



BOSWORTH ACADEMY
TOGETHER WE ACHIEVE

in the loop

8th March 2024

Weekly Newsletter for Parents & Students

Welcome

This week has been action-packed at Bosworth. Yesterday we celebrated World Book Day, an event just as important in secondary schools as it is in primary. Celebration activities are a special part of World Book Day and make it an effective part of our Reading for Pleasure curriculum.



World Book Day encourages reading for pleasure among students with evidence-based resources, to improve literacy skills. It was great to see so many of our staff dressed up as characters from books and many students in key stage 3 joined in too. This week we received feedback from our Challenge Partners, Quality Assurance Review. Challenge Partners is a national educational organisation that provides rigorous peer evaluation of teaching and learning, curriculum and outcomes, and leadership at all levels. A summary of the report can be found later in the newsletter.



Sunday sees the start of the holy month of Ramadan which is observed by Muslims throughout the world. The time spent fasting shows dedication and commitment to faith and we will be supporting students and staff members participating in Ramadan. This includes a dedicated prayer room and time-out cards should students need time to pause and reflect. Wishing you peace, love, and joy in Ramadan.

As it is International Women's Day today, I'll conclude with a powerful quote from the inspirational Maya Angelou, American poet and civil rights activist, **"I did then what I knew how to do. Now that I know better, I do better."**

A great message for all of us, especially our children, as we aspire to continue to grow and develop.

Have a great weekend,

Mr Brown, Headteacher

Spring Term **2024**



Be better than you thought you could be

In This Edition of In the Loop

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Fantastic Challenge Partners Review

On Thursday we received feedback from our Challenge Partners, Quality Assurance Review. Challenge Partners is a national educational organisation that provides rigorous peer evaluation of teaching and learning, curriculum and outcomes, and leadership at all levels.

Our Sixth Form was accredited as an 'Area of Excellence' by the



Review Team. This is a fantastic achievement which will now be shared across the network of Challenge Partners schools. This means leaders across the country will visit Bosworth Academy to hear about our leading practices and explore how they can apply our successful approaches in their school context.

Some wider 'strengths' identified in the report included:

- There is a consistent application of the academy's values and ethos at every level of the organisation. As a result, the determination to create a positive environment, and provide exceptional opportunities for every student, pervades the work of the Bosworth Academy.
- Middle leaders share the ambitions, focus and priorities of the senior team. As a result, they are committed to the same drive for school improvement and understand their role in achieving it.
- Leaders have created a positive culture in the academy, where rewards are valued, and relationships are supportive. This means that students (and staff) work hard to earn the rewards and wear their badges with pride. Students talked about the 'Colours Evening' and the rewards they received at this celebration event. They spoke enthusiastically about the 6C (Collaboration, Creativity, Citizenship, Character, Communication and Critical Thinking) passport and how they could achieve the badges.
- The leadership of support for disadvantaged students is highly effective and well-planned. The strategy is focused on the local needs and staff are made well aware of any student being targeted for support.

- The academy's relentless focus on improving provision for students and a culture of success ensures that, on average, students achieve greater rates of progress than other students nationally at GCSE and particularly so at A level. This leads to higher -than-average levels of students progressing to further education or higher education at both 16+ and 18+.
- Students are enthusiastic about their learning; they engage with the activities teachers provide and make rapid progress.
- The Key Stage 3 'Real-LiFE' curriculum provides students with personal goals. This increases student engagement and enthusiasm.
- In many lessons, teacher questioning is used effectively to engage students and ensure that they are ready to develop their learning further. In Computer Science, for example, a good range of questioning, personalised to the students, ensured that they were engaged and able to contribute positively to the lesson.
- Effective homework is set and structured so that students are fully aware of the expectations. Students are, therefore, motivated to complete homework to a good standard.
- The best lessons are thoroughly planned with high levels of challenge and relevance. Teachers use retrieval practice and focus on key vocabulary to ensure that students can go deeper into their answers.
- There is a strong culture of reading in the academy. 'Accelerated Reader' is used effectively to develop students' love for reading and encourage them to increase their range of experience. Weaker readers are supported through an effective phonics programme to catch up with their peers.
- Google Classrooms are used highly effectively to enhance the learning and engagement of students across the school. Students use their devices with automaticity to provide additional resources in lessons.
- Teaching and learning in the sixth form are typically exemplary. Engaging approaches coupled with excellent subject knowledge create an environment conducive to excellence in questioning, challenge, and

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critical thinking. Successful collaboration between partner teachers ensures seamless sequencing and delivery of the courses.

Areas identified as 'Even better if...':

- Strategic plans provided more explicit outcome targets and interim success criteria, to ensure that leaders can rigorously evaluate the impact of actions on student improvement.
- Questioning in all lessons was used as intelligently and effectively as in the best lessons to enable teachers to assess learning or misconceptions and adapt their teaching accordingly.

Outcomes from this review, including strengths and areas for further improvement were shared with all teachers in our professional learning meeting on Thursday after school. We have made plans to then address how we can continue to improve in all areas of our approach to learning and pastoral care. The report will be made available to parents and carers once finalised.

Mr Brown, Headteacher

Ramadan Mubarak

We would like to recognise and acknowledge that Ramadan and Eid are special and important times for Muslim students and some students may be fasting.

As a school, we will be taking the following steps:

- First aid and teaching staff will be made aware of how to support students during Ramadan.
- PE staff will expect all students to participate, but will be especially vigilant for the signs of exhaustion or dehydration and they have a policy of modifying activities to enable participation as much as possible.
- Any student eligible for free school meals will be offered the opportunity to collect a food bag that they can take home and eat later, as an alternative to the standard free school lunch.
- Students will be able to ask MLT for a temporary Ramadan time-out card. Students can use this if they need to pray during lesson time or need a few minutes outside the lesson due to fasting.
- A small meeting room near reception has been booked out everyday during 11am and 2pm for students to pray. Please can students let the main reception know when they need to use the room to guarantee the space is empty at the required time.

World Book Day

Thursday saw staff and students come together to celebrate literacy in the annual World Book Day.



The day saw literacy interwoven into the curriculum with parts of the short story, 'Click Clack the Rattle Bag' by Neil Gaiman read aloud at the beginning of each lesson.

Year 13 students used Creativity to produce paper top hats featuring their favourite book characters.



Staff throughout the school also joined in the fun by dressing up as different characters. The day proved a great opportunity to celebrate literacy throughout the curriculum and we look forward to celebrating World Book Day again next year.

Miss Masih,
Teacher of English



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International Women's Day—Alumni Special

Friday 8 March is International Women's Day where we celebrate the social, economic, cultural, and political achievements of women. We are proud of what our female students can achieve and to our female staff who provide great role models and foster student ambitions. In this edition of In the Loop newsletter we focus on two alumni who are excelling in their chosen field since leaving Bosworth Academy and highlight the inspirations our staff provide.

Natasha Wilkinson - Loughborough University Student



Since completing her A Levels in 2022 Natasha has gone on to study Communications and Media at Loughborough University and recently contacted us "to give thanks to the inspirational female role models who encouraged me in academics" including

Miss Alexander and Mrs Grant.

Natasha is currently in her second year at Loughborough and continues to maximise her opportunities by: being the Campaign Officer for Loughborough Women's Network, a peer mentor for first-year students, second-year course representative for Media and Communications, gathering feedback and advocating for the Media and Communications student body and running [@lborocm](#) the student-led Media and Communications course Instagram page.

Natasha says "despite my packed schedule, I'm maintaining a first average across all of my modules, and I even took more business-focused modules like Media in a Global Context."

"As well as this, after an intense and competitive placement search, making it to the final stages for companies such as Disney and Sony, I'm proud to tell you I have secured a Communications Internship at Hilton, which I'll be starting in July. This internship will help me on my journey to working in Public Relations and Events, where I hope to eventually manage my own Communications department," added Natasha who remembers her time at Bosworth fondly and is appreciative of the support offered to her by staff: "Thank you for believing in me, I wouldn't be where I am now without your guidance and support," said Natasha.

Ellie Henman - Showbiz Editor at The Sun

Another Bosworth Academy alumni who is trailblazing in her chosen field is Ellie Henman who was recently promoted to Showbiz Editor of the national daily newspaper, The Sun. Ellie completed



her A Levels in 2007 and [reportedly said](#) that "what initially sparked my fascination with journalism was my love of English at school.

"I loved writing anything – whether it be short stories, analytical work or longer, research pieces. I just loved writing. Also as a child, I was encouraged to watch the news by my parents all the time. Watching the reporters on the screen every day made me think – I'd love to do that," Ellie added.

Ellie's passion for journalism would see her [win the ITV2 reality series 'The Exclusives' in 2012](#) where the prize was a 12-month internship with Bauer Media, writing for magazines such as Heat, Closer and More!

In 2016 Ellie began working as a reporter on the digital showbiz desk at The Sun and three years later moved on to the paper's celebrity and showbiz section, Bizarre, before making Showbiz News Editor in 2021.

Speaking about her new role as Bizarre Editor, Ellie told [News UK](#) that "it is the greatest honour of my career to be handed the reins of Bizarre, following in the footsteps of some of Fleet Street's finest journalists.

"We look forward as a team to continuing Bizarre's brilliant work... Nine-year-old me would be doing somersaults. Sadly, the 34-year-old me is too out of shape," Ellie added.

Congratulations Ellie!

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Year 11 and 13 Revision

As part of our programme of preparing students for their GCSE and A Level examinations, we are working with your son/daughter to support their progress in all subjects. We aim to maximise all opportunities to support students in achieving their target grades and support them in securing their options for further education and career prospects.

To support students during the Easter break, Bosworth Academy is offering a range of revision opportunities on Monday 25th to Thursday 28th March. We would appreciate it if you could encourage your son/daughter to attend these sessions and point out their importance in the lead-up to the GCSE/ A Level examinations.

Various sessions are running each day. Payment for the session is through the SQuid app on a first come, first serve basis. Places will be in demand and the deadline for booking is 20th March. Each two hour session costs £3 which covers resources and exam booklets.

Sessions can be cancelled and refunded with prior notice. The money will be refunded to your child's sQuid "trips/offers" purse. You can transfer the money to your child's catering account using the app or keep it in the trips/offers purse for future Revision Academies/resources/trips. If your child receives Free School Meals the money will be refunded to the SQuid account after half term. Refer to the timetable below for sessions that are running and the rooms where they are taking place. Please make a note of the sessions you have signed up for.

Students will need to make their own transport arrangements for getting to and from the Academy. Students are also expected to bring their own lunch. Students are not required to wear uniform during revision academy. In previous years, over 100 students have attended our revision programme and found the experience to be extremely rewarding. I hope that you agree that this is an opportunity not to be missed and a great way to kick start revision if this still hasn't begun.

Miss Alexander, Head of Interventions

GCSE Sessions

Easter Revision Academy 2024

	MON 25th March	TUES 26th March	WED 27th March	THU 28th March	FRI
AM 10:00 - 12:00	Geography Paper 1 Triple Biology	Music Appraising Exam Maths Foundation Drama C3 paper Physics Higher Tier	Textiles Exam Prep Fine Art Exam Prep History	English Language and Literature <small>Offered as an all day £8 deal only</small> GCSE PE	
PM 12:30 - 2:30	Geography Paper 2 Triple Biology	Music Appraising Exam Maths Higher Drama C3 paper Physics Foundation Tier	Textiles Exam Prep Fine Art Exam Prep History	English Language and Literature <small>Offered as an all day £8 deal only</small>	

POST 16

	MON 25th March	TUES 26th March	WED 27th March	THUR 28th March	FRI
AM 10:00 - 12:00	Yr 12 and 13 Psychology Year 12 and 13 French	Yr 12 and 13 Maths Yr12 & 13 Biology Yr 13 Theatre Studies	Yr 13 Textiles Yr 13 Fine Art Yr 13 History of Britain	History Year 12	GOOD FRIDAY
PM 12:30 - 2:30	Yr 13 Psychology Year 12 and 13 French	Yr 13 Maths Yr12 & 13 Biology Yr 13 Theatre Studies	Yr 13 Textiles Yr 13 Fine Art Yr 13 History of Britain	History Year 12	

Revision Planner

Year 11 students can plan ahead for their upcoming exams with [this helpful revision planner](#). The day planner will allow you to schedule in revision by topic ahead of the summer exam season.

Arbor Parent App

The Arbor Parent App is a useful tool that can help you keep track of your child's progress.

The app provides you access to their most recent report, behaviour and attendance tracking and also allows you to easily update us on any changes we may need to know about. Learn more about the app and how to download it on to your device at: <https://www.bosworthacademy.org.uk/arbor/>

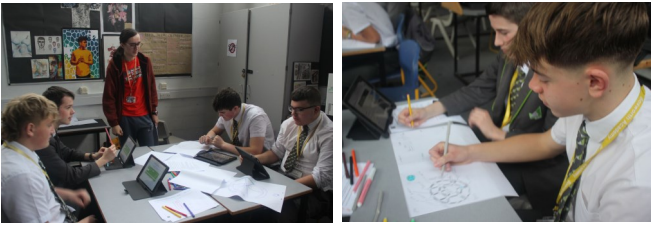


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International Space

A group of Year 10 students reached for the stars this week as they joined schools from across the country in the International Space Challenge where Science and Language subjects came together in competitive activities on Tuesday.



Before the activities began students heard about how studying Languages can give them the edge in STEM subjects such as studying Space whilst Associate Senior Leader Mrs Coulson discussed the challenges of having structures in low earth orbit.



Students were then tasked with designing a space hotel, thinking about lightweight materials, protection against micro-meteorites and use of solar panels to harness energy.

Languages specialists Year 13 student, Josh E, and Year 10 student, Lola C-M, worked with our students who split into three groups to develop their designs which were then presented in either French or Spanish to experts from Business Language Champions. Students showed great 6C values throughout the tasks as they used Collaboration, Critical Thinking and Communication in the design stage whilst using Creativity to produce 30 second advertisements to showcase their projects.

After deliberation on the other schools' projects, which involved The Winstanley School from our LiFE MAT, the experts selected one of our groups as the winning project!

Well done to all students involved and we look forward to doing other cross-curricular projects again.

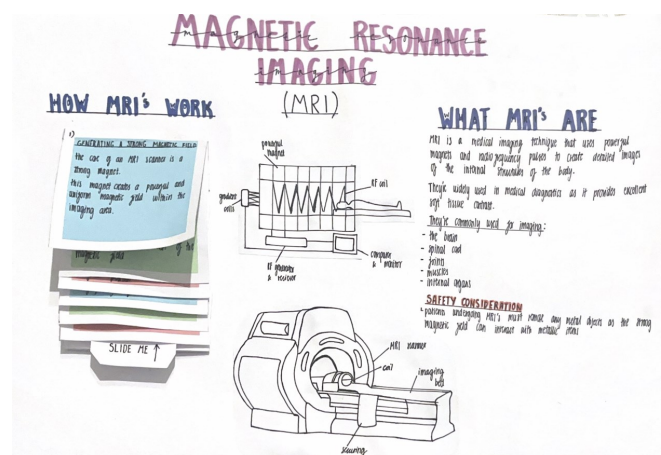
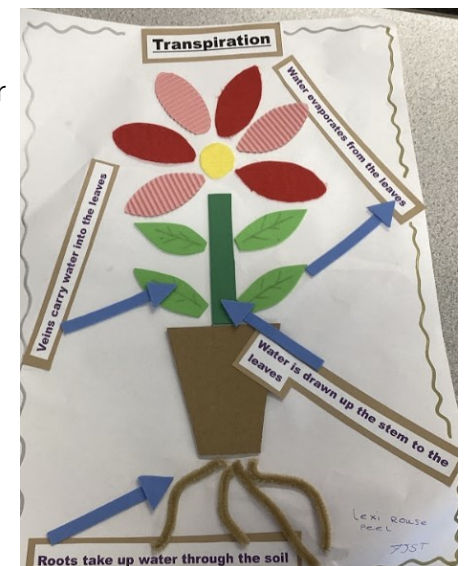
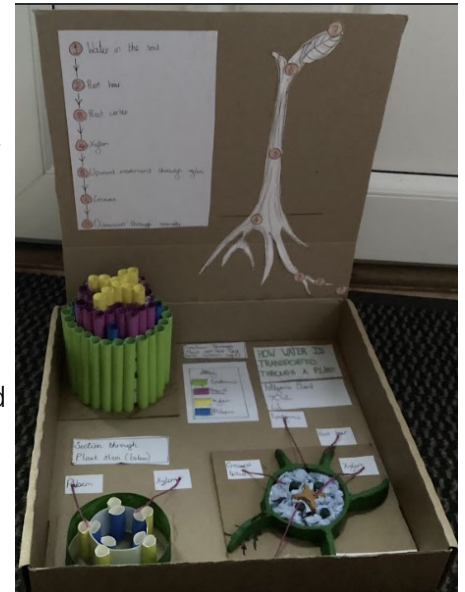
Mr Coldiciott, Science Curriculum Leader and Mr Mainard, MFL Curriculum Leader

Science Competition

Last half term students in different years took part in Science competitions linked to our 6Cs. Students could choose to complete a topic from a choice of six, which were different for each year group.

We had lots of great entries and it was difficult to choose the winners, everyone who entered should feel proud of their efforts. The winning projects were created by Pollyanna B, Iman B and Anushka K, with the runner-up being Lexi R. They will be receiving their prizes shortly. Look out for the next competition!

Mrs Coulson,
Associate SLT

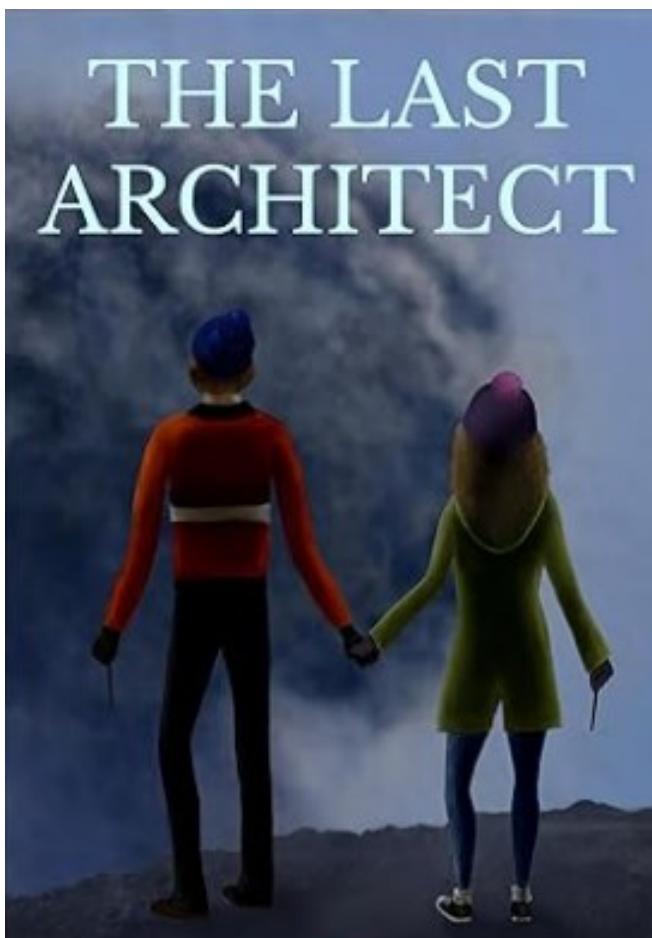


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Year 13 Author

Creativity and Communication have been shown by Year 13 student, Josh E, as he has recently published his own novel.



Josh was more than happy to tell us more: The book is called 'The Last Architect' and is about a 16-year-old Year 11 boy called Erik who is the last remaining descendant of the witches from the medieval period, but living in the present day. He has to deal with interest from the public but he tries to live a normal life as possible, but then a dangerous crime gang wants to use him for their own ends and they target his girlfriend. Things all escalate from there!

The writing process was really enjoyable. I began planning it all through Year 11 and started writing after my GCSEs were finished. I finished writing midway through Year 12, then spent another six months editing. Writing my novel was great because it was a kind of escape for me, particularly as when I began writing I was in a bad place in terms of my mental health so it provided an outlet for all that and allowed me to escape to my own little world with my own characters etc. I also think that when you write, it gives you a new perspective on things and that you see things

maybe differently than you did before.

To be honest I don't really know where my inspiration came from in terms of the main idea. It all started off as a daydream I suppose, and it all progressed from there. I remember having a clear idea of what one of the chapters would be, and I built the rest of the storyline around that. I did get some inspiration from my love of Scandinavia (part of the book is set in Iceland), and many of my characters were based (albeit loosely) on people I knew.

I went down the self-publishing route because the traditional method is extremely selective, time-consuming and can be expensive. My initial goal was just to make my book available to the public and any profit made is just a bonus! Self-publishing on Amazon is really easy because they have a step-by-step guide on how to do everything (although I had to wait until I was 18). They convert everything into the right format and do the printing for me, and then I set the price (making sure it covers the printing cost).

Fortunately I have a relative who is very good at art, so they were able to design my cover for me! For other writers, I would say the main piece of advice is to be patient. Ideas come and go, and



sometimes you can go weeks without being able to write a word. But this is absolutely fine and don't ever give up! Also, if you're serious about self-publishing, it's important to be diligent when it comes to grammar and formatting so make sure you invest just as much time into editing and proof-reading as you do writing. And finally the most important thing is to enjoy yourself. Writing should be fun and a way to express yourself - some people, like me, find it easier to express themselves through writing than spoken word, but it's important that you enjoy yourself during the process.

The book will be available soon in The Compass and if you wish to buy a copy of 'The Last Architect' please contact Communications Officer, Adam Hodges, at:

ahodges@bosworthacademy.org.uk.

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Maths Puzzle of the Week

Last week's answer: 56cm^2

The total area of the shape is:

$$2 \times 4 + 4 \times 8 + 8 \times 6 = 168\text{cm}^2$$

The white triangle has

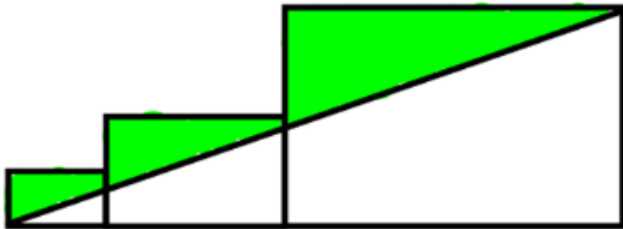
$$\text{Base} = 16 + 8 + 4 = 28\text{cm}$$

$$\text{Height} = 8\text{cm}$$

So area of white triangle is

$$\frac{1}{2} \times 28 \times 8 = 112\text{cm}^2$$

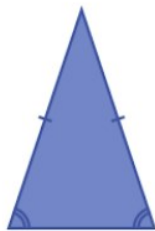
$$\text{So shaded area} = 168 - 112 = 56\text{cm}^2$$



This week's puzzle: Find the angles

An isosceles triangle has one angle of $(2x - 2)$ degrees and another angle $(3x - 5)$ degrees.

Find the angles of the three possible isosceles triangles that satisfy these conditions.



Lunch & Afterschool Clubs

We now have a wide range of clubs for students to participate in during lunchtimes and after school.

For a full timetable please click [here](#).

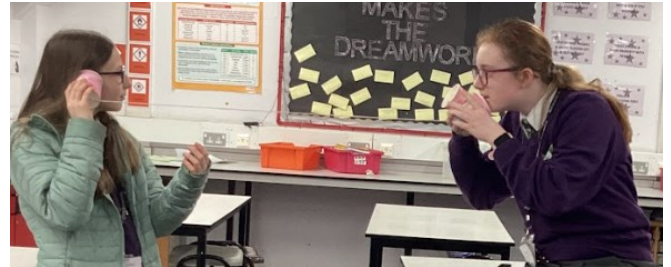
As a reminder, transport will not be provided for after school clubs.



Science Club Telephones

Last week at Science Club Year 8 investigated how sound travels.

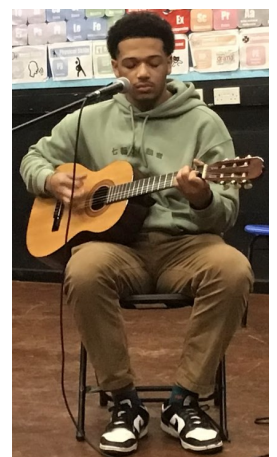
They made telephones out of cups and string and found that the string had to be tight or they didn't work. Year 8 Science Club Week 1 Wednesday 13.35 in S2



Post 16 Live Lounge

This month's Live Lounge featured students from the Post 16 Music class. They have their performance exam next week and this was a great opportunity for them to showcase their work in preparation for this. We wish them the very best of luck with the exam!

Mrs Dye, Leader of Music



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**STUDENTS OF
YEARS 11, 12 AND 13**

7

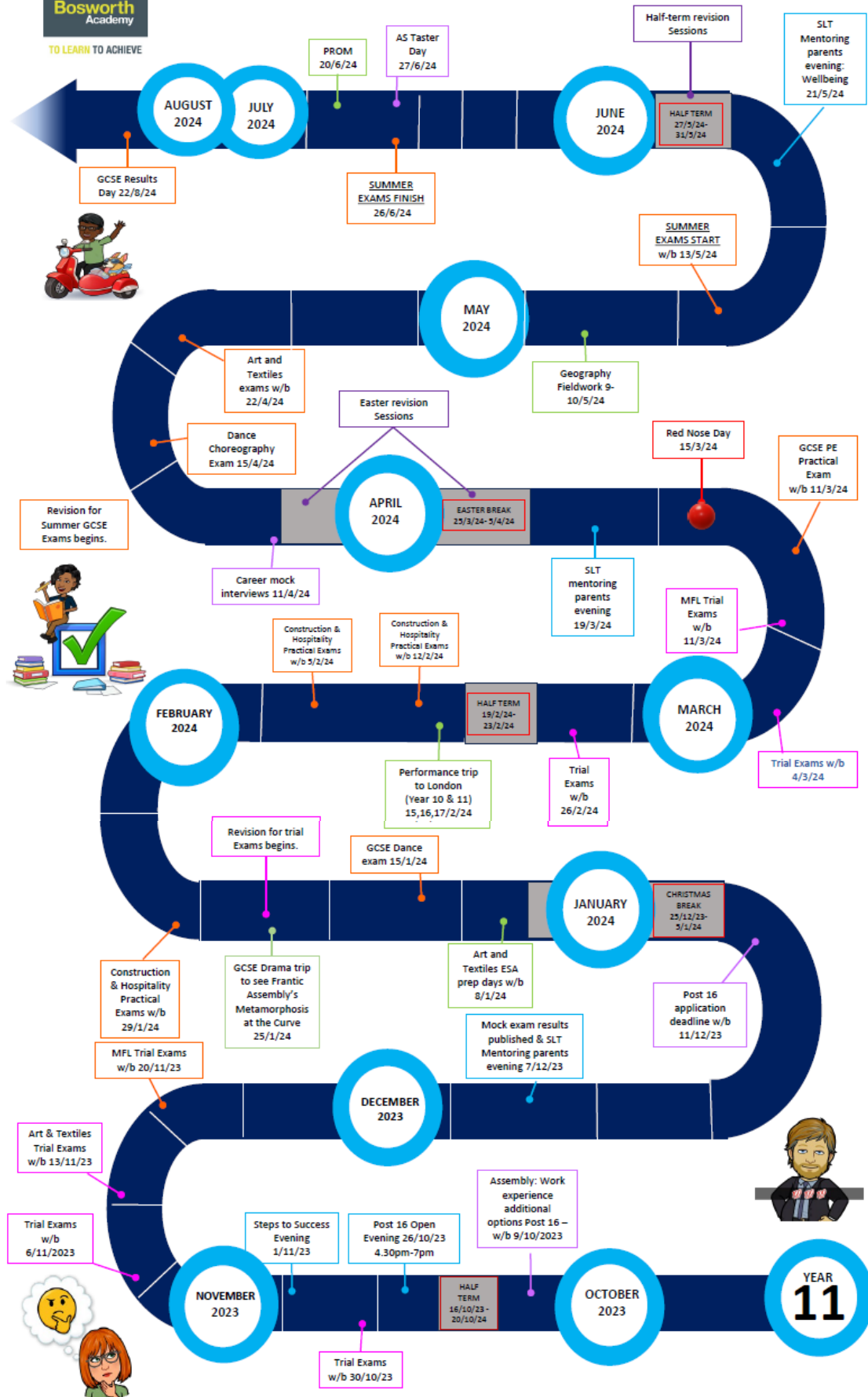
SCHOOL WEEKS LEFT

**UNTIL SUMMER EXAMS START ON
MONDAY 13TH MAY**



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Your own journey to being a **confident, aspirational problem solver**

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What Parents & Educators Need to Know about TEKKEN 8

AGE RESTRICTION
PEGI 16

WHAT ARE THE RISKS?

Thirty years after its debut on the original PlayStation, the Tekken franchise is back with its eighth mainstream instalment. A one-on-one fighting game series in the same vein as Street Fighter and Mortal Kombat, Tekken 8 can be commended for its relative lack of in-game purchases – but there's still plenty to consider in keeping young players safe from potential hazards.

FUTURE SPENDING?

Tekken 8 carries a PEGI 16 rating, with the assessors noting its violence, occasional profanity and in-game purchase options. The latter issue, however, is a little different to what you may expect from a modern game: unlike many high-profile releases, Tekken 8's content is all accessible without spending any extra money. The exceptions are new characters, which will become available to purchase separately in the future.

COPYCAT RISK

With characters flying across the screen using a mix of authentic and fantastical fighting styles, younger children and impressionable teens may find themselves tempted to copy their favourite characters or act out their epic fights in real life. This could simply amount to harmless fun – but could also easily lead to accidents, injury and distress if young gamers start actually landing blows.

VIOLENT GAMEPLAY

As a fighting game, Tekken 8's gameplay is heavily based on punching, kicking and throwing opponents around – while some characters' attacks occasionally involve weapons. Most of the violence is comparatively cartoonish in its execution and lacking in gore, but the fact remains that the action still revolves entirely around intense combat and inflicting damage on an opponent.

FAMILY CONFLICT

Tekken 8's story mode, 'The Dark Awakens', focuses on two of the series' most important characters – Kazuya and Jin, a father and son who have been warring for years. The sight of two family members physically fighting each other may be hard to understand (and difficult to deal with) for some children – causing confusion and concern over why relatives would want to hurt one another.

RANKED ONLINE PLAY

Tekken 8 features an array of online modes – most notably its 'Ranked' section, where players battle to reach the top spot of a worldwide leaderboard. Many players will dedicate significant amounts of time to practising and – while the challenge can be fun – some of these matches can get extremely competitive. Children could become obsessed with climbing the rankings and dedicate an unhealthy amount of time to the game or grow angry if they wind up on a losing streak.

ONLINE CONTACT

Tekken 8 doesn't offer voice chat by default, but a player's platform ID is visible (such as their PlayStation Network ID, Steam account or Xbox gamertag). Rival players can, therefore, reach out via messages if they wish. Given the game's fiercely competitive nature, these communications can potentially put children at risk of online abuse if their opponent is a particularly sore loser.

Advice for Parents & Educators

TRY IT OUT YOURSELF

As with many popular games, we'd recommend checking it out for yourself in advance if you have any concerns. In the case of Tekken 8, there's a free demo version available (for all platforms) which lets you experience fights with a handful of the characters: a useful way of establishing first-hand whether some children might find the game's violence to be too intense.

EXERCISE YOUR JUDGEMENT

While Tekken 8 features a sort of 'spray' impact effect when attacks land, it's not the kind of game that most observers would describe as gory (unlike, for instance, the Mortal Kombat franchise). Of course, any fighting game worthy of the name will include a significant degree of violence – but the level at which the battles in Tekken are pitched may not be an issue for some children.

MARTIAL ARTS MOTIVATION?

With characters utilising real-world fighting styles such as jiu-jitsu, boxing and kickboxing, Tekken could represent an opportunity to channel a child's fondness for the game into a beneficial interest in real-world martial arts. Classes can help to build young people's confidence and physical fitness, as well as providing avenues for making new friends.

CONTROL COMMUNICATIONS

If a child plays Tekken online with anyone apart from their friends, then parents and carers could consider restricting communications – such as shutting off the facility to be messaged by other players (although the child's profile name will still be displayed) – to reduce the chance of contact from strangers. This can be done via the console's account settings or through the child's Steam account (if playing on PC).

Meet Our Expert

Editor in Chief of gaming and esports site GGRecon, Lloyd Coombes has worked in the games media industry for five years. He's played every Tekken title since the series began and, as a parent, also values the importance of online safety. Writing mainly about tech and fitness, his articles have been published on influential sites including IGN and TechRadar.



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/www.thenationalcollege

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@wake.up.weds

Users of this guide do so at their own discretion. No liability is entered into. Current as of the date of release: 06.02.2024

Tekken's relative lack of gore distinguishes it from similar titles such as Mortal Kombat, making it seemingly more suitable for under-18s. Its inherent focus on violence, however, plus a highly competitive online play mode against (often older) strangers and some potentially problematic strands of the plot combine to earn it a PEGI 16 age rating. This guide has the full story.

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The Compass

Readathon for Year 7

Reading for pleasure is a matter of social justice.



Children and young people who read for pleasure are more likely to do well at school, have better jobs, be happy and lead fulfilled lives. All through the magic of a humble book or story.

Read for Good ensures that children and young people have ACCESS to a wide and vibrant CHOICE of the best brand new books, and provides the all-important INSPIRATION to help them discover a life-changing love of reading. Readathon is Read for Good's sponsored read, which has been motivating generations of children and young people to read since 1984. Our Year 7 students are going to take part in Readathon over the next 2 weeks, from Monday 4 March, until Sunday 17 March. This launch [video](#) has been shared with our Year 7 students.

Each student will be given a sponsor form + bookmark and will need to set themselves a 'target' of what they are going to read in the 2 weeks. This ties in really well with their goal setting for reading in Crew time.

If you are able to, please ask family members to sponsor the students per book/page/10 minutes of reading, etc. Here is the [link](#) to donate the sponsorship money directly to Read for Good. Students will be asked to return their filled in sponsor form to the Library, so that we can keep track of who's done the most reading and also who's raised the most money. There will be some small prizes to reward students.

The main thing as always is to get our students to read!

"By sponsoring a pupil you are not only encouraging a love of reading but also raising money to provide books and storytellers for children in hospitals across the UK. Plus, the school will get 20% of the total they raise to spend on books!"

For more information go to <https://readforgood.org/>

Mrs Griffiths, School Librarian

February AR Leaderboard

1	7HBE	1,798,338	1	8JPA	982,137
2	7JWI	1,690,371	2	8GWR	771,273
3	7SMC	1,521,968	3	8MEM	691,487
4	7CWL	1,347,592	4	8JHI	472,559
5	7SMK	1,244,550	5	8CDE	281,682
6	7GDV	992,915	6	8MBL	243,520
7	7EPY	990,855	7	8STH	239,507
8	7JST	822,202	8	8GHI	201,017
9	7JSTH-CO	315,630	9	8LMA	101,480
Total Year Group		10,724,421	Total Year Group		3,984,662

Whole Year AR Leaderboard

1	7SMK	10,729,502	1	8JHI	9,354,406
2	7CWL	8,537,645	2	8GWR	8,728,605
3	7SMC	8,376,778	3	8MEM	7,436,489
4	7HBE	8,364,947	4	8JPA	6,907,643
5	7EPY	5,955,915	5	8STH	5,427,139
6	7JST	4,303,013	6	8GHI	4,618,402
7	7JWI	3,855,840	7	8MBL	3,589,450
8	7HCO	2,704,783	8	8CDE	3,443,580
9	7GDV	2,478,681	9	8LMA	3,097,202
Total Year Group		55,307,104	Total Year Group		52,602,916

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Book Recommendations

Key Stage Three

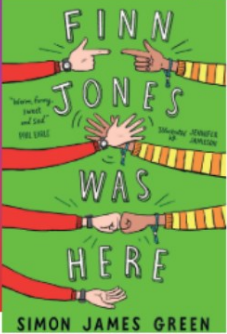

READING RAMPAGE 2024 INTRODUCING


Simon James Green

author of *Finn Jones Was Here*
Scholastic

About the Author
Simon James Green is a screenwriter and the award-winning author of twelve books for children and young adults. He has been shortlisted for the YA Book Prize, the Diverse Book Awards, the Lollies, has won the Bristol Teen Book Award and been twice nominated for the Carnegie medal. He has written seven young adult novels including *Noah Can't Even* and *Boy Like Me*. His first middle-grade novel, *Life of Riley*; *Beginners Luck*, was shortlisted for the Blue Peter Book Award and won the Fantastic Book Award 2011. *Sleepover Takeover* won the InspiRead Novel Award 2023, and featured in the Great Book's Guide from BookTrust. *Finn Jones Was Here* was selected as Book of the Month by the Booksellers Association and has been longlisted for UKLA Book Award 2024. Simon has also written two picture books, illustrated by Garry Parsons: *Llama Glamarama* and *Fabulous Frankie*.

About the Book
This is a story about making the most of life and taking the opportunities that it gives you. Eric and his best mate Finn did everything together. Finn loved playing jokes and pranks on people. We find out in the first chapter that Finn has died, or has he? Eric starts to receive messages from Finn which ask him to do some crazy stunts. How is this happening? Eric embarks on an adventure to complete certain tasks, such as zip wiring, joining the school football team and zombie hunting. It seems that Finn can see him carrying out the tasks somehow, so Eric is convinced that at the end of the tasks, Finn will be there laughing away as usual. In a novel that begins with a funeral, it is full of laughs and hopes too.





Key Stage Four

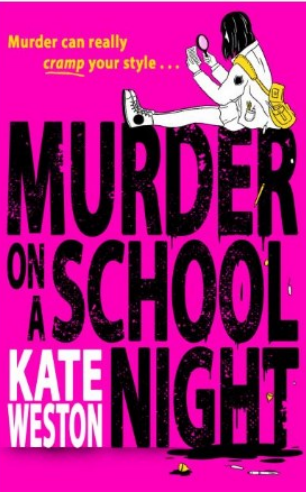
There's never a good time to find a dead body.

But finding a dead body while you're trying to kiss your crush?

Dead awkward.

All Kerry wants to do is stay at home with her rom-coms and strict retainer schedule.

Instead, her BFF Annie has roped her into going to their first sixth-form party to investigate who's cyberbullying Heather, the most popular girl in school.



On the cusp of kissing her dreamy crush, Scott, Kerry discovers the body of Heather's second in command - suffocated with a menstrual cup. Within days, another student turns up dead, this time with a sanitary pad across the eyes. Now Annie and Kerry are officially on the case to stop the menstrual murderer...period.

Dates For Your Diary

DATES	EVENT
Wednesday 13 — Friday 15 March	Y12 Geography Residential in Hull
Thursday 21 — Friday 22 March	Romeo & Juliet at the RSC Y11 trip
Friday 22 March	End of Spring term
Monday 8 April	Summer term starts
Monday 6 May	May Day Bank Holiday School Closed
Monday 27 — Friday 31 May	Summer half term School Closed
Wednesday 10 July	End of summer term

We can now confirm the term dates for 2024-25 academic year which can be found below:

- [Term Dates 2023-24](#)
- [Term Dates 2024-25](#)

Job Opportunities

If you would like to join our team, please see the latest vacancies below:

- Teacher of Computer Science & ICT
- Cleaning Operative (Day Shift)
- Cleaning Operative (PM)

For more information please click [here](#).



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WHAT'S FOR LUNCH THIS WEEK?

Monday	Tuesday	Wednesday	Thursday	Friday
Rustic Swedish Meatballs & Seasoned Mashed Potato Broccoli & Cauliflower Pitta Bread Salad	BBQ Chicken Drumsticks Rice & Peas Sweetcorn & Coleslaw	Beef Lasagne New Potatoes Broccoli Garlic Bread	Roast Chicken & Yorkshire Pudding Mashed Potato Mixed Veg & Gravy	Chicken & Mushroom Pie Herby Diced Beans / Fresh Salad / Coleslaw
Chicken Tikka Masala Rice Broccoli & Cauliflower Pitta Bread Salad	Jerk Pork Loin Rice & Peas Sweetcorn & Coleslaw	BBQ Chicken Breast New Potatoes Broccoli Garlic Bread	Lincolnshire Sausage & Yorkshire Pudding Mashed Potato Mixed Veg & Gravy	Pork Sausage Roll Herby Diced Beans / Fresh Salad / Coleslaw
Vegan Curry Rice Broccoli & Cauliflower Pitta Bread Salad	Jerk Vegan Slice Rice & Peas Sweetcorn & Coleslaw	Vegetable Lasagne New Potatoes Broccoli Garlic Bread	Vegan Sausage & Yorkshire Pudding Mashed Potato Mixed Veg & Gravy	Vegan Sausage Roll Herby Diced Beans / Fresh Salad / Coleslaw
Dessert Of The Day	Dessert Of The Day	Dessert Of The Day	Dessert Of The Day	Dessert Of The Day



Filled Baguettes, Sandwiches, Wraps available Daily

NEW freshly made cheese or ham panini now served on the hot pasta side!

If you would like information on which foods contain allergens please ask a member of the catering team who will be happy to help

Read All About It!

Want to look up an old article?

Our most recent In the Loop newsletters are available [here](#) for you to access.

We also have specialised newsletters to keep you updated. Click the links to find the latest issues of:

- [Careers Newsletter](#)
- [The Oaks Newsletter](#)



Important Contact Details

If you have any concerns about your child that can not be sorted with their form tutor or class teacher then please contact their pastoral team.

KS3 Leader Assistant Head Teacher: Rick Moore

rickm1@bosworthacademy.org.uk

Head of Year 7: Kirsty Hayton

khayton@bosworthacademy.org.uk

Assistant Head of Year 7: Ellen Wright

ewright@bosworthacademy.org.uk

Head of Year 8: David Mowbray

dmowbray@bosworthacademy.org.uk

Assistant Head of Year 8: Wendy Sessions

wsessions@bosworthacademy.org.uk

Pastoral Leader KS3 & 4: Kay Coxon

kcoxon@bosworthacademy.org.uk

Assistant Head KS4 Leader: Tom Worn

tworn@bosworthacademy.org.uk

Head of Year 9: Jenny Jacobs

jjacobs@bosworthacademy.org.uk

Assistant Head of Year 9: Laura McQuaid

lmcquaid@bosworthacademy.org.uk

Head of Year 10: Brogan Jones

bjones@bosworthacademy.org.uk

Assistant Head of Year 10: Steve Hewitt

shewitt@bosworthacademy.org.uk

Head of Year 11: Lisa Milner

lmilner@bosworthacademy.org.uk

Assistant Head of Year 11: Caroline Tallis

ctallis@bosworthacademy.org.uk

KS5 Leader Assistant Head Teacher:

Louise Holdback louiseh27@bosworthacademy.org.uk

Head of Year 12: Chloe Stephenson

chloes3@bosworthacademy.org.uk

Head of Year 13: Alison Woolley

awoolley1@bosworthacademy.org.uk

Senior Leader & Designated Safeguarding Lead:

Nikki Whitaker nwhitaker@bosworthacademy.org.uk

Report a safeguarding concern:

DSL@bosworthacademy.org.uk

Student Support:

studentjusttalk@bosworthacademy.org.uk

Anti-Bullying Form: Report [here](#)

Attendance Support:

attendance@bosworthacademy.org.uk

IT Support: ictsupport@bosworthacademy.org.uk



Bosworth Academy, Leicester Lane, Desford, Leicester, LE9 9JL
Tel - 01455 822841 | Email - office@bosworthacademy.org.uk
Website - bosworthacademy.org.uk | Headteacher Simon Brown
Follow us on social media: Instagram . Twitter . Facebook . LinkedIn



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Spring Term 2024



Be better than you thought you could be