only enhanced their creativity but also their ability to interpret and communicate information in a professional setting.

Key Stage 4

Year 10 students have been applying their programming knowledge to a project in which they created a dice game. This task required them to go through the full software development process: analysing the problem, designing a suitable solution, implementing it using Python, testing to ensure it worked correctly, and evaluating the outcome. In addition, they have continued their study of computer networks, focusing on network topologies and performance factors.

```
41 while rounds <= 4:
42     p1r1 = input("Player 1, Start roll? Y/N:")
43     if p1r1 == "Y":
44         print('\033[1m' + "Round", rcount)
45         print('\033[0m')
46         import random
47         p1roll1 = random.randint(1, 6)
48         print(p1roll1)
49         if p1roll1 == 1:
50             print("====+====")
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Key Stage 5

Year 12 students have been expanding their programming skills by learning about algorithms related to the data structures they studied earlier in the year. These include Dijkstra's shortest path algorithm, different types of tree traversals, binary search, and merge sort. They have explored how these algorithms work and where they are used in computing. The topic of algorithm efficiency, including time and space complexity, will be introduced in Year 13 as students deepen their understanding of computational problem-solving.

```
1 import queue4 #import a priority queue structure from another program
2
3 graph = {
4     'A': {'colour':'white', 'connections':[['B',3],['D',7]]},
5     'B': {'colour':'white', 'connections':[['A',3],['C',4],['D',2]]},
6     'C': {'colour':'white', 'connections':[['B',4],['D',6]]},
7     'D': {'colour':'white', 'connections':[['A',7],['B',2],['C',6]]}
8 }
9 #a weighted graph
10
11 def shortestPath(graph, start):
12     currentWeight = 0
13     queue = queue4.P_QUEUE(20)
14     visited = []
15     for node in graph:
16         queue.enqueue(node, 9999)
17         queue.changePriority(start, 0)
18         queue.view()
19
20 while not queue.isEmpty():
21     current = queue.dequeue()[0]
22     graph[current]['colour'] = 'black'
23     visited.append(current)
24
25     for nodeConnection in graph[current]['connections']:
26         print("TEST", nodeConnection[3])
27         graph[nodeConnection[0]]['colour'] = 'grey'
28         if (nodeConnection[1] + currentWeight) < queue.getPriority(graph[nodeConnection[0]]):
29             queue.changePriority(graph[current], (nodeConnection[1] + currentWeight))
30             currentWeight += nodeConnection[1]
31
32 return visited, currentWeight
33
34 if __name__ == '__main__':
35     print(shortestPath(graph, 'A'))
```

DESIGN TECHNOLOGY & FOOD AND NUTRITION

Year 5 DT Taster Day

This year, St Mary's was delighted to welcome Year 5 students from St Joseph's Catholic Primary School for an exciting day of hands-on Design & Technology. Students had the opportunity to experience practical lessons either in the workshop or in the food room.

In the workshop, students learned how to shape and form timber to create strong bridge structures, while in the food room, they put their culinary skills to the test by making delicious pizzas from scratch. It was a fantastic day of creativity, learning, and fun for everyone involved!



Textiles at Key Stage 3

Our Key Stage 3 Textiles students have been busy developing their design and making skills this term. Through experimentation and creative thinking, they each produced a beautifully finished, lined pencil case.

Throughout the project, students refined a wide range of skills including sketching, hand stitching, appliqué, embroidery, and confidently using the sewing machine. We are incredibly proud of their hard work and progress.



Bishops Stortford Food Rotary Competition

St Mary's students shone at this year's Bishops Stortford Food Rotary Competition, competing with great enthusiasm and skill despite the challenging heat on the day.

In the Junior Category, Mariana A F, Sarah G, and Ivy A impressed the judges with a beautifully presented tapas-style selection, featuring:

- Berenjenas a la Importancia
- Patatas Bravas
- Albondigas
- Tortilla Española
- Pan Rustico
- Dessert: Higos Rellenos with Helado de Vainilla

In the Intermediate Category, our talented GCSE Food students – Kayla I, Vivienne S, and Harriet C – demonstrated excellent technical ability. Their menu included:

- Main Dish: Spicy Sausage Ravioli with a Creamy Tomato Sauce and a Fresh Side Salad
- Dessert: Baked Nectarines with an Almond Topping, served with Clotted Cream

Although our teams didn't take home the top prize this year, they gained valuable experience and have returned with an even stronger determination for future competitions.



Farewell to Year 11 and Year 13!

We would like to say a heartfelt goodbye and well done to our incredible GCSE and A-Level Design & Technology students. Their dedication and creativity have been evident in the outstanding practical work they produced this year.

We eagerly await their results this summer and look forward to proudly showcasing their projects once the results are in.

ENGLISH

Young Writers' Competition

In May, Year 7 students were encouraged by their English teachers to enter into a Young Writers writing competition. Titled 'Grim Tales – Enchantment's Shadow', the competition tasked the students with reimagining famous fairy tales with twisted endings. We are proud to announce that over 30 students were chosen to be published in the short stories collection in August! This builds on their previous success in Spring, where 20 students had their poems published in the Wonderverse poetry collection. As a department, we're incredibly proud of all the students have achieved and how hard they've worked to accomplish this.

Congratulations!



Poetry trip to St Edmund's College



We would first like to extend our sincere gratitude to St Edmund's College for the generous opportunity afforded to fourteen of our Year 10 students, who were invited to attend a distinguished poetry event. It was, without a doubt, an unforgettable and enriching experience. The highlight of the day was the privilege of meeting Kayo Chingonyi, an acclaimed and award-winning poet renowned for his evocative exploration of themes such as belonging, culture, and identity. The atmosphere was imbued with anticipation and intellectual curiosity as students assembled to hear him speak. Kayo captivated the audience with a selection of his poems, which he delivered with remarkable rhythm, depth, and emotional resonance.

Hearing his work articulated in his own voice lent the poetry an added layer of poignancy and authenticity. His ability to forge a connection with the audience imbued each verse with profound impact. Following the readings, students were invited to engage in a thoughtful question-and-answer session during which Kayo offered illuminating insights into his creative process and the inspirations that shape his work. We were also most grateful to be provided with a complimentary lunch, which added to the gracious hospitality of the occasion. The entire day proved to be an invaluable, cultural and educational experience, fostering a deeper appreciation of poetic expression and illustrating how language can be harnessed to convey intricate emotions and compelling narratives.

Alexander M and Giosue F

Year 7 Pet Poems!

Students in Year 7 were inspired by their favourite animals and beloved pets in the latest creative writing competition run by national initiative the Young Writers. Poems about domestic pets such as dogs, cats and fish made it to the publication, as did poems themed around monkeys and cheetahs. Well done to all our Year 7s who are ending the year as published authors!

Mystery Of Monkeys

I wonder why monkeys eat bananas
But I wonder why some wear pyjamas
I wonder why we leap from tree to tree
Grabbing every branch we see
I wonder why we are so cheeky
Maybe because our life isn't so easy
If us monkeys are just like humans
I don't get why we are misunderstood
Maybe people think we're from the hood.

Bryan N

St Mary's Catholic School, Bishop's Stortford

Laughly The Cat

Laughly, the cat, will do anything.
She can talk and swim.
The little ginger cat flies on a witch's broom.
She knows everything.
She can help with homework and cooking.
The cat speaks English, French, Portuguese, and Spanish.
Even though she is small, her brain is big.
Big enough to be a human.
When she makes you her friend, there's one thing to know.
Although she can do anything, she can't light candles.
Because that's what hurts, the fire of a scented candle.
Laughly the cat, my best friend.
My imaginary friend.

Roisin McL

St Mary's Catholic School, Bishop's Stortford

I Took My Doggy For A Walk

I took my doggy for a walk, I thought it would be fun,
The moment that we got outside, he took off at a run.
I gripped the handle of his leash, and it instantly pulled me tight,
My dog was strong; he ran so fast, I practically took flight.
He pulled me through the neighbourhood, my dog likes to roam,
I bumped and bounced and banged around until he ran back home.
So now I'm bruised and battered like a ratty, tattered rag,
I took my doggy for a walk, and he took me for a drag.

Ella W.

St Mary's Catholic School, Bishop's Stortford

GEOGRAPHY

Year 10 Fieldwork

Following our Y12 field trips in May, to Walton On the Naze, and Stratford Olympic Park, we took over 100 Year 10 students out into the local area in Bishop's Stortford, to carry out primary data collection in the town centre on Wednesday 11th & Thursday 12th June 2025. This is a requirement of the GCSE course for all students. It will enable our students to use their experiences of collecting data 'in the field', to prepare them to answer questions about their fieldwork in the final Paper 3 written examination in Year 11.

Working in small groups, students completed their urban geography primary data collection in the Bishop's Stortford High Street area in the morning. Then they enjoyed a lovely lunch in the park, accompanied by staff, before wading into the River Stort at several different sites to complete their physical geography rivers primary data collection, and finally walking back to school at 3:00 pm. The weather was glorious and the students were actively engaged, curious and a credit to the school and their families throughout the day.

Any students who were unable to attend the fieldwork days will be given another opportunity in their Autumn Term to complete this work with the Geography team.

Here is a word cloud made up of student responses to a quick survey from the day.



I really enjoyed the geography fieldwork trip. It was eventful and filled with learning. We started off with urban fieldwork where we walked through the town, observing different changes in land use such as counting the number of cars and pedestrians that walked past each site.

We then had lunch and continued the day by completing the river fieldwork. We explored how the characteristics of the river change over time and the course of the river. We learnt the different techniques to measure the river by going into the river and trying it out for ourselves.

Overall, we had an amazing outing, and I feel it really strengthened my geography skills.

Daniel D'C

End Of Year Exams

In April, students in Year 10 and Year 12 sat their Progress Exams.

The end of year exams in June gave all of the students in Years 7,8 and 9, the opportunity to demonstrate what they had learnt across the year. These took place in formal examination conditions within timetabled Geography lessons. Once again, after the papers were marked, students received written feedback then used mark schemes to edit / improve their work, to help prepare for the final written examination.

Well done to all of the students for their effort in preparing for these exams.

G4Schools

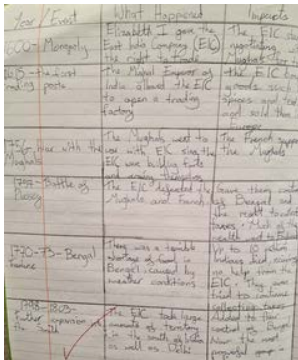
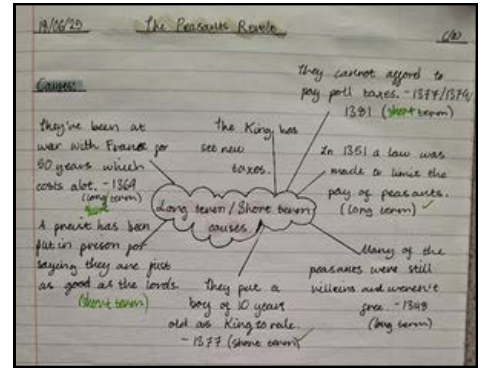
The Go4Schools platform that was launched in September, continues to allow us to share weekly homework with students / parents. Data for our Summer term AP3 reports, mid-point and end of topic assessments is also uploaded and shared for students and parents to see.

We encourage parents and students to continue to use the live assessment data to track their progress and attainment, in comparison to their Target Grade, across the year in each of the different teaching units.

All students in Year 10 and Year 12 will be set additional homework assignments over the summer holidays, so please look out for these.

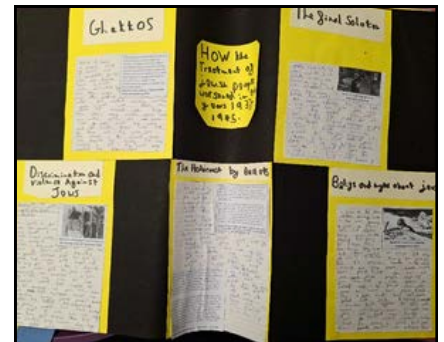
HISTORY

Year 7: The Black Death and Peasants' Revolt – Plague and Protest. Our Year 7 historians have journeyed through one of the most dramatic periods of medieval history. They've explored the terrifying arrival of the Black Death in 1348, uncovering medieval beliefs, treatments, and the devastating consequences of the plague. They then turned to the Peasants' Revolt of 1381, investigating how ordinary people rose up against injustice and demanded change – a powerful story of resistance in the Middle Ages.



Year 8: The British Empire in India – Power and Resistance. This term, Year 8 have delved into the story of British rule in India. They've examined the motivations behind imperial expansion, life under British control, and the response of Indian people to empire. From the 1857 Rebellion to the rise of Indian nationalism, students have uncovered a complex and often controversial chapter in Britain's global history, raising important questions about legacy, resistance, and identity.

Year 9: The Holocaust – Memory and Meaning. Year 9 have taken on one of the most important and difficult topics in modern history – the Holocaust. They've investigated how Nazi antisemitism escalated into genocide, learning about the persecution of Jewish people and other targeted groups. Through survivor testimonies and detailed case studies, students have reflected on the human impact of the Holocaust and why remembering it remains vital today. They have been working on a museum exhibit telling people all about the different aspects of this period.



Year 10: Elizabethan England – Power, Plots and Progress. Our GCSE students have been exploring the dramatic world of Elizabeth I. From deadly plots and religious divisions to dazzling court culture and daring voyages of exploration, Year 10 have investigated the challenges Elizabeth faced and how she ruled a nation on the edge of change. They've gained insight into one of the most iconic periods in English history – a time of both tension and triumph.

Year 12: Empire and Iron Ladies – Russia and Britain in the 20th Century. Year 12 students have been tackling two fascinating areas of historical study. As part of their work on Russia 1855–1964, they have explored how successive rulers managed the empire's diverse nationalities – from brutal repression to attempts at integration – and considered the limits of central control across such a vast and varied territory. Alongside this, students have examined Margaret Thatcher's premiership, analysing how she rose to power, reshaped the British economy, and divided public opinion. From Cold War diplomacy to the miners' strike, this has been an engaging and thought-provoking term.



MATHS

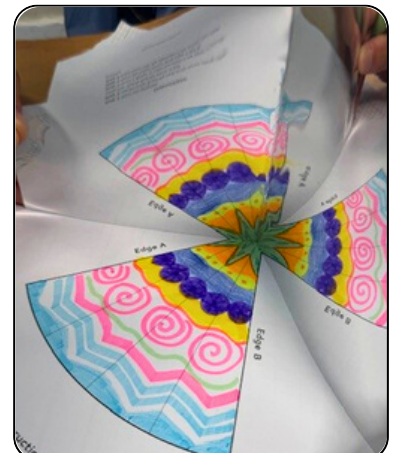
Year 7 experimental probabilities

Year 7 students explored the concept of experimental probability by conducting a dice-throwing activity. Each student rolled a standard six-sided die multiple times and recorded the outcomes to determine the frequency of each number. They then calculated the experimental probability of each result by dividing the number of times a number appeared by the total number of rolls. The students compared their findings to the theoretical probability, which is $\frac{1}{6}$ for each outcome on a fair die. Through this hands-on activity, they discovered that experimental probability can vary from the theoretical value, especially with a small number of trials. However, as the number of rolls increased, many observed their experimental probabilities starting to more closely resemble the expected theoretical values, reinforcing the idea of probability stabilizing over time.



Reflection Art with Year 8 students

In their maths lessons, Year 8 students worked on an exciting reflection art project that combined creativity with geometry. Using mirrors and design patterns, they explored how reflections work by creating symmetrical designs that demonstrated a clear understanding of mirror lines and transformation principles. The students showed great enthusiasm as they experimented with angles and positioning, resulting in beautiful, intricate patterns that reflected both artistic flair and mathematical precision. The project not only deepened their knowledge of reflections but also allowed them to express themselves through visually striking artwork.



MODERN FOREIGN LANGUAGES

Bonne Chance! Buona Fortuna! Buena Suerte! to all our French, Spanish and Italian Year 11/Year 13 students who sat their exams last month. We look forward to seeing some of our Y11 linguists return in September to continue their MFL studies in our Sixth form.

Key Stage 3

In Year 7, MFL students have continued to build on their knowledge of the present tense and learnt the near future tense. In French students have learnt about daily life in France, including how to order and pay for food and drink in a café (please do get them to order food if you are going to France over the summer) and how to ask for directions. They've also learnt how to use the near future tense to describe plans for a special weekend in Paris. In Italian, students have been learning to describe free time activities in Italian, using the present and near future tenses. In Spanish, students have been learning about Sanfermines festival in Pamplona and about school life in Spain.

In Year 8, MFL students have continued to build on their knowledge of the present and future tenses and to use the past perfect tense. In French, students have been learning to talk about living in Francophone countries, including weather patterns and daily routine. In Spanish, students have learnt about how to live a healthy life and how to change their habits to lead a healthier life. In Italian, students have learnt about working life, including ambitions for the future.

In Year 9, MFL students have continued to build on their knowledge of the present, future and perfect tenses and have also learnt how to use the imperfect and conditional tenses. In French, students have been exploring Francophone countries and traditions. In Spanish, students have been exploring Hispanic countries and traditions. In Italian, students have been learning about Italian festivals and traditions.

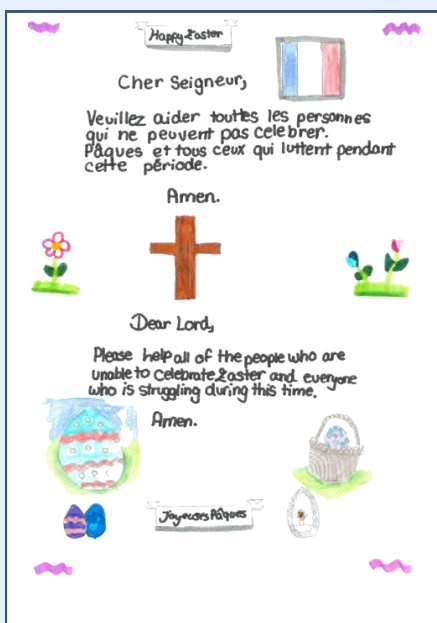
Key Stage 4

Year 10 French and Spanish students are coping very well with the rigours of a new GCSE specification where the focus is on mastering grammar in order to be able to manipulate the language. Students have also been learning phonics in order to ensure that they can pronounce the language accurately to achieve well in the new read aloud section of the oral exam and in the dictation. Year 10 Italian students have been making excellent progress with the old specification.

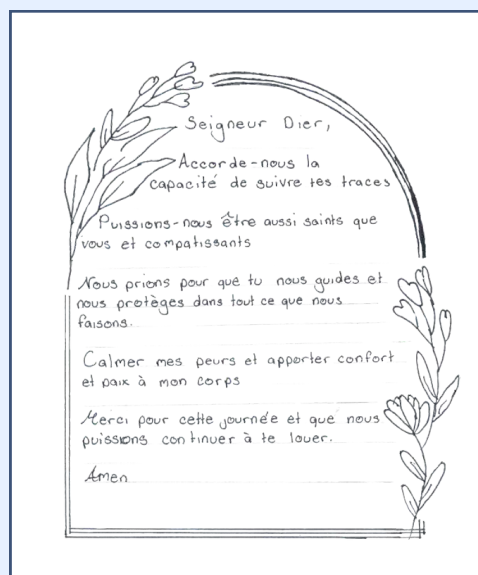
Over the summer holidays, please do encourage your children to dabble in the activities outlined on the super-curricular documents for French, Spanish and Italian which can be found on the school website and on Teams.

KS3 Prayer Competition

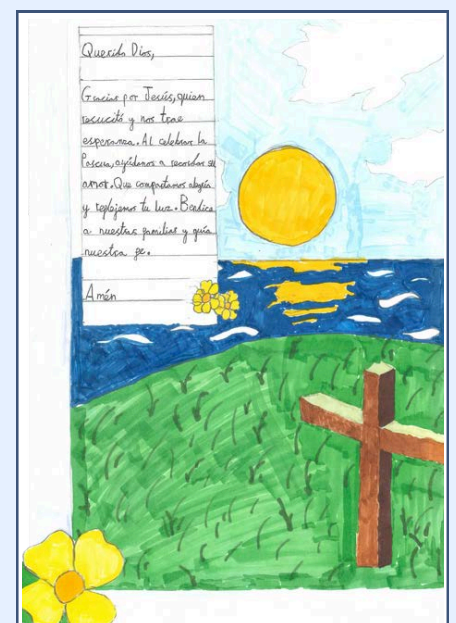
Over the Easter Holidays, students in Years 7, 8 and 9 were invited to enter our Easter Prayer Writing Competition. We had lots of fantastic and creative entries and it was a hard task to choose our winners! Congratulations to the following students:



Winner of Year 7 Prayer Competition:
Roisin McL (French)



Winner of Year 8 Prayer Competition:
Zoe O (French)



Winner of Year 9 Prayer Competition:
Mikolaj W (Spanish)

MUSIC

This term Year 8 have been looking at Gamelan music and playing xylophones and glockenspiels in music lessons. We have been learning a piece called Lancaran Cobowo and have learnt 3 different parts 'peking', 'sarongs' and 'kenong'. The students have really enjoyed doing a project that isn't based on the keyboards for a change and have added in a drum beat and a gong!



Year 7 have been studying Folk Music and looking at two traditional folk songs 'What Shall We do With The Drunken Sailor' and 'The Wellerman Song' and have enjoyed playing these together as a whole class performance and then singing along.

Year 9 have just finished their song-writing project where they had to compose their own lyrics, chord sequence, bass line and melody part and then rehearse this within their band. Some of the performances have been excellent and we are hoping to show them in an assembly sometime soon.

Students have been continuing with their instrumental lessons one-to-one and have been studying hard for their next performance or graded exam.

Congratulations must go to Eireann P (Year 8) for passing her Grade 3 clarinet exam with merit, Daisy C (Year 10) for passing her Grade 5 theory exam and Sophia P (Year 8) for passing her Grade 1 piano exam with distinction.



PHYSICAL EDUCATION

As we bring this academic year to a close, the PE Department is proud to share the many achievements, milestones, and exciting events that have taken place over the last half term.

Key Stage 3 Highlights

This term, KS3 students have immersed themselves in summer sports including athletics, cricket, tennis, and rounders. We were delighted to see pupils representing the school in district competitions for both cricket and rounders, performing admirably against tough opposition.

A special mention goes to Oluwagbemisola M who set a new personal best and school record of 1.61m in the high jump at the annual Nicky Morris District Athletics event. All the girls who competed performed fantastically and brought home a number of medals.

Key Stage 4 Highlights

Year 10 students have continued to build on their practical and theoretical skills in GCSE PE. This term, they completed their mock exams and practical moderation. The quality of their performances and written responses reflects the hard work they have put in, placing them in a strong position going into Year 11.

In extracurricular sport, the Year 10 boys' cricket team made it to the semi-finals of the Lee Valley Cup—a fantastic achievement that showcases their commitment and ability on the field.

Year 11 students have now completed their final GCSE PE exams. We are incredibly proud of their hard work and dedication throughout the course. Their maturity and effort have not gone unnoticed, and we look forward to welcoming many of them back next year to continue their PE studies at A-Level.

A-Level PE – Year 12

Our Year 12 A-Level PE students have performed exceptionally well in their recent progress exams. As they complete the first year of their course, they've shown great depth in their understanding of complex topics such as sports psychology, biomechanics, and the socio-cultural impact of sport. We are especially pleased with their focus and resilience as they prepare to transition into Year 13.

Competitive Sport & Trips

In addition to district and county events, this term saw our Gaelic football team compete in an All-England tournament, proudly representing the school at national level. The girls finishing 3rd in the country.

Over the Easter break, the girls' netball team embarked on a hugely successful tour to Paris. Not only did they win the competition, but one of our students was also awarded Player of the Tournament. The trip was a brilliant experience both on and off the court and has undoubtedly inspired our young athletes.



Celebrating Success

Our annual Sports Presentation Evening, held on Friday 4th July, was a huge success. It was a brilliant evening that highlighted the achievements and accomplishments of our students across all year groups. We were thrilled with the fantastic turnout and the energy throughout the night.

A special thank you goes out to everyone who helped, attended and supported the event. The raffle was a great success, and your generosity and time are truly appreciated. Events like these help the PE Department continue to thrive and provide opportunities for all students.



Looking Ahead

As we look forward to the next academic year, we are excited to continue building on the progress made this year. With a new calendar of fixtures, enrichment opportunities, and an ever-growing passion for sport within our school community, we anticipate even greater success in 2025-2026.

Thank you for your continued support. We wish all our students a restful summer and encourage them to stay active during the holidays!



PSYCHOLOGY

Year 12 Psychologists (with a few Y13s who joined us for revision just before their exams) have been studying social influence, where they've explored conformity, obedience, social change and looked at famous studies such as Zimbardo's Stanford Prison Experiment.

Year 12 are photographed in a line of continuum to represent their own locus of control. According to the theory, those on the left have an internal locus of control and are most likely to attribute their outcomes to things within their control, taking responsibility for their own actions while those on the right are the externals, taking less personal responsibility and attributing outcomes to factors beyond their control. Those on the right are most likely to be obedient - there was some dispute amongst the class about this theory!



HEALTH AND SOCIAL CARE

Year 12 Health & Social Care students received a visit from two guest speakers who shared their experiences of working/volunteering in the health and social care sector.

Kiera Phillips shared her experience of volunteering in a care home and Lottie Meggison explained how she used her part time job in a care home as a springboard into her role within the NHS. She was able to share with us her pathway into training as a healthcare assistant working on surgical wards and in the radiology department and her experience on an NHS-funded nursing degree.

The students prepared insightful questions for them as part of Unit 2: Working in Health & Social Care unit. They will sit their exam in January armed with plenty of real-life scenarios!



SCIENCE

In Science this term we have covered a multitude of topics ranging from how the universe was formed to the structure of planets, via the investigation of what causes objects to move.

Year 7 have been exploring about the Earth's different layers and how the movement of tectonic plates cause earthquakes and volcanoes. They also studied the wider solar system including planets and moons, and concepts such as gravity and the universe.

Year 8 investigated concepts such as velocity, acceleration and friction and applied this new knowledge to understand everyday motion. Students also conducted experiments to investigate how changes in pressure according to area and depth influence things like weather systems.

Year 10 students undertook a required practical in an essential hands-on experience to understand how different factors influence the speed of chemical reactions. This practical usually involves measuring how quickly reactants are converted to products under varying conditions.

During the experiment, the students observed the reaction between hydrochloric acid and sodium thiosulfate. They carefully timed how long it takes for a visible change—such as the cloudiness in the solution—to occur. Students altered different variables like concentration, temperature, surface area, and a catalyst, then gathered data on how these factors affected the rate of a reaction



In June, **Year 12** students visited Geneva, Switzerland where they visited a number of famous institutions including CERN, the European Organisation for Nuclear Research. On their visit the students learnt about the Big Bang which explains how the universe began with a single dense and intensely hot point that expanded into the cosmos. They also explored the workings of the Hadron Collider, the world's largest particle accelerator, used by scientists to test particle physics theories.

