

# NEWSLETTER



UXBRIDGE  
HIGH SCHOOL

SPRING - 27<sup>TH</sup> MARCH 2026

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## *Spring Term Reflections: Hope in Challenging Times*

As we come to the end of the spring term, I have found myself reflecting deeply on the theme of hope, a quality that feels particularly meaningful in the current global context. Brene Brown stated "Hope is not an emotion; it's a way of thinking or a cognitive process." Therefore, in an education setting we can think of it as a positive act; a combination of setting realistic goals, having the tenacity to find pathways to achieve them, and believing in our own agency to make them happen. This has brought with it important moments of spiritual and personal reflection. Ramadan and Lent have encouraged many in our community to pause, reset and reconnect with their values. As some have recently celebrated Eid and we look ahead to Easter, we are reminded that these observances, though different in expression, share a powerful message: renewal, compassion and the belief that positive change is always possible.

Every day, our students at UHS provide me with a reason to be hopeful. Through the way they live our PROUD values and immerse themselves in school life, they remind us what young people are capable of when they feel supported, seen and encouraged. This term, they have inspired us time and again with their thoughtful engagement in key events such as International Women's Month, LGBTQ+ History Month and World Book Day. Their contributions, rooted in fairness, empathy and curiosity, show a genuine desire to help shape a more equitable and inclusive society. Their voices have been insightful, articulate and courageous. I am thankful to you as parents and all our dedicated staff for sharing the importance of belonging and why making people feel like they matter is such a key component for all young people's growth.

As we prepare for the busy summer term, it is important that we continue to show empathy for the difficult times we all live in and extend solidarity to those around the world who face even greater challenges. Yet alongside this awareness, we also want to promote a message of possibility: that with hard work, determination and resilience, young people can achieve extraordinary things. I often say that I feel most content when I know I could not have given anything more to a cause. This is the spirit I want to bring into our community; the belief that fulfilment comes from commitment, effort and a willingness to grow.

My hope is that students and parents alike can share in this motivation. Whether academically, creatively, or personally, I encourage every young person to apply themselves to the very best of their ability next term. Not out of pressure, but out of pride, knowing that their potential is worth investing in.

Thank you for your continued support and for the collective strength and optimism that make UHS such a golden place to lead.

Wishing all our families a lovely spring break and enjoyment of the Easter celebrations.

*Louisa Seymour*

Principal

# WORLD BOOK DAY

World Book Day at Uxbridge High School was a lively and memorable celebration, with reading and storytelling taking centre stage across the school. Both staff and students took part with great enthusiasm, enjoying a range of activities designed to promote a love of books and spark creativity. The day began with a colourful showcase of staff dressed as well-known literary characters. From the imaginative world of Alice in Wonderland to familiar faces from the Roald Dahl stories and comic books, the school was filled with energy and imagination. Students also took part in a fun whole-school quiz, moving around the site to identify which teacher was representing each character. This created plenty of excitement and discussion as students compared ideas and tested their knowledge.

During form time, students participated in a variety of reading-based activities. These included shared reading, quizzes and discussions centred around favourite texts, all aimed at encouraging engagement with literature and broadening students' reading experiences.

A new initiative this year was the 'Adopt a Book' challenge, which was trialled among staff. Teachers brought in a book wrapped in plain brown paper, along with a short, handwritten recommendation to intrigue potential readers. Colleagues then selected a book based purely on these descriptions, promoting the idea of trying something new and sharing reading recommendations within the staff community.

Another popular feature of the week was the Masked Reader Challenge. Each day, students watched videos of mystery readers, disguised and reading aloud from a book. Using clues from the readings, students worked together to guess which member of staff was behind the mask. With a new reader revealed each day, the challenge built excitement and encouraged participation across the school. By the end of the celebrations, there was a clear sense of enjoyment and renewed interest in reading throughout the school. World Book Day once again provided a valuable opportunity to celebrate literature and reinforce the importance of reading for pleasure at Uxbridge High School.



## ENGLISH PERFORMANCE VISIT

Students in Years 8, 10 and 11 recently had the exciting opportunity to experience live theatre performances, bringing key texts from the English curriculum vividly to life. Watching these works performed on stage allowed students to engage with characters, themes and language in a dynamic and memorable way that simply cannot be replicated through reading alone.

The performances helped to deepen students' understanding of plot, character development and dramatic techniques, while also giving them a clearer insight into the intentions of playwrights and the impact of staging choices. For many, seeing the emotion, tension and humour unfold in real time made complex ideas more accessible and meaningful.

Experiencing live theatre also encouraged greater engagement and enthusiasm for English, sparking thoughtful discussions back in the classroom. Students were able to reflect on how performance can shape interpretation, considering elements such as tone, movement and audience interaction.

Overall, the visit was a valuable enrichment opportunity, enhancing learning beyond the classroom and inspiring students to develop a deeper appreciation for literature and the performing arts.



## RAMADAN COMMUNITY IFTAR

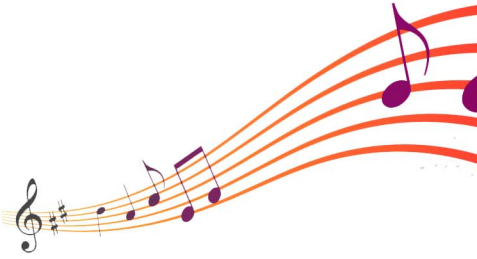
Our Sixth Form students recently hosted a special student-led iftar, bringing together staff and students to break their fast as one community. The event was a wonderful reflection of unity, respect and shared understanding. Students contributed a wide variety of dishes, creating a vibrant and welcoming atmosphere where everyone could come together and learn from one another.

Throughout the evening, students spoke about what Ramadan means to them, sharing personal reflections on fasting, gratitude, and self-discipline. Their insights offered a meaningful glimpse into the significance of this important time in the Islamic calendar.

Mr Turkut also addressed the group, explaining the purpose of Ramadan and why Muslims fast. He highlighted the values of compassion, reflection and community that underpin the month, helping to deepen understanding among all those present.

The iftar was not only an opportunity to break fast, but also to celebrate the rich diversity within our school. It was inspiring to see students and staff connect, share experiences, and build a stronger sense of belonging. Events like this truly embody our commitment to fostering an inclusive and respectful school community.





This term, the Music department has been a buzzing and creative place!

Students from Years 7–11 have shown imagination, resilience, and curiosity throughout their learning. Their continual STAR behaviour and commitment to being the very best versions of themselves has been truly impressive.

Year 7 have embarked on a journey through the orchestra and the history of Western music. In January, they created their own compositions by writing musical themes for an animal of their choice, using the four orchestral families -just like Saint-Saëns in Carnival of the Animals. Students are now looking at famous Western composers across periods of music from early Renaissance to the Modern era.

Year 8 have been exploring the world of the modern interactive composer. They began by examining the role of a composer in the video game industry and how music drives narrative and gameplay. They then moved on to film music, studying icons such as John Williams and Hans Zimmer, and discovering how these composers craft magical underscores and unforgettable leitmotifs.

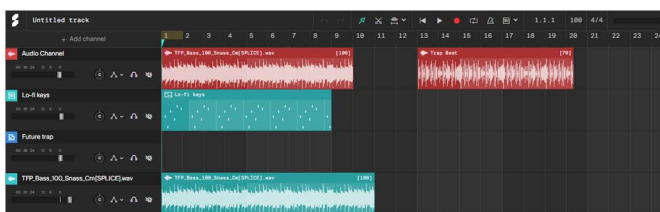
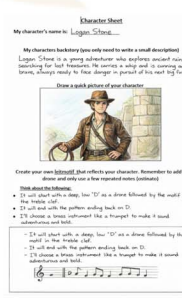
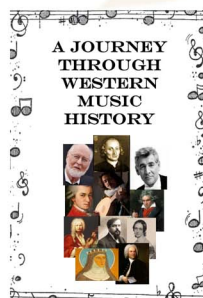
Year 9 have taken a closer look at what GCSE Music and Music Technology involve. They have developed their own performances and compositions, practised giving constructive peer feedback, and used the Pearson assessment grids to guide self-assessment. Students also analysed Defying Gravity, one of the major GCSE set works, using the elements of music to deepen their understanding. This has helped them gain a clearer picture of expectations at KS4 as they consider whether a GCSE Music pathway is the right choice for them.

Across all KS3, students have been introduced to a new music-making software called Soundation, which will be fully rolled out in the Summer Term. The great news is that students can also access it at home to continue creating music independently!

Year 10 have been studying their set work, Defying Gravity, in detail, breaking down the musical layers to support their understanding for exam questions. They have also explored musicals more widely for their listening work and continued developing their notation skills using Noteflight.

Year 11 have been working incredibly hard on their performance and composition coursework, producing fantastic results so far. As the term draws to a close, they have also been recording their performance pieces in a professional studio environment - which will continue on the 22nd April where Year 11 will use their feedback to record their performances one last time in an external studio.

**Year 7 Programme Music & The Orchestra**



**GCSE Music Set Works**

Area of Study 3: Music for Stage and Screen

Schwartz – 'Defying Gravity' from Wicked

Name: .....

## MEET MR BRIENESSE

My name is Mr Brienesse, and I am the Senior Cover Supervisor at Uxbridge High School. I have always had a passion for education and teaching and knew it was something I wanted to pursue from a young age. Outside the classroom however, I am passionate about archery.

Having taken it up on a whim in the spring of 2023, archery quickly became an obsession of mine. I have competed in local and national competitions, becoming a two time Middlesex champion and Hillingdon champion with my recurve bow before making a switch to horse bow, which I mainly use now, although I still dabble with the recurve when I need to try and hit flags at 180 yards for competitions. It is a sport that encourages precision and concentration but also calm and tranquillity as you while away the day shooting arrows while the birds sing overhead.

In three years of archery, what really comes through is the concept of community. The archery community is a friendly one where everyone is just competing against themselves but always willing to give each other a hand. You'll always find a friendly target buddy to have a conversation with throughout a competition, even when world records are on the line.

This sense of community is something I feel we do well at Uxbridge High School. Everyone is striving to be their best here, and everyone helps each other to achieve this in a friendly, positive community.



## DEBATE COMPETITION

Our Year 12 debate team ventured to St Paul's Girls' School to take part in an Oxford-style debate, returning not only with sharpened skills but also with brilliant memories of a highly enjoyable and rewarding experience.

The competition was intense, with teams tackling complex motions ranging from ethical philosophy to contemporary geopolitics. Our students debated with impressive poise, delivering well-researched arguments, engaging in agile rebuttals, and demonstrating critical thinking that drew praise from the adjudicators.



Congratulations to all involved for representing the school with such distinction and spirit.

## THE RIOT ACT

Our Year 8 students took part in an engaging and hard-hitting road safety workshop delivered by The Riot Act. The theatre-in-education performance focused on the theme of Deadly Distraction, using live drama to explore the real-life consequences of unsafe behaviour near roads.

Disguised as a typical school play, the performance quickly captured students' attention through relatable characters and realistic scenarios involving young people. As the story unfolded, students were drawn in emotionally, reacting with laughter, reflection and shock at the powerful ending.

A key part of the session was the interactive question-and-answer and discussion, where students were encouraged to share their views, debate responsibility and consider how the messages applied to their own journeys to and from school. This open dialogue helped deepen understanding and reinforced the importance of making safe choices.

The workshop had a strong impact, sparking meaningful conversations and leaving students with a clear, memorable road safety message.



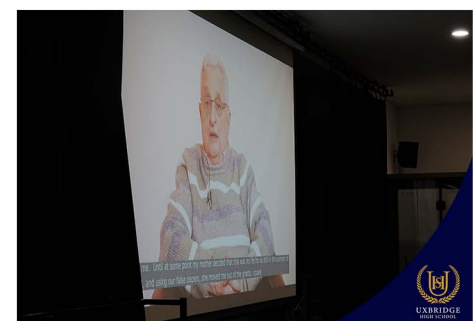
## HOLOCAUST MEMORIAL DAY

Our Year 9 students marked Holocaust Memorial Day through a powerful and moving experience, listening to the testimony of a Holocaust survivor. This unique opportunity allowed students to gain a deeply personal and first-hand insight into one of history's most significant and tragic events.

Hearing directly from someone who lived through the Holocaust helped bring their learning to life in a way that textbooks alone cannot achieve. The survivor's story provided a poignant reminder of the human impact behind historical facts, encouraging students to reflect on themes of resilience, injustice and the importance of remembrance.

Students engaged thoughtfully throughout, asking insightful and respectful questions that demonstrated both maturity and genuine curiosity. The session created a space for reflection, allowing students to consider the lessons of the past and their relevance in today's world.

This meaningful experience not only deepened students' historical understanding but also reinforced the importance of empathy, tolerance and standing against discrimination in all its forms.



# CAREERS DAY

This year, our Careers Fair was the biggest yet! We welcomed over 30 employers from a range of industries. From firefighters and athletic coaches to lawyers and investors, students had the opportunity to explore a huge variety of career pathways and speak directly with professionals about their journeys. Our students left feeling inspired, offering them a real glimpse into their future possibilities.

The event went beyond providing information; it focused on building essential skills and preparing students for life beyond school. Students honed their communication, networking, and problem-solving abilities by engaging with representatives from businesses, higher education, further education, and public and private sector organisations. One student commented, "I had no idea there were so many careers out there!" while another said, "That was the best speech I've ever listened to."

A particular highlight of the day was an inspiring workshop for Year 9 and Sixth Form students delivered by motivational speaker Steve 'Mr Orange'. His session encouraged students to reflect on their strengths, challenge limiting beliefs, and think about how mindset and goal-setting can shape their future.

We were also delighted to welcome back Uxbridge High School alumna Ishika Sharma, who shared her incredible journey to studying Medicine.

A huge thank you to all of the organisations who generously gave their time to support our students, and to Ms Akgun for organising such a valuable and inspiring event.



# PREPARING FOR YOUR GCSE

As we end the Spring term and look forward to the final term of study at Uxbridge High School, I want to take a moment to celebrate the successes that Year 11 have had this term. Once again this has been a term of hard work, dedication, and focus, culminating in their final set of Pre-Public Exams before the GCSE exam period begins on Monday 4th May. We hope you will encourage and support your young people in accessing all they need to succeed in this period.

## **PPE 3 lookback:**

Year 11 have gone above and beyond this term regarding their education. The spring term, though a short one, is an incredibly important term for our Year 11 as the work and routines they embed this term will prove vital at the end of the year. Our students have been hard at work in lessons, on key GCSE trips and during the PPE period. Students should already have received their exam papers back in all subject areas and undertaken some key feedforward lessons. This practice will ensure students identify key topics and subject areas that they need to focus on.

I want to congratulate all our students on the hard work and perseverance they have shown, with the PPE results still showing this year group to be on track to achieve the highest GCSE results this school has ever had. To achieve this, however, the work must continue. Please encourage your young people to be as active as ever over the Easter holidays. Ensure they have a revision timetable created, ready to be used, as well as a quiet, dedicated space for revision, away from all distractions.

## **Next Term:**

The summer 2025 term will be a very important school term for our students, with exams starting week commencing 4th May, there are only 19 school days left, as at time of writing. This is why it is incredibly important that students maximise every second of contact time they have with their teachers. Please ensure your young person is attending school every day, on time, with correct uniform and equipment.

Furthermore, please engage with your young person daily, asking them what they are focusing their studies on that day, what they have accomplished at school and what their next steps are. Also, encourage them to make use of the various intervention sessions we are currently running after school.

## **Year 11 Exam Preparation Evening:**

The Year 11 Exam Preparation Evening will take place on Thursday 23rd April. This will be the final opportunity for you to meet with the teachers of your young people and receive final advice and feedback regarding their subject areas. Please make every effort to attend this session.



# ATTENDANCE MATTERS

The Attendance Team is pleased to introduce the Resilience Award, a new termly initiative celebrating students who have shown exceptional improvement in their attendance. Each term, one student from every year group will be recognised for their dedication and positive change. We are delighted to announce this term's winners:



Year 7: Kyron

Year 8: Meredith

Year 9: Aayah

Year 10: Filip

Year 11: Fatima



Our winners will receive a certificate, a trophy, and a £25 cinema voucher in recognition of the resilience and commitment they have demonstrated this term.

Regular attendance is essential for academic success. Even small amounts of missed school can significantly impact learning and future outcomes. At secondary level, students with near perfect attendance are almost twice as likely to achieve a grade 5 or above in GCSE English and maths compared with those who miss just ten additional days. Over time, these gaps in attendance can lead to gaps in learning, confidence, and long term opportunities.

The Resilience Award will continue to be presented every term as we celebrate and encourage positive attendance across our school community.

# YOUR LIFE, YOUR CHOICE

Our Year 8 students took part in a series of engaging and informative workshops designed to educate, empower and keep them safe. The sessions covered a range of important topics, including substance misuse, knife crime, an introduction to the British judicial system, and how to respond effectively in a medical emergency.

These workshops provided students with practical knowledge and real-life scenarios, helping them to make informed decisions, understand the consequences of their actions, and develop confidence in keeping themselves and others safe.

We would like to extend our sincere thanks to all the visiting speakers and professionals who generously shared their time and expertise to deliver these impactful sessions. Their contributions made the day both meaningful and memorable for our students.



# TRIPS

## Lyceum Theatre

Our Year 9 and Year 10 drama students recently enjoyed an unforgettable visit to the Lyceum Theatre to watch the world-renowned production of *The Lion King*. This exciting trip provided students with a valuable opportunity to experience live theatre at its very best.

Seeing a professional production allowed students to deepen their understanding of key drama elements such as staging, lighting, costume, and sound. The innovative use of puppetry and physical theatre was particularly inspiring, bringing characters to life in a unique and creative way. Students were able to observe how performers use voice, movement, and expression to engage an audience and tell a powerful story.

This experience directly supports their learning in drama, helping them to connect classroom theory with real-world practice. It also encouraged students to think critically about performance techniques and consider how they might apply these ideas in their own work.



## Royal Courts of Justice Visit

Our Year 12 law students enjoyed an inspiring and memorable visit to the Royal Courts of Justice, where they had the unique opportunity to immerse themselves in the world of law beyond the classroom.

During the visit, students stepped into the role of barristers, taking part in a hands-on mock trial where they presented arguments, questioned evidence, and developed their advocacy skills. This practical experience allowed them to build confidence, think critically and gain a deeper understanding of courtroom procedures.

Following this, students observed a live and highly relevant hearing centred on human rights. Witnessing real legal proceedings gave them a valuable first-hand insight into how the justice system operates in practice, as well as the complexity and importance of upholding individual rights.

The trip was an enriching experience that brought their studies to life, helping to inspire future ambitions and providing a clearer pathway into careers within the legal profession.



### GCSE Drama Performance Exam Success

This term, our GCSE Drama students completed their performance examination with an impressive staging of *Find Me* by Olwyn Wymark. The group demonstrated outstanding commitment and creativity, showcasing a wide range of physical and vocal skills throughout their work.

Their ensemble performance was particularly noteworthy. Students collaborated with maturity and focus, displaying a strong understanding of how to communicate meaning as a unified group on stage.

We are incredibly proud of their achievements and the professionalism they brought to this important assessment. Well done to all involved.

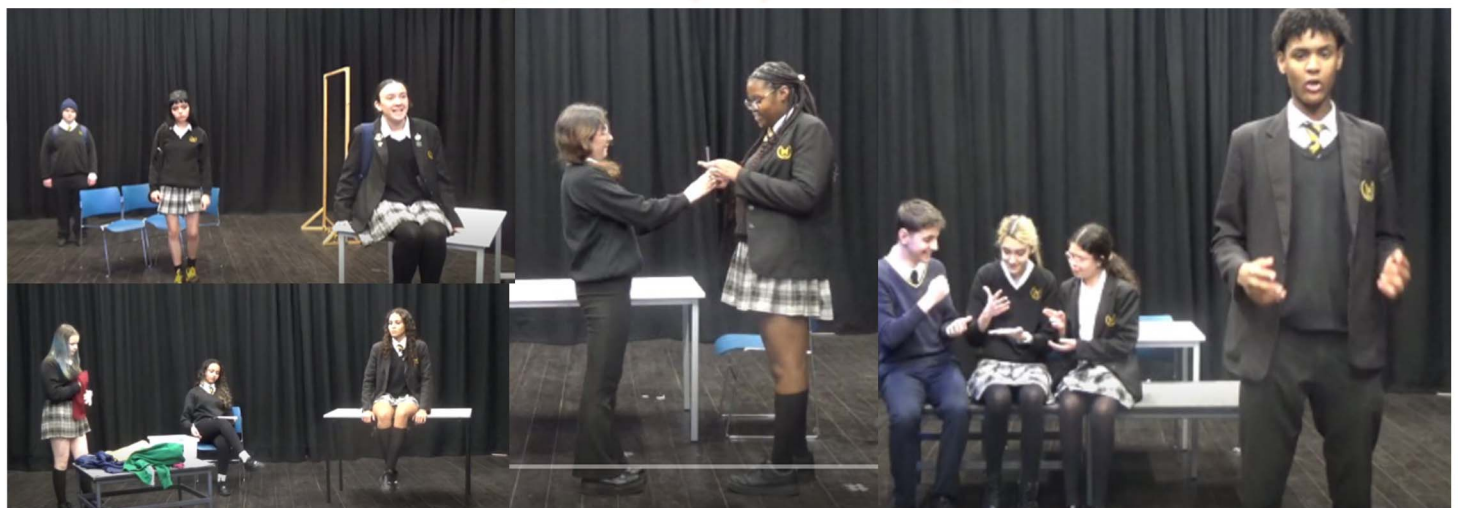


### Year 10 Drama Impress with Creative Devised Performances

This term, our Year 10 Drama students completed their Devising unit by creating original performance pieces based on a rich and varied set of themes. Groups explored powerful and relevant issues including social media influence, family dynamics, friendship challenges, mind-control, and mental health. Their work demonstrated not only creativity, but also a thoughtful awareness of the world around them.

Throughout the devising process, students collaborated with maturity, experimenting with ideas, refining key moments, and using vocal and physical skills to shape meaning on stage. Each group approached their chosen theme with sensitivity and imagination, resulting in engaging and thought-provoking performances.

We are incredibly proud of the commitment, teamwork, and artistic confidence shown by all students involved. Their final pieces showcased both their developing technical skills and their ability to communicate complex ideas through drama.



It has been a busy and engaging term in the Science department, with students across all year groups immersing themselves in practical investigations and developing a deeper curiosity about the world around them.

**Year 7:**

Students have made a fantastic start to their scientific journey. They have explored electricity and energy through hands-on circuit building and a particularly popular experiment measuring the energy stored in food by burning crisps and recording temperature changes in water. In chemistry, they investigated how acids and alkalis react, using indicators to observe colour changes, and explored how metals react with different substances. Their work in biology introduced them to ecosystems, where they constructed food chains and examined how changes in one organism can impact an entire system.

**Year 8:**

Students have been developing their investigative skills further. In physics, they explored magnets and electromagnets, testing how factors such as coil number and current affect magnetic strength. Chemistry lessons included observing thermal decomposition reactions, where students heated compounds and identified the gases released. In biology, they compared respiration and photosynthesis, carrying out experiments to show how light intensity affects the rate of photosynthesis using aquatic plants.

**Year 9:**

Students have been building the foundations for GCSE study through more analytical work. In biology, they examined mitosis by studying cell division under microscopes and modelling the stages of the cell cycle. In chemistry, they explored structure and bonding, using models to represent ionic and covalent compounds. In physics, they investigated energy transfers by heating, including experiments measuring how effectively different materials insulate against heat loss.

**Year 10:**

Students have been applying their knowledge to GCSE-level concepts with increasing confidence. In chemistry, they explored energy changes through exothermic and endothermic reactions, as well as investigating crude oil and fractional distillation. Biology lessons included studying respiration and the spread and prevention of communicable diseases, alongside the impact of lifestyle factors on non-communicable diseases. In physics, students carried out practical work on radioactivity and investigated how particle models explain changes in states of matter.

**Year 11:**

Students have been fully focused on preparing for their GCSE examinations. Through revision sessions, required practicals, and exam-style questions, they have been consolidating their knowledge and refining their scientific thinking across all topics.

**Sixth Form:**

Our Sixth Form students have also demonstrated excellent commitment. Year 12 biology students have explored genetic diversity and biodiversity, alongside complex processes such as DNA replication and protein synthesis. Chemistry students have tackled structure and bonding, enthalpy changes, and rates of reaction, often applying their understanding through quantitative experiments. Physics students have investigated waves, electricity, optics, and mechanics, using practical work to deepen their understanding of force and momentum.

## PE *Celebrating Sporting Success*

### **Girls Futsal Success:**

The Year 9 girls took part in a futsal tournament in the lead-up to the Youth Games. Before Christmas, they were crowned North Borough champions, earning their place in the Hillingdon finals. The team opened the competition with a strong win and displayed great determination throughout, ultimately finishing 4th overall.



### **Girls Football Success:**

The Year 7 girls have faced some tough league fixtures but have consistently demonstrated our school values, working hard to develop into a strong and determined team. They travelled to Oakwood and returned delighted after securing a 1–0 victory, with Florence's goal giving the team a real morale boost. More recently, they competed in a tournament at Queensmead, producing a mix of results, but it was their teamwork, resilience, and determination that shone through. We look forward to more games after the break



### **Boys Middlesex Cup Football:**

Our Middlesex Cup teams faced strong opposition, representing the school brilliantly as they pushed towards the finals.



### **U14s:**

The U14s were drawn against Douay Martyrs in the Round of 16 and delivered an excellent performance, securing a convincing 7–1 victory and progressing to the quarter finals, the same stage as last year. The quarter final proved dramatic: Uxbridge led 2–1 late on, but Highgate scored a last-minute equaliser, sending the game to penalties. The shoot-out was high quality, with just one penalty separating the teams. Unfortunately, Highgate edged it 5–4.



### **U13s:**

The U13 team travelled to Winchmore School for their Round of 16 match. In a competitive and hard-fought game, chances were limited. Despite their efforts, the team narrowly missed out, conceding a single goal in a 1–0 defeat.



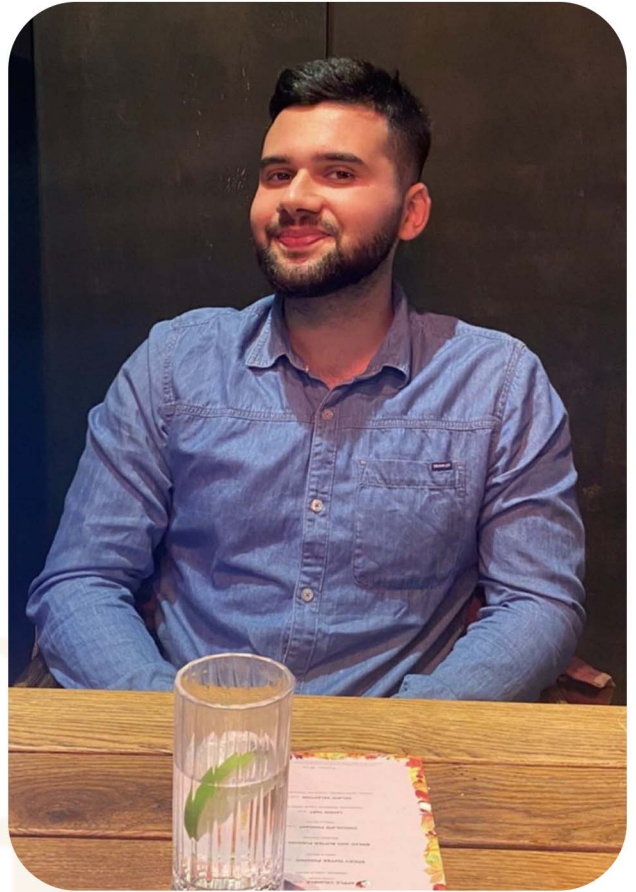
## MEET MR TURKUT

Hi, I'm Mr Turkut, a Business and Economics teacher at Uxbridge High School with a background in Global Trade. For me, teaching is more than a profession, it's a rewarding opportunity to help shape the mindset and future of the next generation.

Outside the classroom, I have a strong passion for sport, fitness, and continuous self-development. I regularly go to the gym, play football, and enjoy staying active. I've also developed an interest in nutrition and recently completed a Level 2 qualification in Nutrition and Health, as I believe wellbeing plays a key role in student success. Alongside this, I have a background in software and enjoy reading, as well as trying new things to challenge myself and see how far I can push my potential.

These experiences have taught me the importance of discipline, resilience, and stepping outside of my comfort zone. Whether it's through sport, learning new skills, or personal challenges, I strongly believe that growth comes from pushing your limits.

I bring this mindset into my teaching by encouraging students to embrace challenges, stay consistent, and believe in their ability to achieve more than they think. For me, success is not just about results, but about developing confidence, resilience, and a strong sense of self.



## SIXTH FORM UPDATES

Sixth Form students have had a highly productive and encouraging start to the term. Congratulations to all who successfully completed their mock examinations, demonstrating resilience, focus, and a strong commitment to their studies. These assessments have provided valuable insights as students refine their academic goals and prepare for the months ahead.

Alongside their academic progress, Year 12 students are beginning the Student Leadership application process. This exciting opportunity allows students to develop key skills such as communication, teamwork, and responsibility, while playing an active role in shaping the Sixth Form community.

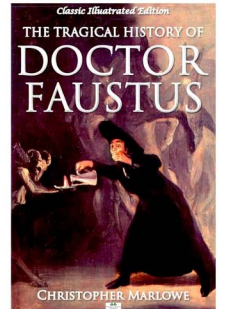
We were also pleased to welcome informative sessions from Unifrog, offering guidance on university pathways, apprenticeships, and future careers. These talks have supported students in making well-informed decisions and exploring the wide range of opportunities available to them.

Overall, it has been a positive and forward-looking start to the term, with students continuing to show ambition, maturity, and enthusiasm for their futures.

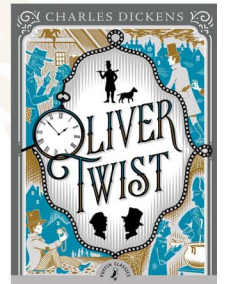
This half term, it has been a pleasure to see such thoughtful and purposeful work across the English department, with students reading with curiosity, writing with increasing control and responding to challenge with real maturity.

### Key Stage 3

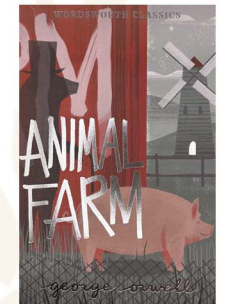
In Year 7, students have begun exploring the context of Doctor Faustus, considering the beliefs, anxieties and ideas that shaped the world of the play. This has given them an important introduction to the relationship between literature and context, and to the way texts reflect the values and concerns of their time. You might ask your child what they have learned about the period, and how this might shape an audience's response.



Meanwhile, Year 8 have continued their study of Oliver Twist, combining close reading with an increasingly confident use of ambitious vocabulary. Students have been working with words such as miserly, misanthropic, philanthropic and diatribe, using them to deepen their understanding of character and Dickens' presentation of Victorian society. We encourage you to ask about the vocabulary they have added to their repertoire and what they have learned about life in nineteenth-century England.



Having recently completed Animal Farm, Year 9 have now turned to persuasive and imaginative writing through the creation of dystopian worlds. We have been particularly impressed by the ambition of their vocabulary, the control of tone in their writing and the strength of the extended metaphors beginning to emerge. Do ask your child what makes a dystopia convincing and how writers use setting and symbolism to create tension and unease.



### Key Stage 4

Building on the creative and analytical foundations laid at Key Stage 3, Year 10 are developing their own dystopian writing with growing sophistication. Students are beginning to use motif and symbolism with greater confidence, crafting pieces that are not only imaginative but also carefully shaped. It has been encouraging to see them writing with more precision, and with a stronger sense of how recurring images can carry meaning. A useful question to ask at home might be what motifs they have used, and what these suggest about power, fear or control.

At the top of the school, Year 11 have approached their studies with a clear sense of purpose. They have been engaging well with feedback, working seriously on intervention materials and continuing to strengthen their essay writing. In particular, students are becoming more assured in their structural analysis and more thoughtful in the way they develop detailed interpretations. We would encourage parents and carers to take an interest in intervention booklets and homework essays, as these offer a valuable insight into the hard work students are putting into their preparation. Helpful questions might include: What is the main argument of your essay? Which quotation are you analysing most closely? How has the writer structured this part of the text? What feedback are you currently acting on?

It is always a pleasure to see students across the department thinking carefully, writing ambitiously and growing in confidence, and we are grateful, as ever, for the support that families continue to provide at home.



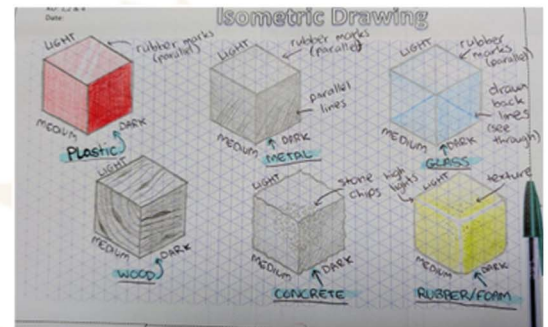
### Year 7:

Year 7 have begun exploring the design process, applying their learning to develop practical tool use and modelling skills. They have been introduced to a range of tools and materials, helping them build confidence and accuracy in their work. This foundation is enabling them to approach design tasks with creativity and increasing independence.



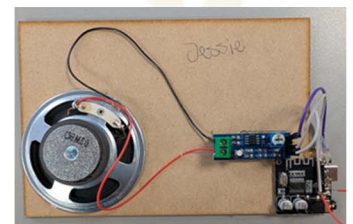
### Year 8:

Year 8 have been actively developing both their drawing and practical skills in Design and Technology. They have been building confidence in using a range of tools and techniques, while refining their accuracy and attention to detail. This has supported them in producing increasingly high-quality and well-presented outcomes.



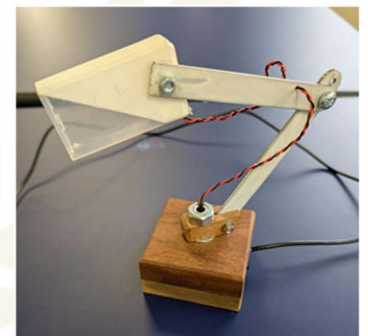
### Year 9:

Year 9 have been manufacturing Bluetooth circuits for their picture frame projects. They have been developing their understanding of electronics, including circuit assembly and component placement. This has allowed them to combine technical knowledge with creativity to produce functional and visually engaging outcomes.



### Year 10:

Year 10 D&T and engineering students have been developing their understanding of mechanisms and how different pivot points can support a design. They have been exploring how movement can be controlled and applied effectively within their projects. This is enabling them to design and create more functional, precise, and innovative outcomes.



Year 10 hospitality and catering students have been creating a range of dishes based on a structured scenario to help build their skills for the NEA in Year 11. They have been developing their planning, preparation and presentation techniques, while refining their understanding of nutrition and time management. This is helping them to work more independently and confidently in practical assessments.



### Year 11:

Year 11 engineering students have been working hard on their NEA bridge projects. They have been applying their knowledge of structures, materials, and load distribution to create strong and efficient designs. This has enabled them to refine their problem-solving skills and produce well-considered, high-quality outcomes.

