



Trinity Catholic
High School

School Newsletter

Headmaster's message

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Dear Parents & Students,

We are very pleased to publish our Autumn Term's School Newsletter. We do live in very interesting times! School life has been drastically altered. Nevertheless, we are all fully committed to our vision on behalf of the children we serve. I often compare our school to a ship. The students are its precious cargo and our destination is the greatest success for everyone. All are equally valuable and precious. Despite the present troubles, we are committed to our vision. Whatever happens at sea, we will not give up, give in, give way or give out but stay on course to ensure that our voyage is brilliantly successful. Our curriculum is like one of those tapestries where many brilliant strands are closely woven in a variety of colours. At the heart of this lies the Eucharist and the religious life. We still have Eucharistic Adoration on a Friday and a Eucharistic service in our Upper Site Chapel every day at 8.30am. Mr Liam Connolly, our newly appointed Director of RE and Religious Life is doing sterling work to enhance our religious life. Of course, just going to church no more makes me a Christian than standing in a garage makes me a car. We must ensure that the Eucharist permeates all aspects of school life.

This newsletter highlights how this is done but its only certain strands in the tapestry we are working on so that our children receive the very best. I am truly grateful to all members of our school community who play such a magnificent part in ensuring the Good Ship Trinity keeps on course to its destination. Many thanks for reading this.

My best regards to you and yours for the Holy Season. Keep warm, keep safe and keep close to those you love.

Dr P.C. Doherty OBE
Headmaster

RE and Religious Life

Mr Liam Connolly
Director of RE & Religious Life

The religious life and ethos of our school community remain at the centre of all aspects of school life and provide the foundation of our mission and vision as an outstanding Catholic school within the Diocese of Brentwood. Covid-19 has presented obstacles to the routine of our daily religious life, however this has been an opportunity to focus on that which is essential.

Religious Life & Collective Worship

Year 7 Mass of Welcome - Feast of St Francis of Assisi

In October, we formally welcomed all of our new Year 7 students during our Mass of Welcome for the Feast of St Francis of Assisi. This was a wonderful opportunity to celebrate our Franciscan heritage, made possible by Fr Michael O'Kane OFM, and the Friars of our Parish of St Thomas of Canterbury. Following the celebration of Holy Mass, each Year 7 student was given a blessed Franciscan lapel badge to remind them of our heritage and mission of Christian witness.



Celebration of the Eucharist

We remain first and foremost a Eucharistic community. The celebration of the Eucharist, as the 'Source and Summit of our lives as Christians', remains of paramount importance. We have sought to develop our Eucharistic tradition through:



- Eucharistic Services of Word and Holy Communion on Monday, Tuesday and Thursday each week before school.
- The celebration of Holy Mass for Year 7 form groups (representing the whole school) each Wednesday and Friday before school.
- Eucharistic Adoration and Holy Hour every Friday, 12 noon - 1pm.

Assemblies

Assemblies have continued each week as part of our collective worship. This has been reviewed and renewed. Each week, each year group receives a pre-recorded and edited broadcast of collective worship, which lasts for 10-15 minutes, and is broadcast on different days towards the beginning of the week. This includes scripture, prayer, worship, reflection and student participation. The theme of each assembly is linked to relevant Feast Days within the Catholic Liturgical Calendar with reference to a different fundamental British value each week. Each year group assembly also includes a reflection and address from the Headmaster and/or the Director of RE and Religious Life, and each respective Head of Year.



Month of the Rosary in October

Each lesson continues to begin with prayer and acclamation. Every student and class in the school have received formation on the importance of popular piety and in particular, the Holy Rosary during the month of October. Following this formation, during RE curriculum time, each class has spent time in the Chapel or at one of the nearby Marian Shrines, and prayed the Holy Rosary together, praying in particular for our school community, with students encouraged to bring their own Rosary to school during the month of October. The praying of the Angelus and 3 o'clock Mercy prayers remain part of our tradition, albeit impacted by staggered lesson/arrival/departure times.



November Remembrance

During the month of November, the month of the Holy Souls, all students had time in RE lessons to focus on the importance of praying for the repose of those gone before us. Students and staff were encouraged to write the names of deceased loved ones in the Remembrance box in each Chapel. These intentions were prayed for every single day in November.



Armistice Day was also marked on 11 November with a special live streamed Liturgy, with the entire school community marking a 2-minute silence. Year 11 students took part in a moving liturgy of Remembrance in the Padua playground with our Headmaster, with students leading us in reading and prayer, laying our wreath and marking the national 2-minute silence.

As we approach the end of the **season of Advent** towards Christmas, we are pleased to have been able to allow all students to take part in services of reconciliation with the Sacrament of Penance being made available in a Covid secure environment. Our focus has been on the season of waiting and preparation for the Birth of Christ. We conclude our spiritual journey together, waiting in joyful hope, deepening our relationship with God, and growing in Faith, Hope and Charity.

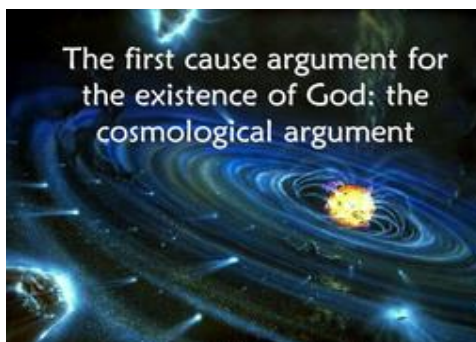
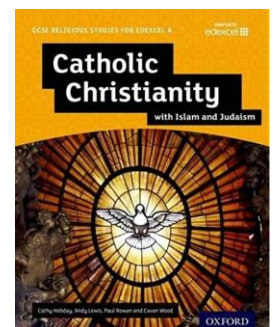


Religious Education

RE within a Catholic school has and always will be the 'Core of the Core' subjects. This academic term, we have continued to develop our RE provision, in light of our recent Section 48 Inspection which judged the teaching of RE here at Trinity to be 'Outstanding in all areas' and a 'Beacon School' in our Diocese of Brentwood.

Year 7 have developed their knowledge and understanding with the introduction of the brand new 'ABC' programme, 'About Being Catholic'. This is a high quality bespoke programme of formation and education aimed at giving our students the firm foundations and basic understanding of some of the core principles and teachings of the Catholic Church, centred around Sacramentology, The Creed, Catholic Liturgy, Practice and Devotions.

Year 8 have been exploring Scripture and Covenant, whilst Year 9 have studied Theological Eschatology. Year 10 and 11 continue to make outstanding progress throughout their GCSE course, with Year 10 having the opportunity to study the Philosophy & Ethics Module of the Edexcel course, which will help prepare students wishing to take A Level Theology & Philosophy.



Year 12 and 13 have enjoyed developing their theological and philosophical knowledge and understanding, studying Augustine, Aquinas and Kant, to name a few, whilst exploring concepts such as the Problem of Evil and Suffering, the Cosmological and Ontological Arguments for existence and the notion of humanity being made in the image and likeness of God.

Sixth Form Update

Miss Margeret Keegan
*Director of Sixth Form***"Developing an A level mindset"****"Rising to the challenge"****"Aiming higher"****"Developing Leaders"**
Meet your Head boy and Head girl

Jess Chaves



Domingo Lapadula

"Developing mastery"

Our aim is to see every student in Year 12 complete at least one Future Learn course per subject that they study during the process of Year

12. Students are using Future Learn to choose courses that interest them around the subjects they are taking at A-Level. Not only will this extend their understanding of each of their subject areas, it will enable them to have a taste of University style lecture-based learning. An invaluable tool in developing student independence. Department staff will be directing students to a specific course that supports a particular area of focus within the curriculum.

<https://www.futurelearn.com/>

"Opportunities to contribute"

During advent, the student leadership team will be coordinating activities in order to raise funds for charity. Any ideas are welcomed. Please share with the head boy and head girl!

**"Preparing for post Sixth Form destinations"**

The current Year 13 students are the first year group to use the online platform Unifrog to help them with UCAS applications and other destinations. Trinity has invested in this platform to help our students make decisions with regard what they wish to do after leaving us. The purpose of



Unifrog is to support students to progress into the best opportunity for them. Unifrog do this by providing a one-stop-shop where students can explore their interests, find and compare every opportunity, then apply for their best next-step. The platform has also really helped students with their UCAS applications in particular. Students can use the platform to help them write their personal statements and information that they provide on Unifrog is being used to enhance their overall UCAS references.

Throughout the autumn term, the majority of our Year 13 students have been engaged with the UCAS process. Our early applicants to Oxbridge/ Medicine/ Veterinary Science/ Dentistry sent their applications by the October deadline. The rest of the year group that wish to apply have been sending their applications on an ongoing basis, which will continue to the end of term. Students have been given expert guidance through the online PSD programme and the presentations by Mr McGrory. Students have also received a great deal of guidance with regard their personal statements from the Sixth Form team. Hopefully, the majority of our students will have sent their applications by the time the term ends.

“Developing breadth of knowledge”



The Marathon Reading Challenge has been launched with our Year 12 students. Mr McGrory did a presentation for the Year 12 students that was played in lesson time. The idea of the challenge is that our Year 12 students read 26 books on a subject that they are thinking of applying to university to study. Our students have been directed to a Marathon Reading Challenge website where there are examples of books to read and even the facility to purchase books! Students can also use the template on there to keep a record of their reading. Alternatively, they can complete a blog of their reading journey. Mr Vinnicombe will be providing students with advice on how to complete their blogs.

The purpose of the challenge is to enhance personal statements that will need to be completed as part of the UCAS process next autumn. Students always struggle with what to include in their statements. By completing the challenge, they will have a wealth of materials to use in their statements. They may also be able to add a link to their blogs. Mr McGrory attended a conference at the LSE where one of the admissions tutors told the meeting that a student had gained a place because the tutor had opened their blog and had been so impressed with the reading and learning journey that they saw (the LSE is the most oversubscribed UK university). We would encourage all our students to undertake the challenge but it could be particularly important to our Luminaries group who wish to apply for Oxbridge, Medicine/ Dentistry/ Veterinary-Sciences or Russell Group universities.

Economics Masterclass

On Monday 9 November, Mr Baker invited Stephen King to deliver a talk and QA in his Year 13 Economics lesson via Teams. Stephen King is HSBC's Senior Economic Adviser and a successful author. Stephen's latest book, 'Grave New World: The End of Globalization, the Return of History', was published by Yale University Press in May 2017. Later that year, 'Grave New World' was longlisted for the FT-McKinsey Business Book of the Year prize and thereafter picked as a 'book of the year' by the Financial Times. It has since been translated into multiple languages including, in 2019, Mandarin under the title 'The World is Not Flat'. Stephen's previous book, 'When the Money Runs Out' (Yale), was chosen as a 'book of the year' by the Financial Times, the Economist and the Times.

Stephen writes a regular column in the London Evening Standard, has penned articles for a number of leading newspapers worldwide and frequently appears on television and radio. Stephen sits on the Council of Management of the

National Institute of Economic and Social Research (NIESR). Between 2015 and the 2017 General Election, Stephen was a special adviser to the House of Commons Treasury Committee. Stephen's career began at H.M. Treasury, where he was an economic adviser within the UK civil service. He studied at New College, Oxford.

During the Q&A Stephen talked about financial markets and monetary policy as well as his journey to becoming an influential economic advisor. Our students found the session to be very interesting and of course very helpful with some of the more complex economic theory that they have to study.



Reading at Trinity

Mrs Laura McGrory
Curriculum Lead for Literacy

Inspiring a Love of Dystopian Literature

Year 7 students have been enjoying their study of dystopian literature. Students are currently reading 'The Hunger Games' in their English lessons. In a recent questionnaire, most Year 7 students reported that their favourite lesson had been English in the first half term. We have splendid display boards on both the upper and lower sites that advertise other books from the dystopian genre; we hope that having enjoyed 'The Hunger Games' so much, they are now inspired to keep reading.



Banned Books Week

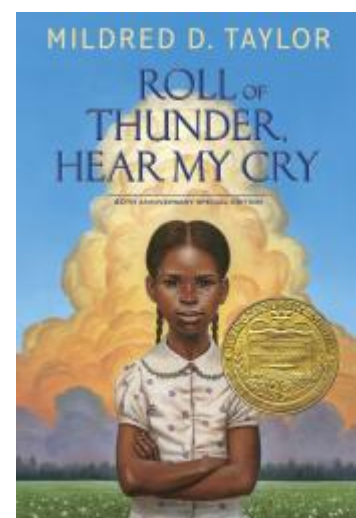
Banned Books Week (28 September - 2 October) is an annual event celebrating the freedom to read. Typically held during the last week of September, it spotlights current and historical attempts to censor books in libraries and schools. It brings together the entire book community – librarians, booksellers, publishers, journalists, teachers and readers of all types – in shared support of the freedom to seek and to express ideas, even those some consider unorthodox or unpopular. In Maths, KS3 students looked at Copernicus' banned book 'De Revolutionibus Orbium Coelestium' (On the Revolutions of the Heavenly Spheres). In Music, students studied the song (originally a poem) 'Strange Fruit' as sung by Billie Holiday. In Geography, the focused banned book was '5 Cities that Ruled the World' by Douglas Wilson and specifically an extract on London. This book was banned in Indonesia due to its discussion of religion and world

leaders. Students were shown images of the book being publicly burnt in Indonesia which led to class discussions about the book and mass book burnings in Berlin under Hitler. In English, students looked at a surprising list of recently banned books including 'To Kill a Mockingbird'; 'Harry Potter'; 'China Dream'; 'Thirteen Reasons Why'; 'The Absolutely True Diary of a Part-Time Indian'.



The Autumn Term Classic Read

We have been challenging KS3 students to read a classic book during the months of October and November. Our chosen book for this term is 'Roll of Thunder, Hear My Cry' - a novel written in 1976 by Mildred D. Taylor. It is a book about racism in America during the Great Depression and Jim Crow Era. The novel won the 1977 Newberry Medal. The novel explores life in southern Mississippi in a climate of racism where many are persecuted for the colour of their skin. Throughout the book, the reader learns about the importance of land and the effects of racism, at the same time as Cassie Logan (the narrator) learns 'the way things are'. It is key to this story that the narrator is a child as it adds emphasis upon what it was like to grow up in 'The South' and it also helps the reader to understand the true impact of racism. Students were able to watch a video in their reading period about this novel and quizzes have been emailed to students; there will be prizes awarded at the end of term for students who have taken part in this reading challenge.



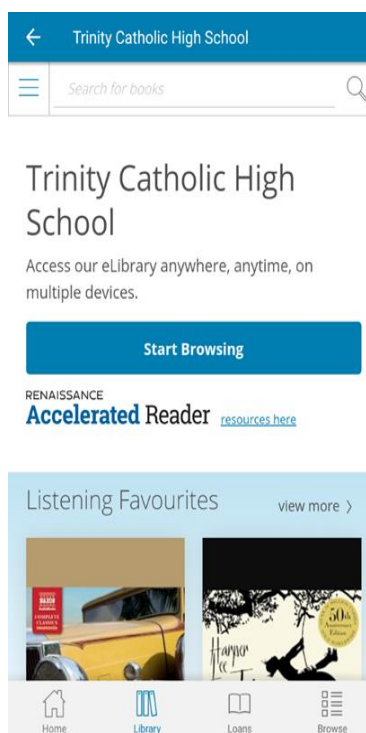
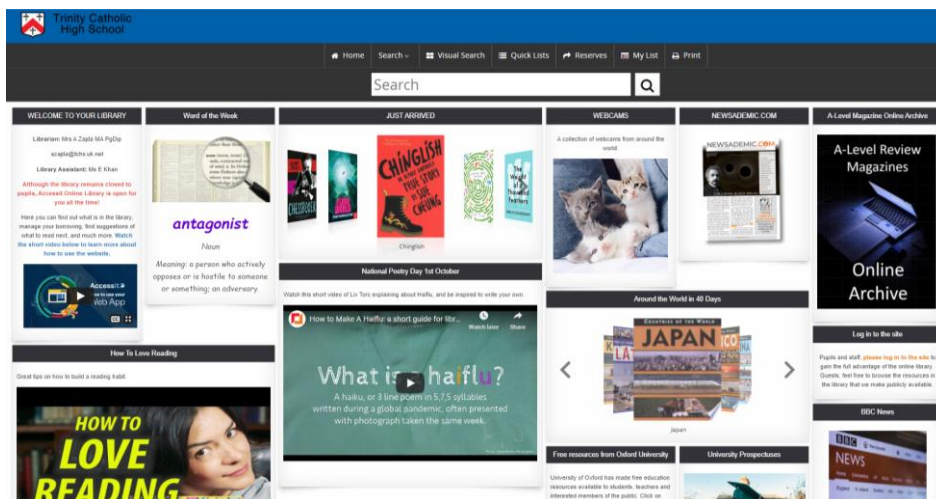
Bethan Library

Mrs Anna Zajda
Librarian

The Bethan Library has faced similar challenges to the rest of the school since the introduction of restrictions due to Covid-19. We are now exclusively a Sixth Form learning zone and remain closed to the other students to prevent the year bubbles from mixing. This does not mean that students cannot use the library - on the contrary, the new platforms and electronic resources that we introduced in the last few months allow us to provide an efficient service to the whole school community.

The new Bethan Library catalogue and 'Click and collect'

Our new library page is available on the school website via Login > Accessit. Students and staff can search and reserve books and manage their accounts. We have introduced a 'Click and collect' service, which means that books reserved in Accessit can be collected from the school office on Lower Site for Year 7, Year 8 and Year 9 students, and directly from the library for the older students. We follow strict hygiene procedures and all returned books are sanitised and quarantined for 3 days before being shelved. The library page is updated regularly with the latest information about our events, book recommendations, 'Word of the Week' and resources linked to the curriculum.



Ebooks and audiobooks

To make access to reading material as easy as possible in the current situation, we now also provide ebooks and audiobooks. The ePlatform app is easy to use and enables users to borrow from hundreds of books to read or to listen to from their own device. It has been popular with our students and staff since its introduction in the summer.

Pop-up Library

Sometimes only being able to choose a book yourself will do, and our monthly Pop-up Library on Lower Site is at hand with a great choice of books for Year 7, 8 and 9, and the librarian to provide advice. It has been especially successful with our youngest students, and a great way for us to meet the children as we do not see them in the library at the moment. We are planning a special Christmas edition of the Pop-up Library for December.



A-Level Review magazines

The library now subscribes to the online A-Level Review magazine archive which students are able to access from home. The magazines contain topical articles, cutting-edge research and case studies, as well as revision support and expert exam advice. Print copies are available at the library.

Cultural History Month

Mr Nigel Doherty
Director of Pastoral Care

Trinity Catholic High School has an ethnically diverse student population with thirty different cultures represented from Years 7 to 13. Consequently, throughout the month of October, the school celebrated Cultural History Month. This event incorporated Black History Month which figured significantly.

Each year group was set a different activity by their Head of Year to complete and key subjects including Religious Education, English, Geography and History delivered specific lessons which explored cultural history through the lens of that subject. The learning objectives of Cultural History Month were as follows:

- To emphasise the fundamental Christian belief that each and every human being is made by God with equal dignity regardless of culture or race.
- To allow staff and students to celebrate the diverse cultures within the school, both their own and others, as one Christian community.
- To allow students to increase their knowledge and understanding of their cultures and those of others.
- To further promote the British values of respect and tolerance for different cultures.
- To respond positively to emerging cultural challenges.

The following includes examples from Year 7 and Year 11 as well as a lesson taught to Key Stage 4 History students.

Year 7

Year 7 students were supplied with a template of a paper hand. They researched the name of one of their grandparents, the country of their birth and three facts about this grandparent.

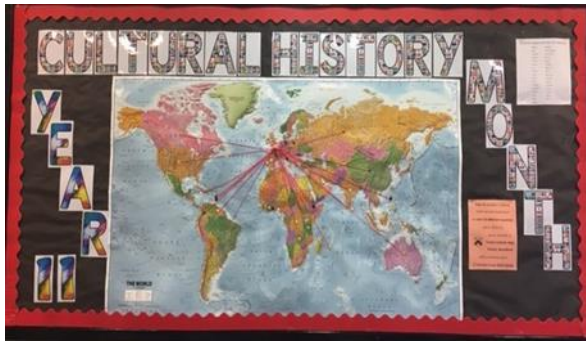
They then recorded this information on the paper hand and decorated it with the flag of their grandparent's culture. These cultural 'hands of history' were then put on display on Lower Site in the annexe area for both the community and visitors to see.

When evaluating their learning, Year 7 students made the following comments:

- *'I learnt that everyone should be inspired by the many cultures in the school and everyone should be proud of who they are.'*
- *'One thing I found about this project is that even though we are from places that others have not come from, we are all familiar in one way or another which is like being brothers and sisters.'*
- *'I have learnt that talking about my heritage has made me a lot more confident in who I am.'*
- *'I learnt a lot about my grandparents, where they come from and their life stories. This was particularly interesting because I never really knew how they came to England until now.'*
- *'I learnt that all cultures matter and our world is based on different cultures. It is important to learn about other cultures and it is what brings the world together.'*
- *'I learnt about my heritage on my mum's side and I was told many things that I did not learn before about my family and that is what helped me become closer to my family.'*
- *'I learnt we should trust and respect everyone because everyone's beliefs are special.'*
- *'I learnt to embrace your culture.'*



Year 11



Year 11 celebrated the diversity and heritage within their year group, sharing inspirational and thought-provoking stories, and reflecting upon what they believe to be the greatest issues in today's cultural society, as well as their hopes for the future. This was then shared with the whole year group through a video of students speaking, as well as a prominent display of an annotated map, highlighting the year group as many cultures, but one people.

In response to who inspired them from either their culture or another, students wrote about Aishwarya Rai, Indian actress; Mary Seacole, British-Jamaican nurse; Nadia Comaneci, Romanian gymnast; Rosa Parks, African-American activist; Sofia Vergara, Colombian actress; Nelson Mandela, South African President; Mahatma Gandhi, Indian activist; Michelle Obama, African-American activist and author; and Martin Luther King Jr, African-American activist.

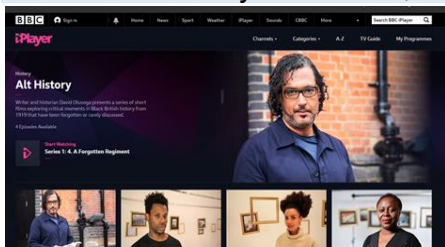


In response to what their hopes were for the future, comments from students included:

- *'I hope that we can see beauty and uniqueness in all cultures.'*
- *'That people begin to accept others for the way they are and not as a vision of what they would like them to be.'*
- *'That my children will grow up in a society where all cultures are respected and accepted and everyone is seen as equal.'*
- *'That people can be themselves and love who they want without judgement. That the colour of someone's skin doesn't change how they are treated.'*
- *'People to be keener on listening to people who actually know the culture and lived by it for years and not just stereotypes and misrepresentations.'*
- *'That peace can be obtained between different cultural groups in order to avoid conflict.'*

Key Stage 4 History

In History, Key Stage 4 students examined the Black History of Britain across a period of 2,000 years, including significant events in modern Black History and some of the forgotten stories of Black Britons. This included watching a series of short videos presented by Black British historian, David Olusoga. As part of Alt History and BBC Stories, Professor Olusoga presents a series of short films exploring critical moments in Black British history from 1919 that have either been forgotten or rarely discussed. Professor David Olusoga OBE is a familiar face to many through acclaimed history TV series, such as 'Civilisations, Black and British: A Forgotten History' and, most recently, 'A House Through Time'.



Having grown up with a black Nigerian father and a white British mother on a council estate in northern England in the 1970s and 1980s, Professor Olusoga was exposed to the ugliness of racism at a young age. Dyslexia also led to what he calls a 'difficult' education. Encouraged by an inspiring school teacher, he set himself on the path to studying history at university, focusing on slavery, race and empire. Professor Olusoga believes there is still work to do to increase the appeal of history as a subject to young people from similar backgrounds to his own. For public historians, Professor Olusoga adds, the challenge is to get those people intrigued by television documentaries to continue to engage with history, whether this is by subscribing to a history magazine or visiting historic properties, and perhaps get their children interested too.

Having viewed these short films and looked at aspects of the long history of Black Britons, students had the opportunity to discuss which aspects of Black History should be incorporated into the National Curriculum and to undertake wider reading on the topic of the Black British experience.

'All the world's a stage' in English

Mrs Mary Liddane
Director of English



English students have been immersed in their study of drama this academic term. Although the doors of our theatres are closed at the moment, students' knowledge and understanding of the play as a performance has been enhanced through the use of Digital Theatre+. Indeed, Digital Theatre+ works in partnership with Britain's leading theatre companies to capture live performance authentically onscreen. Using multiple camera angles and high-definition technology, the drama and emotion of each production is brought to our students online. In Year 10, students have watched different performances of *Macbeth* and as a result were able to analyse and compare different interpretations. In Year 9, students were able to evaluate live performances of parts of *Romeo and Juliet* by focusing on key dramatic aspects. Equally, Digital Theatre+ also provides interviews and discussions from directors, actors and many others involved in the process of the production of the play to explore their reasons and perspectives behind their interpretation. All of these elements help to ensure that this wonderful play and its many diverse characters and themes continue to be brought to life.



The Literary Society

The Literary Society celebrated the beginning of Cultural History Month and National Poetry Day on 1 October with a performance of 'My City' by George the Poet, a performance poem that explores and celebrates the diversity of London. In addition, The Literary Society's Book Club have enjoyed 'The Black Flamingo' by Dean Atta. This award-



winning story explores the journey to embracing one's uniqueness. We are currently enjoying 'The Kingdom of Back' by New York Times best seller, Marie Lu. This is a historical fantasy about a musical prodigy. We are also providing our students with the opportunity to become writers themselves by delivering a poetry workshop to inspire poetic creativity. Following this, a range of students aged 16-18 will be entered for *The Tower Poetry Competition* and the theme this year is 'The Key'.

Exploring Critical Interpretations in A Level English Literature

Throughout their course, English Literature students have been advancing their ability to critically explore a variety of texts from different genres and cultures. Along with their lesson, students have utilised workshops and online lectures to add breadth to the six critical lenses prescribed by the exam board. This culminated in students delivering high quality presentations to their peers based on their own independent reading. This contributes to work that students will do for their Non Exam Assessments but equally builds a new appreciation for texts as demonstrated by student feedback.

Ecofeminism:

- Over the past few decades, along with the uprising environmental movement was the uprising of the Women's movement.
- Many feminists argue that these two movements are interconnected as they came to the realisation that the exploitation of the planet is of the same mind-set as the exploitation of women and minorities.
- Ecofeminist literature may portray ideas that women have been oppressed by the same patriarchal hierarchy that has caused damage to the environment and explore how the mistreatment of women can be mirrored in the mistreatment of nature.

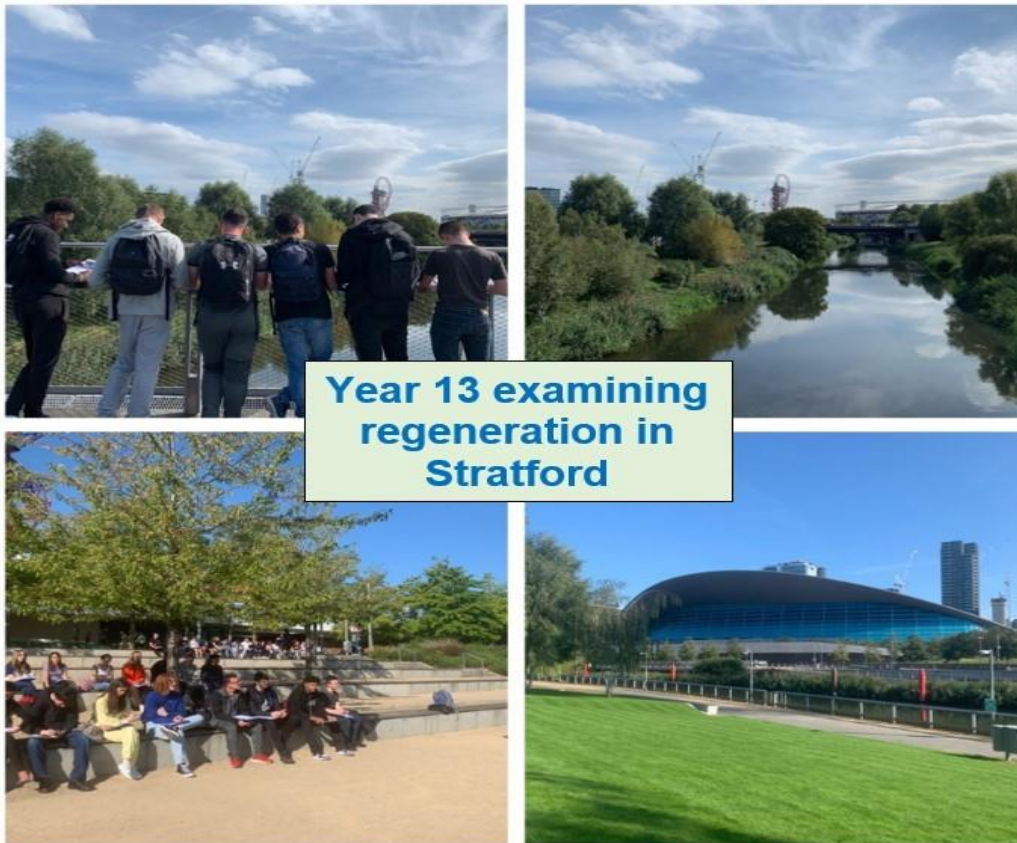
Rosemary Reuther: "Women must see that there can be no liberation for them and no solution to the ecological crisis within a society whose fundamental model of relationships continues to be one of domination. They must unite the demands of the women's movement with those of the ecological movement to envision a radical reshaping of the basic socioeconomic relations and the underlying values of this society."

I am enjoying the freedom of our studies, including the independent studies, as well as enjoying learning about the many literary theories we can apply to texts. This has really widened my knowledge when viewing texts and has given me the ability to see one short text from many different perspectives.' (SP, Year 12)

'The reason I find English so interesting is that you get to unlock a memory ... by analysing a poem, a narrative or even a critical commentary of a writer's piece of work, you are exploring the writer's intentions.' (JC, Year 13)

Year 13 Geography Fieldtrip to Stratford

Mrs Kathleen Reid
Head of Humanities



**Year 13 examining
regeneration in
Stratford**

On Thursday 10 and Friday 18 September, Year 13 students attended two individual day fieldtrips to Stratford. In light of the current pandemic, students were fortunate to have the opportunity to do this fieldwork, although not all fieldwork activities could be completed, such as questionnaires due to social distancing rules. Students were collecting data on urban regeneration and considering how successful this has been in Stratford.

They visited Queen Elizabeth Park, the East Village, Carpenters Estate, Stratford Broadway and New Town and at each of these locations completed environmental bipolar and perception surveys which enabled them to consider the impacts of regeneration on the local surroundings. Sound measurements, photography, sketching, land use mapping and pedestrian counts were other sources of primary data collection that students engaged in. Students found the days enlightening as many knew the regenerated areas, but observed that not all areas of Stratford showed similar redevelopment despite being very close to Queen Elizabeth Park.

Students are using this primary and secondary data to produce their NEA coursework, which is 20% of their 'A' Level, and are focusing on whether regeneration has benefited Stratford equally or has it highlighted inequality in the area. This may lead them to evaluate whether or not the legacy promised by the Olympics is evident in all areas of Stratford.

Environmental Quality - Area

Enter a description of the area:

	0	1	2	3	4	5
Buildings						
High density urban properties within a small space						
Well designed / high						
No evidence of / no evidence of						
Extensive vandalism / graffiti						
Total Score - Buildings						
Traffic						
Parking is difficult - many vehicles parked on road						
Also small heavily of traffic lanes						
High noise volume from traffic						
Dangerous for people						
Total Score - Traffic						
Open Space and Gardens						
No garden / open space - none open to street						
Garden / open space in poor condition						
No greenery visible						
Overgrown, weeds						
Total Open Space Score						
General Quality						
Much better						
Paths poorly maintained / broken paving etc.						
Area is uncleanable						
Unimpressive feel						
Total Score - General Quality						
Total Environmental Quality Score						

Physical Education

Miss Clare Healey
Head of PE

Physical Education lessons this term have been modified to ensure that we remain within the Covid secure guidance and have, as a result, all been at our sports ground, Whitbreads. At the start of this term the boys in key stage 3 engaged with some athletics and cricket, and the girls enjoyed rounders and football. Since the weather has turned, the boys have moved onto touch rugby and are now all doing football. The girls are now also doing football.

All students in key stage 3 had the opportunity to complete the Silver fitness challenge, which is a 20-minute continuous run with no walking. The focus is on maintaining intensity within their fitness levels and not on how far they have run. I am delighted to report that nearly all students achieved their Silver fitness challenge. Congratulations to them!

For the first time ever, the girls have had the opportunity to play football for inter-form which was a great success. Each form had an A team and a B team and played 3 competitive matches. The boys' inter-form football is taking place later this year.



We are very lucky to have Epping Forest on our doorstep and the Corporation of London kindly gave us permission to do a 6-km wellbeing walk with all of our PE groups. The girls have completed their walks and most enjoyed getting extremely wet and muddy, walking from Connaught Waters back to school. The feedback was extremely positive with one student commenting *"I enjoyed feeling free to get muddy, and the natural environment, while also talking to my friends which allowed me to clear my mind."*

The boys will be doing their walks later this term.

This term all of our Year 10 students who enrolled onto the Bronze Duke of Edinburgh completed their qualifying expeditions in Epping Forest. We also had some Year 10 and 11 students finishing their Silver expeditions in the North Downs and some Year 12 students completing their Gold expeditions, also in the North Downs. Well done to all students who successfully completed these expeditions.



Safeguarding and Well-Being

Mr John Doherty
Designated Safeguarding Lead

Online Safety

The use of technology has become a significant component of many safeguarding issues - child sexual exploitation, radicalisation, sexual predation - technology often provides the platform that facilitates harms. An effective approach to online safety empowers school to protect and educate the whole school community in their use of technology and establish mechanisms to identify, intervene and escalate any incident where appropriate.

When we talk about online safety, the breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:

Content - being exposed to illegal, inappropriate or harmful material

Contact - being subjected to harmful online interaction with other users

Conduct - personal online behaviour that increases the likelihood of, or causes harm



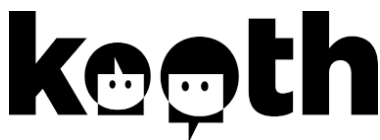
To help the whole community in improving our online skills, we have teamed up with National Online Safety (NOS) whose mission is to 'make the internet a safer place for children'.

NOS are also offering free Online Safety Courses for parents. To access the free courses, please click on the appropriate image below:



@TCHSWoodford Each Wednesday on our Twitter feed, we publish an online safety guide to help inform and educate people on different aspects of online safety. #wakeupwednesday

Mental Health and Well-Being



Kooth has been commissioned by the NHS, Local Authorities, charities and businesses to provide anonymous and personalised mental health support for children and young people. Kooth receives over 4,000 logins per day and they provide end to end support whatever the need. 1 in 3 children and young people suffer from mental health illness in any given year. At Kooth, they believe every young person has the right to thrive and access high quality mental health care.

Please click on the YouTube logo below to access a short video on how Kooth works.



If you would like any information on Safeguarding issues, please contact our Designated Safeguarding Lead, Mr John Doherty.

Recovery Programme

Mrs Julia Mckie (*KS3 Teaching & Learning Lead*)
Mrs Laura Law (*Disadvantaged Lead*)

Back in July, the Government announced £1 billion funding to be made available to schools and colleges to help them to support students to catch up. At Trinity, we have worked to ensure that the support that we put in place is for all students, along with more tailored and targeted intervention for our most vulnerable students. Below we have outlined some of the initiatives and activities undertaken so far this term.

Recovery Intervention Sessions

The cornerstone of our Recovery Programme is the comprehensive intervention programme which supports Year 11 and Year 13 students. All Year 11 students have been invited to attend at least one additional session (*although generally more*) from our core subjects after school, specifically designed to assist students with the essential course content covered during the past year. Students have had the opportunity to revisit key threshold materials from lockdown and build on this to ensure rapid progress in anticipation of the recent mock examinations in Year 11 and ultimately their GCSE examinations in the summer of 2021. Departments have been reviewing where students are in their learning and where they need to go next that advances their learning.

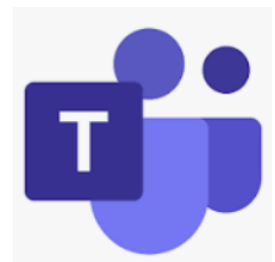
In English, sessions have focused on depth of understanding and analysis of '*The Strange Case of Dr Jekyll and Mr Hyde*', revising the construction of characters, with detailed guidance on how to complete timed literature responses. In Maths, topics have covered proportion and rates of change, as well as geometry, measurements, probability and statistics. In Maths intervention classes, students are grouped according to ability to ensure challenge and support at all levels. The Science recovery interventions have balanced the needs of both Triple Science and Combined Science students, covering the range of Physics and Biology content which students would have found most challenging. In RE, integral elements of Catholic Christianity: belief, teachings and practices have been a focus with the recent mock exams in mind.

Students have appreciated the support and the opportunity to revisit and consolidate key concepts. Below are some feedback from Year 11 students:

"I am pleased that interventions are for students of all abilities- even those of us with high targets."

"It has been helpful to go over work which was covered during lockdown and it has helped me to understand the theories more."

Resources, such as stream videos and revision tools, have been widely shared using our Microsoft Teams platforms and all students have been encouraged to engage with these to develop and consolidate their knowledge and understanding of key content areas. Students have been encouraged to access online learning platforms, with a number of new online learning programmes purchased through 'catch-up' funding monies. These will, in the main, be very familiar to our students, particularly in the core subjects. Students may use such programmes or applications designed for problem-solving or open-ended learning to support their work schedule.



During lessons and homework, student knowledge is continually reviewed and assessed using low stakes assessments and sophisticated questioning techniques and this is further used to inform future interventions. Departments are prioritising learning support for topics that may be conceptually difficult, have common misconceptions and key fundamentals that need to be revisited, developing resources and subject-specific strategies to re-establish knowledge and skills if required. We have already begun recovery intervention sessions in Psychology and Geography to further complement the support in our core subjects and intend to roll out a wider scale programme of interventions in the New Year.

In Year 13, students were identified for targeted interventions through mock exam results and comprehensive recovery intervention sessions took place in 12 different subjects. Student attainment and knowledge are again being continually reviewed and further support will take place later this year.

Revise and Review Sessions

Across Year 7, 8, 9 and 10, students have been selected by their Heads of Year to attend bespoke 'Revise and Review' sessions. The first 10 minutes or so of the session is devoted to developing good study skills habits. Students are shown how to become independent learners, create their own flashcards for revision, use note taking strategies such as Cornell note taking etc. There is support from both teaching assistants and IT staff at these sessions to ensure that all students know how to log into Outlook, Teams, STREAM on Office 365 as well as subject specific eLearning sites. Tablets are also available for students to use in these sessions.



Elevate Education - Study Skills Sessions

As a school, we commissioned Elevate Education to deliver a series of Study Skills seminars to students in Year 7, 8, 9, 10, 11 and 13 across the autumn and spring terms. Year 7, 8 and 9 have had their presentations. Students overwhelmingly found these sessions beneficial and some of their comments are noted below:

What did you learn from the session?

"I learnt about how to manage my time correctly when revising and doing homework. I also learnt helpful tips to breakdown large assignments."

"I learnt how to manage my time better with both revision and homework. I also learnt that it is really important to keep going through your work and revising."

"I personally learnt to plan my notes better and a more efficient way of reading."

"In the presentation, I learnt how to organise and set out my notes for revising in an organised and colourful way. Also, I learnt how to find key bits of information in a text."

What will you do differently in light of this presentation?

"I will start to revise more using flash cards and notes as I think this will make me remember the lessons more. This will help me overall."

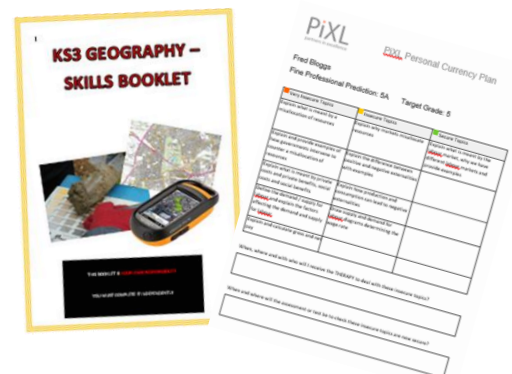
"I will remove distractions while working as they slow me down and I will designate certain times/days to work."

"I will make sure my notes are neat and have sub-headings to make it easier to find the information I need to revise. Now I know what trigger words are, I will be able to find what I need in a text quicker."

"From now on, what I will do differently is that I will make sure to use trigger words and shorter terms when taking notes instead of taking lots of time writing full sentences."

Personal Learning Checklists

Departments across KS3, KS4 and KS5 have produced Personal Learning Checklists for students to reflect on their knowledge and understanding of key topics covered since March of this year, incorporating work covered remotely. These Personal Learning Checklists have then been used to generate bespoke support and intervention resources for students to use that cover the key knowledge and skills required by students to be successful within their subject areas. One example of these is Personal Currency Plans which target students' individual areas of insecurity with specific, personalised study and revision resources.



The National Tutoring Programme launched in November and we are liaising with providers to arrange online and face to face sessions for eligible students. Further information will be available after Christmas.

Blended Learning and the Use of Technology

Mr Mark Vinnicombe &
Mr Keith Brown
Digital Strategy Leads

As we adjust to the demands of learning through this time of challenge, we must look to the positives that have emerged, especially in the use of technology both inside and outside of the classroom. Adapting in our use of technology can help students to develop mastery within their subject areas and think about their learning journey in a new way. An opportunity to explore, further our understanding of difficult concepts and pursue areas of interests is at our fingertips and students should take advantage of the number of amazing opportunities that have emerged.

The staff at Trinity have worked tirelessly to ensure that opportunities are in place for all students and this article will go some way to exploring some of the ways in which students can utilise technology for the good of their learning, personal development as well as exploring some of the offline strategies that students could use to supplement the use of technology now available. Students are more tech savvy than ever and it is important that we harness new online resources in combination with traditional learning techniques to ensure that the student's learning experience is enhanced.



“Blended learning is an approach to education that combines online educational materials and opportunities for interaction online with traditional place-based classroom methods. It requires the physical presence of both teacher and student, with some elements of student control over time, path, or place.”

The staff of Trinity have formed a blended learning forum where they regularly discuss how to use technologies in the classroom for maximum impact. In our last forum we discussed the use of OneNote as an effective learning tool. We urge students to explore it within the office 365 suite of apps and to ask staff how it might be utilised to their benefit. Students should look out for the weekly tutorial videos in lessons and digital technologies week for further guidance on the use of this and various other 365 tools for their benefit, including STREAMS, TEAMS, FORMS and Sharepoint. These have the potential to be very powerful and enhance all the great work they are doing in the classroom.

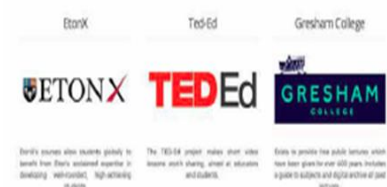
'The blended learning forum and Office 365'

Digital Learning Hub


A Guide to the...
Digital Learning Hub

The school has created a digital learning hub on the website which directs students to valuable online learning resources to supplement in school learning. This can be utilised when working from home and comes recommended from teachers from every subject area, covering KS3, 4 and 5. There is an explainer video on how to use it effectively too. As well as a list of helpful and trusted third party websites the school has collated a study skills section as well as

subject area section. Students should refer to this in their own time and upon teacher recommendations. Websites such as TED talks provide amazing opportunities for students to explore certain topics in more detail, with talks from expert speakers. These resources can really help students to become experts in certain topics and develop mastery. The staff love nothing more than to hear how a student is applying this additional knowledge within the context of their learning.



The Cornell note taking system is one way that students can ensure that any work that they are undertaking outside of the classroom is validated and that clear and concise links are being made to their studies. Many departments have started to implement this within lesson times and it has shown to be a fruitful technique and a ready-made revision tool for students come those all-important end of year exams. Alongside the Cornell note taking system, student may try the anki flash card app. This is intuitive and helps students to design useful and useable flashcards that will help students to maintain a level of engagement throughout any study periods.



Dear Students,

You are warmly invited to take part in **Bethan Library Christmas Challenge**, with shopping vouchers to be won!

For your chance to win, you need to complete **5 activities out of the following 10** during the Christmas break:

- Reserve a book from the Bethan Library
- Read for 20 minutes before getting out of bed in the morning
- Watch a film based on a book
- Read an e-book on ePlatform
- Listen to an audiobook on ePlatform
- Read to someone else
- Write a book review
- Read a recipe and make something tasty for Christmas
- Read for 15 minutes every day over the holidays
- Design a bookmark

Email your entries to me **by Friday 8 January**, tell me about all the activities you have completed, and, if you wish, include photos of your designs, favourite reading spots or culinary achievements!

How to reserve books

The library page is called Accessit and can be accessed via the school website by clicking on Login and then Accessit. Click on Guest and enter your school email address and password to sign in. You can search using a title, the author's name or a keyword. Once you find a book you would like to read, click on it and then select "Make a reserve/booking". You will get an email when the book is ready for collection.

How to borrow e-books and audiobooks

Download the free ePlatform app on your device. Search for Trinity Catholic High School and sign in using your school email and password. You can browse, search and borrow e-books and audiobooks.

Additionally, on Wednesday 16 December I will be on Lower Site at lunchtime with a **"Pop-up Library"** to give you the opportunity to select books in person. **Treats will be included** with every borrowed book!

I look forward to receiving your entries.

Best of luck!

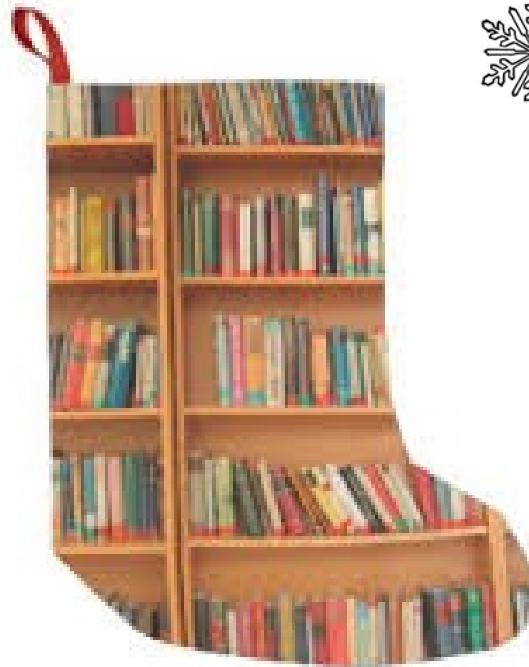
Mrs A. Zajda
Librarian





KS3 Christmas Reads

Some Stocking Filler Suggestions

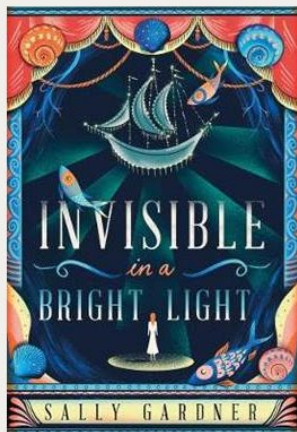


Dear Parents/Guardians, Christmas is fast approaching and your minds may be beginning to turn to Christmas shopping. We have put together a list of suggested titles that we hope that you find useful as you plan those potential stocking-fillers. When better to share a love of reading as a family, than at Christmas?

Christmas Holiday Recommended Reads

Invisible in a Bright Light

Author: Sally Gardner **Publisher:** Zephyr Books (imprint of Zeus)



In a cave deep below the ocean, the sleepers hang from boat hooks waiting for someone to solve the mystery of the man in the emerald green suit and thence bring them back to the world.

If only Celeste could remember who she is and where she comes from, or anything at all about her life, then surely she would find the answers and win the final game, The Reckoning.

Readers who enjoy puzzles and problem-solving will love this absorbing, mysterious thriller that starts off like a walk through thick fog. You know there must be signposts hidden in the gloom, but they are just out of sight! Gradually, though, the fog lifts as Celeste uncovers the hints and clues that could save her family.

This riveting and original fantasy will compel you to keep turning *just one more page* until you find you haven't eaten, slept or moved from your seat for hours. Spectacular.

The Monsters of Rookhaven

Author: Pádraig Kenny **Illustrator:** Edward Bettison **Publisher:** Macmillan



Mirabelle is a monster. In fact, her whole family – from baby Gideon, to shapeshifting uncle Bertram, to the mysterious creature behind a locked door known only as Piglet – are monsters, brought together by magic and living in the magnificent Rookhaven – a gothic mansion protected by bloodthirsty flowers and flocking ravens.

But there is a gap in the magical glamour protecting her family's home from being seen, causing two human siblings – the curious Jem and her brother Tom – to find themselves in a world very different to their own.

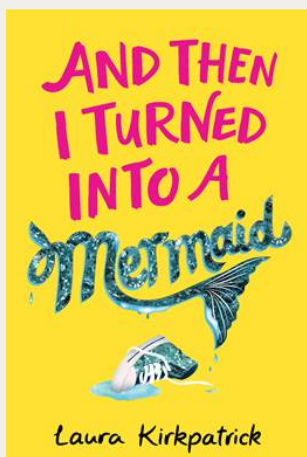
Whilst Mirabelle and Jem become fast friends, they're too late to stop an evil presence slipping in through the glamour behind them – a monster that even monsters fear. Can Mirabelle protect her family from the terrifying creature hunting them?

This is a wonderfully gothic, funny, and spooky tale about all kinds of monsters, from the frightening beasts with sharp teeth and too many eyes to the kind who look just like anybody else. Some of Mirabelle's family are the kind of creatures you'd be terrified to find under your bed, but Pádraig Kenny's humorous and careful characterisation makes each of them feel like an old friend – uncle Bertram's diary of every human food he's ever tasted is a funny and sweet glimpse into what monsters might find fascinating about the human world – whilst the evil Malice stalking Rookhaven is straight out of a nightmare.

Interest age: 12+
Reading age: 12+

And Then I Turned into a Mermaid

Author: Laura Kirkpatrick **Publisher:** Egmont



Molly Seabrook really just wants to be normal. And popular if possible. But when, at midnight on her thirteenth birthday, her mum and older sisters take her on a mysterious trip to the beach and reveal that she's half-mermaid, Molly knows with absolute certainty that normal is never going to happen.

Being a mermaid might sound pretty cool, but when you just want to fit in, transforming every time you go near the swimming pool is a pretty big challenge. Dealing with school and the popular crowd is hard enough without having to deal with a tail as well, especially when you're forbidden from telling anyone – even your best friend. Because if her family's secret was discovered, it would be disastrous for everyone.

A brilliantly insightful and super fun story about growing up, navigating friendships and first crushes, and figuring out how you fit in. Tail or no tail, Molly is undoubtedly a character that every teen girl (and anyone who once was a teen girl) can immediately relate to. From an embarrassing parent, confusing sisters and family drama to friendships on the brink and boy-related confusions, this book covers all the emotions but with a great sense of humour.

Interest age: 11+
Reading age: 10+



Interest age: 11-15

Reading age: 9+

Oh My Gods

Author: Alexandra Sheppard **Publisher:** Scholastic

Helen had expected a few "settling in" issues when she moved south to live with her dad, but actually her new school is great and she makes friends almost straightaway. It's her family that are the problem.

What with her bumbling dad, who spends all his time among dusty antiques, and her stunningly beautiful (and utterly self-absorbed) older sister, Helen feels rather neglected. And she can't even invite her friends round – 'No visitors' is one of the strict house rules – because this side of the family are hiding a massive secret. They are all ancient Greek gods.

Yes, that's right. Helen is surrounded by immortality and exceptional superpowers but she can't breathe a word. Add to that her feelings for one seriously cute boy and it's not long before stress levels, and hilarious consequences, soar.

Helen is a complex, spirited teenager who, having come to terms with the death of her mother, has to face relocation to a new city. Although the book is essentially witty and slightly absurd, it deals with challenges and experiences that many teens can identify with and celebrates diversity and individuality.



Interest age: 9-13

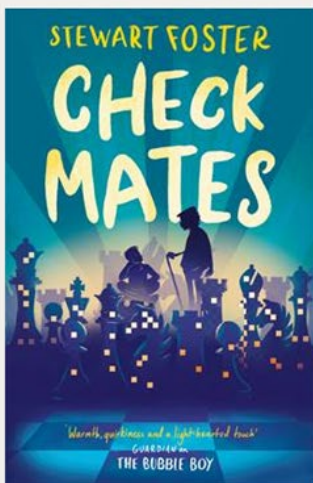
Timeless: Diego and the Rangers of the Vastlantic

Author: Armand Baltazar **Publisher:** HarperCollins

The Time Collision changed everything. A cosmic cataclysm from beyond the stars has reshaped Earth. Continents have shifted, timelines have merged, but humanity has endured.

Thirteen-year-old Diego Ribera has never known a world before the Time Collision; to him, it's natural for giant robots and hoverboards to exist alongside dinosaurs and steam-powered ships. However, his life is about to get a whole lot more bizarre. Who are the Aeternum? Why have they taken his father? And how can Diego prevent further catastrophe?

With pages upon pages of beautifully rich and vibrant illustrations (almost like storyboards for a movie), alongside amazingly detailed text, this book is something very special. We would hazard a guess that this will become as big a series as *Percy Jackson* or *The Edge Chronicles*.



Interest age: 11+

Reading age: 11+

Check Mates

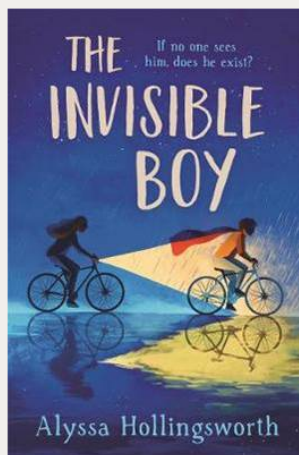
Author: Stewart Foster **Publisher:** Simon & Schuster

Felix feels like he's permanently in trouble at school. Everyone keeps telling him to try harder, but it's just not that simple. His mind is constantly changing direction, making it impossible to concentrate, and no-one gets how frustrating it is.

When his Granddad decides teaching Felix to play chess will help, Felix will do anything to get out of it. Aside from being boring, chess is for nerds! He really just wants to play video games and the imaginary war games he and his friend love so much. Plus Granddad has some pretty odd habits, like always keeping the curtains closed and never answering the phone.

But playing chess leads Felix to some surprising discoveries, from what it feels like to be good at something, to the dark secret that his Granddad has been hiding for nearly 60 years.

A well-constructed and thought-provoking real-life drama. Stewart Foster draws a clever link between the strategies required for gaming and for chess as Felix is drawn from one to the other, while Granddad's cold war storyline brings in an additional element of interest and intrigue as Felix tries to untangle and understand his Granddad's past.



Interest age: 9+
Reading age: 10+

The Invisible Boy

Author: Alyssa Hollingsworth **Publisher:** Piccadilly

Superhero-obsessed Nadia dreams of becoming a brilliant reporter like her hero Lois Lane. This summer she needs to uncover a great story for the Junior Journalists competition - so finding a real superhero in her neighbourhood is a brilliant stroke of luck!

The Invisible Boy appears from nowhere to rescue pets and people from certain death, then vanishes without a trace. But our intrepid reporter knows a potential scoop when she sees one and is determined to track him down. What Nadia discovers makes her question whether the Invisible Boy is really a reluctant superhero or if something more sinister is going on.

Beginning as light-hearted and entertaining, the story takes a darker turn with Nadia's increasing awareness of the anomalies in the Invisible Boy's life. As she learns to trust her instincts and ask difficult questions, Nadia finally sees what has been hiding in plain sight but then faces the challenge of getting the adults around her to listen to what she has to say.

Addressing the serious subject of modern slavery, this engaging story encourages the difficult conversations that need to happen if we are to have any chance of exposing and eliminating it.



Interest age: 9+
Reading age: 9+

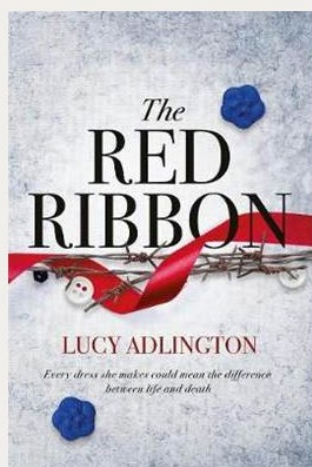
Windrush Child

Author: Benjamin Zephaniah **Publisher:** Scholastic

This is the story of Leonard, who at 10 years old makes the journey with his mother from Jamaica to join his father in England. Leonard is part of the Windrush generation, one of thousands of people and families who were persuaded by the government to help rebuild England after the Second World War and make a better life for themselves.

In addition to his meticulous research of the period, Benjamin Zephaniah draws on his own experience of growing up in Britain in the 1960s to describe the difficulties Leonard and his family face: the freezing English weather, the awful food, the extremely unwelcoming people. The story begins by focusing on Leonard's childhood, but follows him all the way to 2018 when he is denied citizenship in the country he has lived in all his life - a tragic example of the Windrush scandal.

This is a brilliant and important book from one of the UK's greatest poets and writers. He gets under Leonard's skin as he illustrates his life from a young boy to a devastated man in his 70s, and shows us that history is a continuum - it's about real people who in this case are still feeling the impact of the scandal. We're all part of the story.



Interest age: 12+

The Red Ribbon

Author: Lucy Adlington **Publisher:** Hotkey

Ella is a 14-year-old girl who is obsessed by fashion and making beautiful dresses. We meet her on the first day of her first job as a seamstress. At first, the story feels like a dystopia set in some harsh future. And then the penny drops. Ella's 'Birchwood' is the Nazi concentration camp known as Auschwitz-Birkenau and the year is 1944. It's Ella's job in the camp, where everyone must either work or be killed, to make beautiful clothes for the wives of Nazi officers and female guards.

Although the story of Ella is fictional, author Lucy Adlington is also a costume historian, who has researched into the Auschwitz Commandant's wife Hedwig Hoss, who really did employ prisoners to work on her wardrobe. Fashion and Auschwitz may seem an unlikely pairing in a children's book, but this story is tremendously thought-provoking about the horrors of the Holocaust and the deeper meaning of clothes and the way you present yourself to the world.

The Red Ribbon is a moving story of friendship, kindness and heroism under impossible circumstances.



Interest age: 13+

The Prey

Author: Tom Isbell **Publisher:** HarperCollins

Book got his nickname from reading lots of books. He cannot remember his life before Camp Liberty but he knows that it is important for him to work hard so that when he graduates from the camp he will get a good job. He assumes that everyone else in, what was America, is living in the same way. When he and his friends find a boy near death out in the desert little do they know that he has the important knowledge about the world outside the camp and that the future that has been described to them is a lie.

Hope and Faith are twin sisters who have been on the run from The Republic with their father. Sadly, after the death of their father, they are soon captured and taken to a camp where many of the other inhabitants are also twins. Eventually the groups of friends from the two camps meet up and decide to escape The Republic together. The journey is fraught with danger and not all of them will survive the perilous journey.

Tom Isbell has created a future dystopia where those who are the lives of some are considered to be cheap. This book is perfect for those who enjoyed *The Hunger Games*, *The Maze Runner* and *Divergent*.



Interest age: 12+

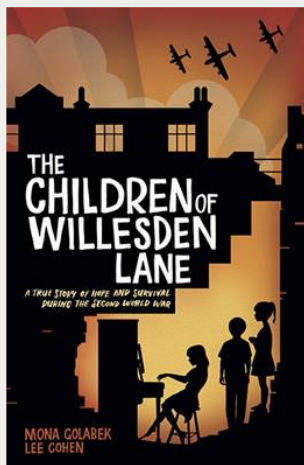
Yes, No, Maybe So

Author: Becky Albertalli and Aisha Saeed **Publisher:** Simon and Schuster

Jamie is Jewish and Maya is Muslim, but when they are thrown together knocking on doors for their local Democrat candidate and fighting against a racist bill, they soon discover they have lots in common. Awkward-but-sweet Jamie falls for Maya fast, but Maya isn't allowed to date and she's not in the mood anyway - her parents are divorcing and she's growing painfully away from old friends.

The chemistry between the two works perfectly but this is so much more than a love story: it nails the feelings of young adults unable to vote but desperate to fight for a better future. *"It's like living with fire in my chest... Everything feels huge and momentous and terrifyingly real."* The insight into the machinery of American elections is fascinating and Jamie's younger sister Sophie steals the show.

This is a sharp, contemporary and totally relevant story, full of hope but without illusions. As Jamie says: *"there's nothing like the futility of being seventeen in an election year"* but as he also says, *"it's about the act of resisting."*



Interest age: 11+
Reading age: 12+

The Children of Willesden Lane

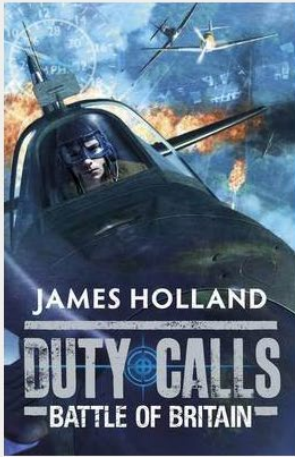
Author: Mona Golabek and Lee Cohen **Publisher:** Hachette

Lisa Jura lives with her family in Vienna and dreams of being a concert pianist. But everything is changing: it's no longer safe for her to walk down the street, her piano teacher has turned her away, and now her parents are sending her on a terrifying journey to another country. Alone.

This is the true story of how Lisa escaped Nazi-controlled Austria just before the outbreak of World War Two on the Kindertransport. Taken to England and housed in a home for refugee children on London's Willesden Lane, she must make new friends and a new family and find a way to endure the years of war.

Just 14 years old when she arrives, not only is she desperate to get news of her parents and siblings left behind on the mainland, but she must also navigate a working life in London as a German refugee.

An eye-opening insight into the Kindertransport and life in wartime London as a young person, *The Children of Willesden Lane* is told by Lisa's daughter Mona. Pure and selfless kindnesses of the people around Lisa balance other horrors as the war bites down, while her musical talent shines through and brings hope for the future.



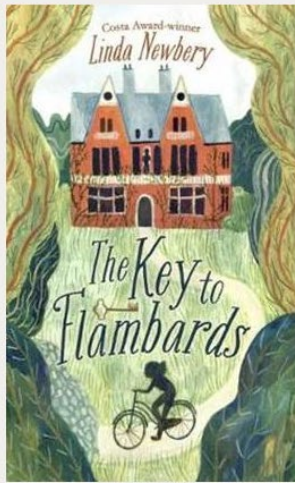
Duty Calls: Battle of Britain

Author: James Holland **Publisher:** Puffin Books

Nineteen-year-old pilot officer Archie Jackson is in control of the RAF's newest fighter aircraft, a Supermarine Spitfire. France has fallen and the swastika flies over Occupied Europe and it's down to Archie and his fellow young pilots to protect Britain from a Nazi invasion.

This detailed story about the Battle of Britain includes plenty of technical information about aircraft, flying and World War II, including a glossary of terms used at that time in the RAF, a map of fighter airfields and diagrams of the layout of a Spitfire cockpit. The early action is interleaved with an account of Archie's training and the events leading up to his deployment, plus a wider perspective of the airborne war, but the narrative maintains enough momentum to keep readers wondering about what happens next.

This latest installment of the *Duty Calls* series is a well-researched World War II story that will particularly appeal to enthusiastic boy readers at upper Key Stage 2 or lower Key Stage 3.



The Key to Flambards

Author: Linda Newbery **Publisher:** David Fickling Books

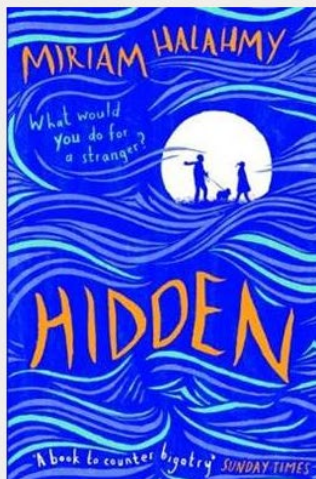
It's been a year of dramatic changes for Grace. She must now start to move on, accepting her parents' divorce and adjusting to her life with a prosthetic limb, following a car accident which resulted in a lower leg amputation.

This summer, she's reluctantly left her home and best friend to spend the holidays at Flambards, a quiet countryside arts centre, where her mum is trying to breathe some life into a struggling business.

Flambards is a stately home with some serious history – and Grace's family are direct descendants of the Russell family who used to own it. As she gradually gets to know the locals, she uncovers some mysterious secrets buried in the house's past. It's a summer that will slowly change Grace's feelings about her past, her future and her very place in the world.

Grace is very likeable but convincingly flawed, grappling with conflicting emotions about friendship, identity, rural living and life in general. We see her assessing (and reassessing) her attitude towards disability – and Newbery ingeniously explores the theme from different angles, Grace's situation mirrored by other characters past and present, including an ancestor with facial disfigurement.

Interest age: 11+



Hidden

Author: Miriam Halaahmy **Publisher:** Troika

Alix doesn't want any trouble with the local bullies. But when she defends Samir, a boy who has recently joined their school, she finds herself pulled into his world – and, in the process, learning and growing in her understanding of the world. Samir is from Iraq, seeking refuge in England.

When Alix and Samir find a man close to drowning in the sea, Alix finds that she has to make a choice between what is safe and what is right.

This is a book about a serious subject which nonetheless preserves a warmth, comic touch and an optimistic approach. The least likely characters turn out to have hidden, empathetic depths, and the end is a resolution as full of hope as possible. It explores important, sobering topics like torture and the events that drive people to travel across the world to seek refuge, without at any point being bleak.