

The

Haywood NEWS

SPRING 2022





IN THE FUTURE I WANT TO BE...

National Careers week took place from 7th-11th March, and each day during tutorial all Academy students took part in a variety of different activities with their form tutors:

- Monday was a Hope virtual assembly, and there was also the chance to explore the Virtual Careers Fair.
- On Tuesday, students either took part in a discussion on the future of work with a A-Z of careers activity.
- On Wednesday, each year group had a careers lesson on various topics, such as finding careers information, making decisions about options, enterprise, and interview techniques.
- Thursday's tutorial session was hosted by BBC Bitesize Careers Week Take Over, which linked to several Q&A sessions with people from a wide range of careers sectors.
- Finally on Friday each student completed a reflection on the week, thinking about their skills / hobbies and characters, and what their careers aspirations are. Some students showed us their goals, demonstrating "In the future I want to be a.....", which was shared on social media.

If you need any advice about careers, please ask Miss Abbotts or Mrs Whiston for further guidance.

You can also visit the National Careers Week website for all the resources from the week at <https://nationalcareersweek.com/>

Thank you for all taking part!

AIMING FOR THE FUTURE

On the 17th February Jane Young from the DWP came into give an assembly to Year 7 on Labour Market Information.

Topics discussed included jobs for the future, work based skills apprenticeships and technology in the workplace.

Afterwards, the students had time to reflect on the assembly with their class teachers, where they discussed what careers they aspired to and how to achieve them.



Year 10 have been learning about life as a soldier as part of their English Literature poetry study, and one student took the chance to look the part!

Dates for your diary*

* all dates are subject to change.

Friday 1st April

Reports home to Year 10 - Year 13 students

Monday 4th April

Year 12 and Year 13 phone calls home to parents

Year 11 Haywood Highfliers begins (selected students only)

Wednesday 6th April

HPV Vaccine

Thursday 7th April &

Friday 8th April

INSET Days

Monday 11th April

Easter Holidays commence

Monday 25th April

All students return to the Academy

Thursday 28th April

Year 11 Parents' Evening

Monday 2nd May

Bank Holiday

Thursday 5th May

Year 8 Parents' Evening

Friday 6th May

Year 11 Photographs

Monday 9th May

Year 11 and Year 13 GCSE/ A Levels begin

Tuesday 10th May

Year 9 Maths exam

Thursday 26th May

Dance Extravaganza- 7pm

WE'RE ALL READERS

WORLD
BOOK
DAY
3 MARCH 2022

25 YEARS



Haywood Academy celebrated the 25th anniversary of World Book Day on Thursday 3rd March, with staff surprising students by dressing up as literary characters.

Students really enjoyed the 'Hunt for the Character' activity on the day, and had also immersed themselves in the celebrations throughout the week, by taking part in numerous creative activities.

A brilliant day was had by all and there was a wonderful buzz around the Academy. Remember, 'You are a reader!', as the Day's mantra this year says!

REACHING OUT

We're expanding our social media presence over to Instagram!

Follow our all-new Instagram account to keep up-to-date with everything happening at Haywood Academy!

Find us here: - [@haywoodacademy_](https://www.instagram.com/haywoodacademy_)



GIVE US YOUR FEEDBACK - GO ONLINE TO PARENT VIEW

Haywood Academy would like to have your feedback. You can do this by using Parent View. If you would like to comment please follow the instructions below:

CONNECT TO THE INTERNET:

Put the following link into a browser:

<https://parentview.ofsted.gov.uk/login?destination=/give-your-views>

(this will take you to the website page where you can set up an account).

You need your email address and password for

the simple log-in process. Just follow the on-screen instructions and you will be sent an email to activate your account. Once you have created an account and activated it, you will be able to complete the online questionnaire quite quickly and easily.

TO SEARCH FOR A SCHOOL:

Enter the name of the school and part of the address (road, city, town or postcode) in the search boxes when you are asked to. Select your child's school from the search results.

THE QUESTIONNAIRE:

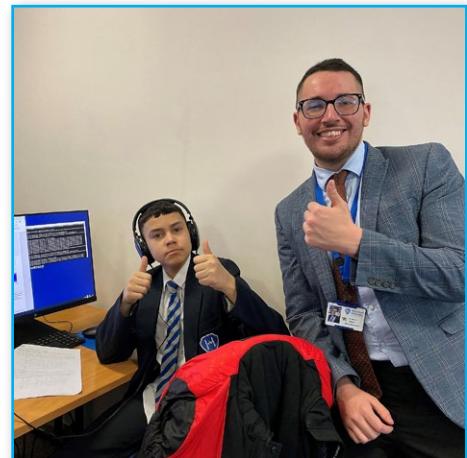
There will be 12 statements to consider- for example, "My child is happy at this school"- each with a choice of responses for you to select from:

- Strongly agree • Agree • Disagree
- Strongly disagree • Don't know

Use the "Next" button to move to the next question or the "Previous" button to go back. Once you have completed all 12 questions, click on "Finish the survey" and the questionnaire is complete.

Thank you for your contributions.

SOUNDS LIKE FUN!



Our **Year 10** Maths trip to Manchester Metropolitan University on 15th February was a **HUGE** success!

The 13 students who went were very interested in learning some of the practical applications of the skills and content they are learning in their lessons.

They found out how their knowledge on trigonometry and graph transformations could be applied to compressing audio when it is sent to Spotify, TikTok, Netflix and YouTube, and has given them a new appreciation for their subject!



DANCE EXTRAVAGANZA

Students from **Years 7-11** performed in the Dance Extravaganza at the Victoria Hall on Tuesday 8th March.

The theme of the evening was '**The Future is in your hands**' and our choreographic intention was to raise awareness of climate change and deforestation.



WORDS OF OUR FUTURE

9H were involved in a joint project between Keele University and Higher Horizons with the aim of improving students' speaking and communication skills whilst raising their awareness of further education, specifically university.

The project ran for four weeks and involved ambassadors from Keele attending lessons to support with the planning and preparation of a group presentation. It culminated in a visit to Keele University where students were taken on a tour and delivered their presentation to a small adult audience.

They all did a fantastic job at not only presenting their work, but also in representing Haywood.

We are changing the way that we communicate with parents, and relaunching the My Ed app.

We would like all parents to download this so that they can keep up to date with what is going on in school. The app is free to download, notifications are free to receive, and parents can send messages to the school free of charge.

What sort of information can parents see?

The app needs to be downloaded on the phone that has the same number that we have on record.

If we do not have the mobile number stored you can download the app but it will not show your child's details.

It is very important that we are kept up-to-date with any change of mobile number so that you can continue to use the app.

You can only see information about your own children, and so there is no risk of anyone being able to see information about other students.

The app includes information about:

- Attendance (absence can also be reported through the app)
- Forms to complete can be downloaded (change of address etc.)
- Key dates- important things going on in school
- Contact numbers
- News items
- Links to social media

How to download the app:

1. Go to your app store
2. Search for My Ed
3. Download the app
4. Search for the school name

As long as the mobile number is the same as the one on SIMS then the app will automatically bring up details for students linked to that number. If there is more than one child in the family then it will bring up details for all students.

Students can download the app too but they will not be able to see information about them. They will be able to see general information about the school such as news, key dates etc.

MYEd App



The graphic features the MYEd logo at the top left. Below it is the tagline 'Connecting parents, students and schools'. To the right, a smartphone displays the MYEd app interface with several student names listed. The text 'Download our school app NOW' is prominently displayed. Below the phone are icons for the App Store and Google Play. A large blue banner in the center says 'FREE Download'. Below the banner, three steps are outlined: 'Step 1: Go to your app store', 'Step 2: Search for My Ed', and 'Step 3: Download the app'. To the right of these steps is a QR code with the text 'SCAN ME' next to it. At the bottom, the website 'www.myedschoolapp.com' is provided.



The graphic features the ParentPay logo with the tagline 'COUNT ON US'. Below it, a large yellow banner with the text 'PAY FOR SCHOOL MEALS, TRIPS, CLUBS AND MUCH MORE...' in white. The ParentPay website 'www.parentpay.com' and various payment method icons (VISA, VISA Checkout, MasterCard, American Express, PayPoint) are at the bottom.



The graphic features the text 'THE EASY WAY TO PAY' in large blue letters. It shows a woman using a smartphone and a girl doing homework. A smartphone displays the ParentPay app interface. A circular badge says 'SIMPLE QUICK SAFE'. The ParentPay website 'www.parentpay.com' and payment method icons are at the bottom.



The graphic features the text 'JOIN MILLIONS OF PARENTS ON PARENTPAY' in large blue letters. It shows a woman using a smartphone. A circular badge says 'OVER 1 MILLION PARENTS PAYING SCHOOLS SAFELY'. Another circular badge says 'USED IN 9,000 SCHOOLS ACROSS THE UK'. The ParentPay website 'www.parentpay.com' and payment method icons are at the bottom.

WELCOME!

After a break due to the pandemic, we have been able to start welcoming pupils from our primary feeder schools back to the academy!

At the start of February, we had a great visit from Year 6 Smallthorne Academy pupils, who took part in activities themed around World War II across Art, DT and Food.

Many of these pupils will join us in September as Year 7s, so it's great to give them a taster into what life is like at the Academy.



LIFE LESSONS FROM LOUDMOUTH

On Tuesday 15th February our **Year 9** cohort had the opportunity to watch the drama production '**One of Us**' delivered by Loudmouth Productions.

The 60-minute presentation covered how young people may be groomed and radicalised into extremism, and where to get help and support.

Our student feedback said that this presentation really made them think about how easily they could be targeted, but also gave them good advice on how to keep themselves safe.



STEM CLUB IS BACK!

All students can once again attend **STEM** club on a **Thursday after school**.

If this is something you think you'd be interested in, speak to your teachers to find out more!





IN THE ARMY NOW

On Monday 24th January, at the beginning of Army Careers week, Year 9 took part in a year group assembly delivered by an Army Lieutenant, which explained what types of careers are available in the Army and what the experience of Army life was like.

The next session took place in the sports hall with brigade staff from different parts of the country, which was more hands-on, and students could hold and feel the equipment used. They also had the opportunity to work as teams to problem solve.

Finally, a group of 20 students who had expressed a keen interest in an Army career got the opportunity to do a Q&A session with 6 brigadiers asking questions about daily life and career progression.



CRACKING CERAMICS



On 21st January, Year 7 Art students visited **The Potteries Museum and Art Gallery** to explore the exhibition **Alchemy and Metamorphosis**.

They saw the history of ceramic production methods that have evolved over time to allow artists to achieve perfection, and later they worked with the international artist Neil Brownsword, using moulds to create clay vessels.

A great day was had by all, with some very impressive pottery results!



RED NOSE DAY 2022

Students and staff were busy baking or purchasing cakes to sell during a bake sale at break time on Friday 18th March, to raise money for Comic Relief. The sale raised a total of £160!

In addition to the cake sale, students have also been donating items to put in our care packages, which will be used by Ukrainian families coming to England.

Another great team effort by our Academy community!

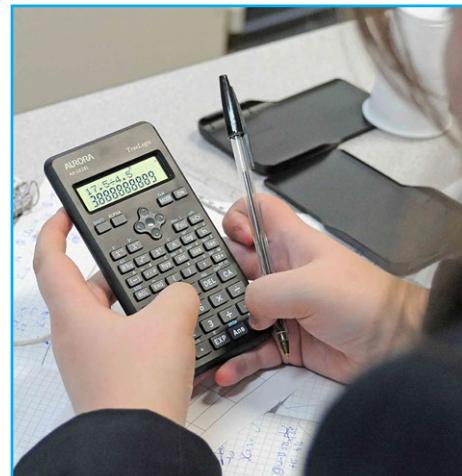


PI DAY

On Monday 14th March we celebrated Pi Day!

Events went on across the academy - check out some of the delicious Pi's created by students in Food technology!

There was also the opportunity for students to test their memory as they learnt to recite pi to as many decimal places as possible, a guess-the-circumference challenge, and a pi treasure hunt!



TAKING SOME TIME OUT

It was great to work with our students across the school on Children's Mental Health Week, 7th – 13th February.

We had fantastic conversations, learnt so much, and took the chance to really slow down and think about our mental health, which is so important.

Participation was great, and we hope that the students felt the benefits too.

Remember, more people than ever are suffering from mental health issues, and at Haywood we want our students to know if they are feeling anxious, worried or stressed they can get help.

Speaking to teachers, friends and family members is important, but sometimes we know it's easier to talk to a stranger - if you want support, feel free to call **CONNECT** on **85258**.

SAFE GUARDING NEWS

During these past two years of uncertainty and the difficulties faced by successive national Lockdowns, nothing has remained more important to all of us than the ongoing welfare and support for every one of our students.

We fully comprehend our responsibility to promote the welfare of all children and young people and to help keep them safe. Our students are regularly reminded via their form tutors and assembly programme of ways in which to access support on a day to day basis. The enclosed poster is inside the student planner for quick reminders where to access to support.

In this rapidly changing world of technology, keeping our youngsters safe online remains of one of our greatest challenges.

In this edition of the newsletter, we have included two guides from the National Online Safety organisation, which outlines some of the dangers involved in phone scams and how to tackle those conversations when young people are targeted online or view upsetting content.

We do hope that you find these informative. If you would like to talk to a member of our safeguarding team, please do not hesitate to contact us using the information and contact email addresses below.

WHO DO YOU SPEAK TO IF YOU'RE WORRIED OR HAVE ANY CONCERNs?

Ask for help from ANYONE in the Academy

- Put a note in the 'DON'T WORRY, BE HAPPY' box in the main reception, or the one in your form room
- Send an e-mail to your form tutor, Student Support Lead, Performance Leader, Mrs Hartley, Mrs Ryder or Miss Jones.
- Send an e-mail to: **SAYNOTOBULLYING@CLT.HAYWOOD.COOP**



Mrs Hartley
Designated Safeguarding Lead
FHARTLEY@CLT.HAYWOOD.COOP



Mrs Ryder
Deputy Designated
Safeguarding Lead
CRYDER@CLT.HAYWOOD.COOP



Mrs Jones
Deputy Designated
Safeguarding Lead
JJONES18@CLT.HAYWOOD.COOP



In a world where you
can be **anything**,
be **kind**.



Upon return to the academy on **25th April**, students will spend Period 1 with their form tutors.

Breakfast items will be available at this time.

We look forward to welcoming you back after this holiday period.



RESCUE MAGIC BAGS OF SURPLUS, UNSOLD FOOD

FROM YOUR FAVOURITE SHOPS AND RESTAURANTS

Every day, delicious, fresh food goes to waste at cafes, restaurants, hotels, shops and manufacturers - just because it hasn't sold in time.

The **Too Good To Go** app lets you buy and collect this food - at a great price - so it gets eaten instead of wasted. You won't know exactly what's in your order until you pick it up - it's all part of the surprise.

Just download the app to get started.

What Parents & Carers Need to Know about PHONE SCAMS

In a three-month period during 2021, no fewer than 45 million people in the UK experienced a suspicious attempt at being contacted via their mobile. Phone scams are a common form of cyber-attack where fraudsters engage directly with their intended victim through their smartphone. As our phones carry so many sensitive (and therefore potentially valuable) details about us, it's vital that trusted adults are alert to the tactics that scammers use to get access to user accounts, personal data and private information for financial gain.

WHAT ARE THE RISKS?

SMISHING

SMS phishing, or 'smishing' is one of the most common forms of mobile-based cyber-attack. Smishing is when a scammer texts their target, pretending to be a reputable person or organisation. They aim to trick the victim into supplying sensitive data such as bank details and personal information, so that they can then access the target's bank accounts and remove money.

IMPERSONATION

Fraudsters often impersonate someone else to trick the victim into actually transferring money directly. They might claim, for example, to be a friend or relative using a different number who urgently needs funds. Other common cons include sending fake texts informing the target that they have a package which requires a fee to be delivered, or that they have an unpaid bill to settle.

NUMBER SPOOFING

Here, the scammer takes impersonation cons a step further by cloning the phone number of a genuine company. So when the target receives a call or text, their phone recognises the sender's number as legitimately belonging to Amazon, HMRC, the NHS or the DVLA (who have all been impersonated in these cons). This makes the scam far harder to spot and the victim much more inclined to comply.



Advice for Parents & Carers

DO SOME DIGGING

If you've received a call or text asking for specific information, research the caller's number. There are several websites that allow you to enter a phone number and will then display any relevant information about it – this usually includes feedback and comments from other people, so you can easily see if that particular number has been implicated in potential scams.

TRY A CALL BLOCKER

If a suspicious call comes through on your mobile, you can manually block the number if you believe it to be dubious or a nuisance caller. Alternatively, you could consider installing a call blocker service on your phone. They automatically stop calls getting through from numbers which have been reported as suspicious, halting potential scammers in their tracks before they can reach you.

VERIFY THE SOURCE

Never disclose confidential details to an individual or organisation you're unfamiliar with. If the caller claims to represent a company you trust but is still asking for personal information or payment on an outstanding charge, end the conversation. Then find the company's genuine number on a bill or on their website and call them directly to confirm if there really is an issue you need to address.

BREAK OUT THE TECH

Lots of anti-virus software now also protects mobiles. Some anti-virus apps can detect phishing links in text messages and alert you to the risk. When you're out and about, try not to use public WiFi for sensitive transactions: it's far less secure than your home WiFi network. Instead, you could consider installing a VPN (virtual private network), which encrypts all data travelling to and from your phone.

REPORT INCIDENTS

If you or a family member does give out confidential information to a caller you aren't sure about, contact the actual company mentioned to check if the call was genuine. If they confirm that the call was not made by their organisation, you should report it as a potential scam via the Action Fraud website and (depending on exactly what information was divulged) consider involving the police.

BE WARY OF LINKS

If you get a message from an unknown number asking you to click on a link, report it as spam and do not open the link. One recent example 'warned' victims they'd been exposed to the Omicron variant and needed to click a link to buy a special test – only to find they had paid their money to scammers. Links can also install malware onto your device, so always treat them with extreme caution.

Meet Our Expert

Formed in 2016, KryptoKloud provides cyber security and resilience solutions to its customers. With offices in the UK, the company offers managed service operational packages including cyber security monitoring and testing, risk audit, threat intelligence and incident response.



National Online Safety®

#WakeUpWednesday

Sources: <https://www.ofcom.org.uk/news-centre/2021/45-million-people-targeted-by-scams/> | <https://www.cprcallblocker.com/blogs/news/shocking-new-uk-fraud-statistics-financial-scam-committed-every-15-seconds/> | <https://www.which.co.uk/news/2022/01/the-five-biggest-scams-of-2021/>



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SUPPORTING CHILDREN TO DEAL WITH UPSETTING CONTENT

A Guide for Parents and Carers

Raising children in the digital age seems to be getting tougher, with the world currently experiencing so many uncertainties. From the continuing impact of COVID-19 to the war in Ukraine, right now children across the globe can scarcely go online without being exposed to unsettling stories, images and ideas. Reassuring a concerned child can be difficult, especially when bad news feels omnipresent. We've put together some advice to help you in discussing upsetting events with young ones.

FIND OUT WHAT YOUR CHILD KNOWS

There are many ways that children are exposed to upsetting content in the media, both online and offline. Before swamping your child with information, find out what they know already. Show them you're interested in what they have to say, practice active listening and try to gauge how much your child has been impacted by what they have seen.

RIGHT TIME, RIGHT PLACE

Starting a conversation about upsetting content probably isn't the best idea when your child is studying for an exam or about to go to bed. Choose a time when they're relaxed and open to talking, to make sure you have their full attention. Remember, these conversations can become emotional, so choose somewhere your child feels safe and comfortable.

KEEP IT AGE APPROPRIATE

With younger children, try and keep the conversation more general and avoid leading questions and complex detail. You can go slightly deeper into the specifics with young teenagers but keep monitoring their emotional response. With older teens, you can be more open about the realities and consequences of what is happening – but again, do stay aware of their emotional state.

EMPHASISE HOPE

Upsetting content can make us feel angry, scared, Upsetting content can make anyone feel angry, scared, sad or overwhelmed. Try to find stories of hope, generosity and strength related to the content you're discussing. Children often feel reassured when they know they can do something to help, so encourage your child's sense of control through activities which make them feel they're positively impacting the events they're concerned about.

MONITOR REACTIONS

All children react differently, of course, and young people might not directly say that they're scared, angry, anxious, confused or uncomfortable. Emotional reactions are natural when discussing upsetting topics, so take note of your child's body language and reactions. Allow them to express their feelings in a non-judgmental space and try to stay mindful of how they might be feeling.

CONSIDER YOUR EMOTIONS

It's not only young people who find upsetting news difficult to process: adults also have to deal with strong emotions in moments of stress. Children develop coping strategies by mirroring those around them, so staying on top of how you appear to be regulating your emotion on the outside is important for supporting your child through worrying times.



SET LIMITS

Managing screentime and content can be difficult at the best of times, but especially in unusual or stressful periods (at the start of the pandemic, for example). It's virtually impossible to keep children away from upsetting content completely, but it's important to try and at least limit exposure by using parental controls, talking about the dangers of harmful content and enforcing screentime limits.



TAKE THINGS SLOWLY

Try not to overwhelm your child with information all at once: instead, take the discussion one step at a time. You could make the first conversation a simple introduction to a potentially upsetting subject and then wait until your child is ready to talk again. Opening the door to the conversation and demonstrating that your child can talk to you about this type of issue is a vital first step.



ENCOURAGE QUESTIONS

Online, troubling images, posts, videos and stories are shared across multiple platforms, many of which your child might access. Even if the content is actually inappropriate, encourage your child to discuss what they saw instead of being angry at them for seeing it. Children are still learning that not everything online is accurate – you want to be their ultimate source of information, not their device.



FIND A BALANCE

There's often a tremendous compulsion to stay right up to date with events. Our phones frequently send us push notifications urging us to read the latest article or view the most recent video on social media. It's essential to remind your child that it's healthy to take regular breaks, and to focus on positive events instead of 'doomscrolling' and risking becoming overwhelmed by bad news.



BUILD RESILIENCE

News has never been more accessible. While our instinct may be to shield children from upsetting stories, it's important that they're equipped with the tools to manage this content when they are exposed to it. Talk about upsetting content more generally with your child and emphasise that they can always tell you or a trusted adult if something they see makes them feel uneasy.



IDENTIFY HELP

It's hugely important that children know where to find support if they encounter upsetting content online. Encourage them to open up to an adult that they trust, and make sure they're aware of who their trusted adults are. It is essential that children understand that they're not alone, and that help is available if and when they need it.



Meet Our Expert

Cayley Jorgensen is the director of FaceUp South Africa, which is a reporting system that is currently being used by schools and companies to fight bullying around the world. FaceUp helps give a voice to bystanders by encouraging them to speak up and get the help they not only want but need.



National Online Safety®
#WakeUpWednesday

Sources: <https://www.bbc.co.uk/newsround/6047806> | <https://www.childnet.com/blog/supporting-your-child-with-upsetting-content/> | <https://www.unicef.org/parenting/how-talk-your-children-about-conflict-and-war>



FOOTBALL NEWS

Both our Year 9 and Year 10 football teams have played really well this term. They have had matches against Co-op Academy and Birches Head Academy in the league, and all students have represented Haywood exceptionally well.

Hopefully both year groups can build on these positive performances!

Well done to the Year 10 football team with a spirited performance against a tough, hardworking and strong Birches Head team.

The match ended 2-2 with goals from Dylan Adam and Naheem Zameer. Man of the Match went to Fabian Mottram.



The Year 9 Squad:

- 1. Broden Chevin
- 2. Tafira Sambizi
- 3. Jack Owen
- 4. Jayden Shannon
- 5. Ryan Morse
- 6. Duwud Barber
- 7. Chidera Njoku
- 8. Kenny Camaiwaqa
- 9. Kwaku Tabiri
- 10. Jamarl Davenport
- 11. Harry Birks
- 12. Seth Keeling
- 13. Connor Woodcock
- 14. D'Anthony Takezzi
- 15. Asim Nasar
- 16. Sullivan Meridith

The Year 10 Squad:

- 1. Oliver Steele
- 2. Tom Rutter
- 3. Lucas Hemmings
- 4. Danny Boon
- 5. Kaylub Lancett
- 6. Amarn Mohammed
- 7. Nahim Zamir
- 8. Ben Forrester
- 9. Takura Sambizi
- 10. Fabian Mottram
- 11. Charlie Steele
- 12. Cody Leah
- 13. Harrison Hand
- 14. Amarn Asif
- 15. Adil Ali
- 16. Dilan Adam
- 17. Ernest Kusi
- 18. James Moran
- 19. Declan Murray
- 20. Louise Coates



The Year 8 and 9 Football Team played at Excel Academy, where they came third in their group phase - 3 wins, 2 draws and 1 loss. Unfortunately, this put them 1 point off the semi-finals, but great work from everyone!

HARD WORK PAYS OFF



Our Year 12 Sports Science students were rewarded for their efforts of late with some ultimate frisbee and frisbee golf. Great effort, keep up the hard work!

CELEBRATING OUR PAST



On 7th March City College hosted a retrospective of the work of John McQuade (1932–2020), a local artist who attended Burslem School of Art as a student back in its heyday.

The event was a perfect opportunity for his family and friends to reminisce and to admire some of his exquisite work - some of which is on permanent display in the Burslem School of Art Trust Room, and in our City College art studio.

An avid lover of steam trains, John worked as a stoker on the Leek to Cheddleton line, and he replicated the engines he worked on in models made using balsa wood and two-part epoxy resin. He had many admirers of his work, was adored by many, but was very modest, and his family are pleased that some of his beautiful work can be displayed for others to enjoy.

Thank you to Burslem School of Art Trust and the City Learning Trust for making this event a success.

BUDDING DESIGNERS

On 2nd February City College hosted the first Y11 Taster Day of 2022!

A group of students came to the School of Art to take part in a taster session combining Art & Design, Photography and Product Design.

The team of students had to design and make a cardboard chair inspired by an artist that would work and be usable, with limited resources of card, tape and paper.

The chosen artist was Yayoi Kusama, and the group would have loved time to create a larger installation!

All-in-all, as well as having lots of fun designing and decorating, our students got to explore the college and find out all about life at A level!



A HEALTHY START TO THE DAY

For one of their BTEC Sport lessons, our Year 12 students used cereal to represent the composition of blood and its functions.

Then, they went on to dissect a lamb's heart to understand the structures, functions, and the roles they play in the cardiovascular system.

