



# Trinity Catholic High School



**SUMMER 2022**  
**Newsletter**





## Headmaster's Message

Dear Parents and Students,

We are now past midsummer and into the month of July. The Good Ship Trinity is now tacking to port: its crew are working hard and our precious cargo is safe. Thank the Lord we have escaped storms, rocks and tempests! We have sighted the occasional plague ship over the horizon but, Covid pirates are still few and far between. Our sailing ends on Thursday 21 July with an early closure and the holidays begin.

This term has certainly been busy. We have a number of great liturgical feasts such as Corpus Christi as well as the exams system in all its forms. I am very pleased to say that our examinations schedule this year was managed most effectively and efficiently. Of course, we have had inductions for our new Year 7 students and those scholars who will enter our Sixth Form. At the same time, we are very busy with preparations for the new academic year: the timetable, Diary of Events and more. It has been a very good academic year, thank God. We are very grateful for the tremendous help and support of parents and students. Staff at Trinity are to be highly commended for their outstanding work and commitment. Once the Good Ship docks and disembarkation is complete, we do hope everyone has a very restful summer vacation.

My best regards,

Dr P.C. Doherty OBE  
Headmaster



# Religious Life

## Holy Mass at the start of each day

We are blessed to be able to celebrate Holy Mass each morning before school at 8.20am. The community of Friars at St Thomas of Canterbury parish are kind enough to join us each morning in order that we are able to start our day celebrating the Eucharist.



The celebration of the Eucharist as the 'Source and Summit of our lives as Christians' remains of paramount importance. We continue to develop our Eucharistic tradition through regular holy hours each Wednesday, when we pray for the intentions of the school community.

## Assemblies



Assemblies have continued each week as part of our collective worship, which 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.

## Lent and Easter 2022

Each class again took part in a penitential service, and the Sacrament of Reconciliation and Penance was available to students and staff on request at lunchtime each week in the Lower Site Chapel.



## The Marian Month of May - Crowning of Our Lady

Each class once again prayed the Rosary together during the month of May in front of one of our Marian shrines. In the traditional Marian month of May, we held a Marian Procession with all students in Key Stage 3, with the Crowning of the statue of Our Lady on the Feast of Our Lady of Fatima on 13 May 2022. This was a very prayerful and solemn occasion where the school was once again entrusted to the protection of the Immaculate Heart of Mary; a tradition we hope to continue each year.



The praying of the Angelus occurs before noon and at 3pm. Mercy prayers remain part of our tradition.



# Religious Life

## Corpus Christi

This year, we marked the Feast of Corpus Christi with a day of perpetual adoration, where classes took turns in spending time before our Lord in the Most Blessed Sacrament. This was a time of grace and renewal.

## Sacrament of Confirmation

Congratulations to many of our Year 10 students who received the Sacrament of Confirmation in recent weeks and months. Mr Connolly was able to attend many of these Confirmation Masses in our parishes and we continue to hold in prayer those young people who have been confirmed in the faith. We are incredibly proud of you all.



## Solemnity of the Ascension and St Peter and St Paul



On 18 May 2022, we also celebrated the Solemnity of the Ascension, normally a Holy Day of Obligation, where we filled our parish church with students and staff for Mass before school.

On 29 June 2022, we celebrated the Solemnity of St Peter and St Paul, a Holy Day of Obligation, when again our church was full of students attending Mass celebrated by Fr David Waller.



## Leavers' Mass of Thanksgiving and Farewell - Ms Keegan



We have also celebrated Leavers' Masses for our Year 11 and 13 students as we bid them a prayerful farewell and thanked God for all they have brought to our community.

We were also delighted to mark Ms Keegan's retirement at the Year 13 Leavers' Mass and we were honoured that our former student, Fr Paschal Uche, came back to celebrate the Mass with us. It was an incredibly moving liturgy which will remain in our memories for a very long time to come.

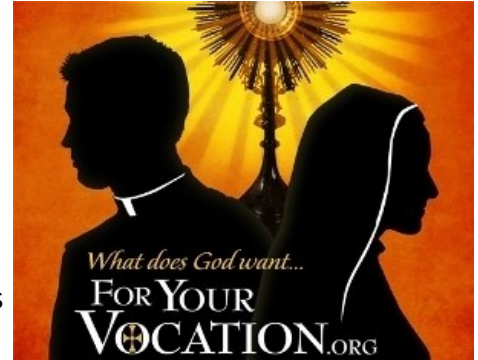




# Religious Life

## Vocations Mission Day

On 8 July 2022, our Year 10 students took part in the vocations mission day, where priests, religious, seminarians and married couples came from across our diocese and gave their testimonies to our students, encouraging them to consider their vocation and calling in life. It was another wonderful experience where our students were given the opportunity to discern to what God may be calling them. The day concluded with the celebration of Holy Mass in our parish church, where clergy and religious from across our deanery and beyond concelebrated.



## Retreat Programme

We are delighted that our retreat programme for all year groups has been such a success this year, with students across Years 7 to 11 having the opportunity to go on retreat to Walsingham House with our Diocesan Youth team. This included a three-day residential retreat for our Year 10 students. It was a time of faith, friendship and renewal for all.



## Looking ahead - Rome 2023

We are excited about our school pilgrimage to Rome in February 2023, with 40 of our students already looking forward to seeing Pope Francis in the Vatican, and to praying at the tomb of St Peter, whilst taking in the rich Roman history and culture.



## Design & Technology

In Key Stage 3, students have been learning about different manufacturing systems, including mass production. As an introduction, we have been looking at some examples of historical mass production and in particular a story that starts in 1974 in the region of Xi'an, China.

During that year, the region had been experiencing a heatwave and the farmers were desperate for water. Yang Zhifa, a local farmer, and his brothers went to dig a well on some nearby wasteland; when they began to dig they uncovered three life-sized statues. What the farmers had stumbled upon would prove to be one of the greatest archaeological discoveries of the 20th Century. Sadly, it would also lead to their homes being demolished, early deaths and the family becoming penniless.

Buried below the fields were thousands of life-sized terracotta warriors dating from the 3rd Century. It transpired that the hill next to where they had been digging was a giant pyramid which housed the tomb of the first emperor of China.

Qin Shi Huang, famous for creating the first unified Chinese empire by defeating all rival states and building the Great Wall of China, ordered construction of his tomb when he took the throne in 246 BCE. Qin Shi Huang wanted to be immortal and thought that drinking mercury would give him eternal life. Mercury is in fact highly poisonous and sends people mad. On 10 September 210 BCE, aged 49, Qin Shi Huang died (probably of mercury poisoning).



The 'hill' before discovery of the tomb

Curiously, most of his giant tomb still remains unexcavated and little is known about its contents. However, one historian, about 100 years later, wrote that inside the tomb is a huge coffin of Qin Shi Huang cast in bronze. Surrounding the tomb is a giant map of his kingdom, with gold and jade piled up to form hills and mountains with rivers, lakes and seas made from liquid mercury. Heaven and earth are also represented in the central chamber of the tomb by inlaid pearls and gems to symbolize the sky. The tomb is also protected by countless booby traps and trip wires. Scans of the area seem to confirm this account revealing high levels of copper, silver, gold and also lots of mercury.

When first discovered, the world was amazed that over 8,000 terracotta warriors had been created and no two were the same. Statues existed from many other historic civilisations but not in these numbers. On closer inspection, however, it became apparent that the craftsmen who made these figures were actually using an early form of mass production.



Artist's impression of the inside of the tomb



## Design & Technology

All of the warriors are made from a combination of separate pieces, each made by a different craftsman using a range of different templates and moulds. For example, there were craftsmen who specialised in ears, hair, faces and hands. These craftsmen would create a range of different models which would be added to the basic body, and then be passed on to the next person. At the end of the assembly line, the warriors were painted (after 2,200 years the pigment has disappeared). Finally, the foreman who was in charge of each group would stamp his signature onto the finished figure, probably as a sign of quality assurance and as proof of payment.



Examples of the different components that were used



Signatures of workers and foremen

Whether the workers ever received their wages is uncertain as after the death of Qin Shi Huang, the second emperor of China, Qin Er Shi, ordered all of the workers to be buried alive in the tomb passages so that the secret of the mausoleum would not be revealed.

As for Yang Zhifa and his family who discovered the tomb, they made little profit of only one yuan (about 5p); their land was taken away and their homes demolished to make room for a museum. By 2000, poverty stricken and sick, unable to afford doctors, three of the brothers had died, all in their early 50s.

Until retiring, Yang Zhifa worked at the museum built near to the site of the tomb signing autographs for tourists. In 2007, Liu Xiquin, wife of one of the brothers, said that her husband was afraid that he and his brothers "had brought misfortune in some way, and wondered if maybe the warriors should have been left beneath the ground."



Yang Zhifa signing autographs

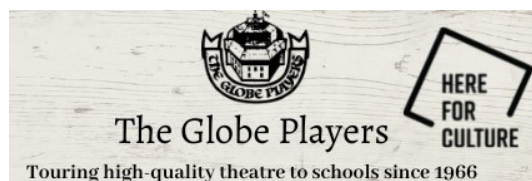


How the warriors looked originally

# English

## Something Wicked This Way Comes...

On a pleasant afternoon on 8 June, Ratcliffe Hall was transformed into a stunning theatre experience for 120 of our Year 10 students. The Globe Players, a theatrical company with Michael Rosen and Jeremy Irons among their patrons, trod the boards in true Shakespearean fashion and brought his popular tragedy *Macbeth* to life. This spectacular performance did not disappoint; staff and students hung on every word. The Globe Players presented an energetic production covering ten key events interspersed with narration and analysis of plot and language. As this is a set text for GCSE Literature, the event was highly beneficial to students and helped secure their understanding and appreciation of the text as a dramatic work. Equally, students gained a greater understanding of



the central characters and minor roles, such as that of the drunken porter. Students were full of praise for the actors, with some commenting that, “it was fantastic to see it performed up close.”

The actors described our students as being “absolutely amazing” and said they had “never seen a group of Year 10 students as involved as they were; you could tell they knew the play!”

It was a fascinating examination of the main themes of Shakespeare’s darkest play and an enriching theatre experience for our Year 10 students.

## It Is One Thing To Mortify Curiosity, Another To Conquer It...

Following a successful theatrical experience with *Macbeth*, The Globe Players returned the following evening and took Year 10 back in time to a fog-filled Victorian setting for *The Strange Case of Dr Jekyll and Mr Hyde*, another GCSE Literature set text.

Approximately one hundred students attended an ingenious and entertaining adaptation of the novel, which was tailored in an engaging, educational way. Again, key moments were dramatized and the actors also provided detailed commentary, discussion of socioeconomic background, and analysis of character. Year 10 were enthralled and the experience was highly beneficial to their study of the novella, exam preparation and knowledge of literature. The Globe Players once again commended our Year 10 students, particularly the four girls who contributed to the performance!





# English



## Jack Petchey's "Speak Out" Challenge!



This is a programme managed and delivered by Speakers Trust, the UK's leading public speaking organisation, and is supported and funded by the Jack Petchey Foundation. On 22 and 29 June, all Year 10 students had the wonderful opportunity to take part

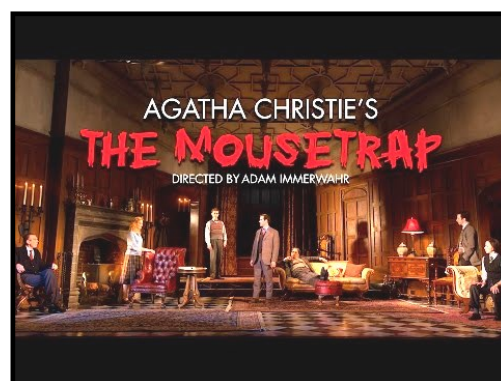
and develop their communication and public speaking skills. Five trainers, all highly experienced professional speakers, visited our school and delivered expert workshops during Year 10 English lessons. By the end of each workshop, every student had delivered a speech they had created from scratch to their classmates. Students presented entertaining and informative speeches, and feedback from students, staff and trainers was overwhelmingly positive. Students' confidence and skills have been enhanced, which will be of help to them in their upcoming GCSE Spoken Language Assessment and indeed any other future event.



# English

## Upcoming Events

Now that theatre doors are open once again, our A Level English students will attend a performance of Agatha Christie's *The Mousetrap*, the world's longest-running play, on 20 July. This event will be the perfect prologue to Literature students' work on Elements of Crime Fiction, and a fantastic way to add breadth to English Language and Literature students' work on their non-exam assessment and their investigation into language choices. A group of our Year 7 students will also benefit from a theatrical experience on 13 July when they visit The Orange Tree Theatre to watch Shakespeare's fantastic *A Midsummer Night's Dream*. This will build on their work from earlier this academic year and provide a wonderful insight into the dramatic genre. The dramatic experience will continue when all Year 7 students take part in 'Shakespeare in Action' workshops during their English lessons. In this drama session, students work closely with a professional actor and explore *A Midsummer Night's Dream* in context and in performance, whilst also delving into the language and the text. By the end of the workshop, students will be excited and engaged with drama, which will in turn lead to insightful writing and analysis of any Shakespearean play in the future.



## Debate Club

Congratulations to all those students who took part in the Debate Club! The final took place recently and prizes will be awarded in upcoming assemblies. All the students involved have become such fantastic speakers and staff have been really impressed with their skills and knowledge.





# Food Technology

## Year 10 Food Preparation and Nutrition: Introducing and developing practical skills

This term, Year 10 have spent their practical lessons learning new skills that they will be able to put into practice in their practical exam in Year 11. When students are taught a new skill, such as deboning a chicken or making a new pastry, they then have the choice to develop that skill into a final product that is well presented and shows a high level of challenge. In Year 11, when they cook their final three dishes, the more skills they are able to demonstrate, the more marks they will gain. Skills that we have covered this year include making choux pastry, shortcrust pastry, flaky pastry; a range of chopping skills to demonstrate precision cutting; deboning chicken; bread making; pasta making; making sauces and more! Students have also been looking at international cuisine and their next practical will involve them preparing a dish based on Italian, Spanish, Indian or Chinese cuisine.

Shortcrust pastry made into products of students' choice



Focaccia bread decorated with vegetables



# Food Technology

## Year 11 Food Preparation and Nutrition NEA: Designing food suitable for children

In Year 11, students completed their non-exam assessment (NEA) and their practical exam. This year's challenge was to cook two dishes that were suitable for a child and that met the needs of the eight Healthy Eating Guidelines. Students must complete a range of research in relation to the task and are able to practise skills as part of the coursework before completing the practical exam. Our Year 11 cohort rose to the challenge and we were blown away by the skills they demonstrated and the high levels of presentation. Most students cooked a main meal and a dessert as this enables them to demonstrate variety. Dishes made included chicken kebabs (deboned chicken and marinades), flat breads, meze platters with each component made from scratch, home-made pasta with filleted fish, lemon meringue pie with Italian meringue, salted caramel cupcakes with caramel shards, bao buns and gyozas. Once they have completed the practical exam they have to evaluate the suitability of their dishes in detail, demonstrating a high level of nutritional knowledge.



Some examples of final dishes from our current Year 11 students





# History

## Key Stage 4

During the summer term, Year 10 students began their study of Weimar and Nazi Germany 1890-1945. This is a fascinating period of history and students will be able to further hone and develop their skills of source analysis and understanding historical interpretations, which they have practised in previous units on the history of medicine in Britain and Elizabethan England. The start of this current unit coincides with the launch of our historical trip to Berlin in February 2023. Having proved very popular, as always, we now have thirty-six eager historians looking forward to exploring the recent past of the city of Berlin. This trip also links to our next unit of study: the Cold War. Berlin was the epicentre of cold war activity in the post-WWII era and provides a valuable opportunity for students to really immerse themselves in the study of this period.

## Key Stage 5

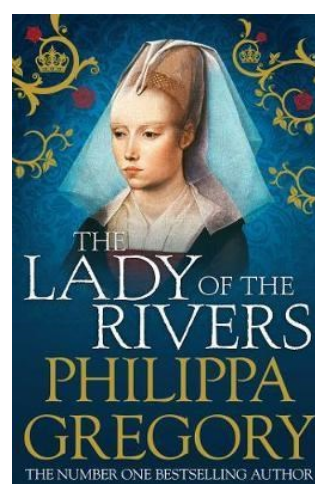
Our Year 12 students have just completed their mock exams. They will continue to develop their ability to analyse historical sources and interpretations, to research historical events and develop extended written responses in their study of Russia, 1917-1953, and the whole Tudor period. As an extra-curricular part of the A Level History course, we intend to take the present Year 12 students to Hampton Court Palace on 20 July. Our aim will be to provide a visual dimension to students' study of 16th Century Tudor court life. By the end of the day, students should have a better understanding of the lives of monarchs from that time and the way 'majesty' was used to promote political power. Another objective is to understand the complexity of Hampton Court Palace, which was a home, a place of work and an eating opportunity for hundreds of lucky people.

### ***The Lady of the Rivers* by Philippa Gregory**

This is a historical novel based on the rule of the Plantagenets: arguably one of the most famous and important families, who ruled England from 1154 to 1485. The novel follows the life of a young French girl, Jacquetta of Luxembourg, who is a very important, although lesser-known, character in this dynasty.

*The Lady of the Rivers* is an amazing novel that is accessible to younger readers who might find other sources difficult to understand. Philippa Gregory weaves the concept of magic into the novel through the gift of foresight, which Jacquetta has apparently because one of her ancestors was a water goddess.

The wonderful tale exposes the hardships of female characters in this dynasty and how they are usually overlooked. This book is highly recommended as a source of knowledge, while still being very readable and accessible to young adults



## Year 8 Onatti Spanish Theatre Production: *En El Campamento*

On 24 June, three Year 8 Spanish classes watched an entertaining theatre production of *En el campamento*. The 50-minute play follows two friends, Matias and Catalina, as they go on a camping trip, which does not go exactly to plan.

The performance was highly interactive with a lot of audience participation and provided students with the opportunity to expand their vocabulary and improve their understanding of the language in an engaging manner.

All the students thoroughly enjoyed the performance.

*"The theatre production was really good because they spoke slowly and clearly to the audience. I found that the actions helped us to understand what was happening. I enjoyed it a lot and would definitely like to see more. I especially liked the fact that the actors interacted with the audience, this got us laughing and concentrating on the show."*

*"I enjoyed the theatre performance because it was funny, the actors made it easy to understand and it helped me to learn new vocabulary. I would recommend this performance for someone else to watch and would also like to see another one."*

*"I really enjoyed the theatre production; it was really entertaining. I understood most of what was going on because of the cognates and hand actions."*

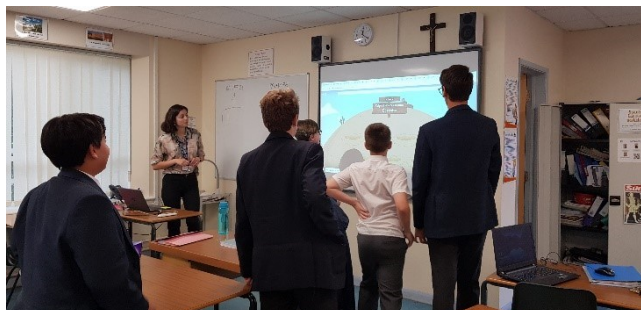


## Year 8 'Beginners' Italian' lunchtime workshop

Twelve Year 8 students attended a Beginners' Italian lunchtime workshop over seven weeks in the summer term. During these sessions, students were introduced to basic vocabulary and phrases such as greetings, numbers, colours, seasons, months of the year, days of the week, classroom objects, food and drink, and family.

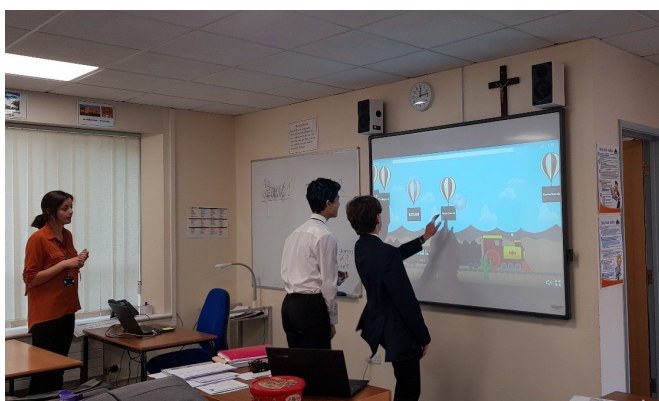


The students particularly enjoyed playing online games in groups on the interactive whiteboard.



## Year 9 French and Spanish Gifted and Talented Workshop

Students in Year 9 attended Gifted and Talented lunchtime workshops with the French and Spanish Language Assistants. During these sessions, students were able to practise their language skills as well as develop their cultural knowledge through a range of interactive activities, games and quizzes. The students particularly enjoyed the variety of language games, including board games, interactive games on the whiteboard, Jenga with questions and dice games.



## Year 9 Spanish Email Exchange

Twenty-nine students in Year 9 are involved in the email exchange programme with students from IES Venancio Blanco School in Salamanca, Spain. This email exchange initiative encourages students to further develop their knowledge of the Spanish language and expand their cultural understanding.

## Music

The Music department has been busy this year opening up with extra-curricular activities. This term, twenty students from our Year 7 and 8 singers were invited to take part in the 'Just Sing' event at the Kenneth Moore Theatre in Ilford on 30 June. This involved a visiting vocal coach coming to rehearsals to teach the students four new songs that were sung with a professional live band. The students were able to sing along with pupils from another Redbridge school, as well as perform numbers as Trinity Catholic High School choir.



Two Year 9 classes had an opportunity to work with tutors from 'Big Creative Education' in a lyric writing lesson this term. The genre of music was focused on Rap and Hip Hop, which uses its lyrics to tell real life stories. Students discussed the roots and origins of this style, which linked to the African-American history of the Blues that Year 9 students have been studying in Music lessons throughout the year. The students created lyrics focusing on the structure of the verses and had a chance to rap them over a prepared Hip Hop beat.





# Music



On 5 July, 24 students performed solo pieces to friends and family in a small informal Platform Concert. These students have been attending regular instrumental or vocal lessons at school and are now able to show their progress. The students range from Year 7 to Year 13, allowing the opportunity for the younger performers to be inspired by those who are more experienced and performing at an advanced level.

## Summer Concert

This year sees a return to our summer concert on 19 July! It is an end of year celebration displaying all the extra-curricular ensembles that rehearse at school. This is a wonderful opportunity for students to perform new repertoire demonstrating instrumental, vocal and ensemble skills. Performances will be from the String Orchestra, Wind Band, Ukulele Club, Key Stage 3 Rock Band and several vocal groups.



## Physical Education

The summer term saw the start of our athletics and tennis season, with some exceptional performances from our students. In athletics lessons, we encourage our students to push themselves hard in the track events, ensuring that they learn how to pace themselves in the longer distances. In the throwing events, not only do students learn the techniques, but also the discipline required to operate effectively and safely. For the first time, we hosted athletics matches against Davenant and Heathcote schools, which enabled over 60 students to represent the school this year. We won both matches and look forward to more competitions next year. In the District Athletics competitions, held at Crickelfields Track, we saw some longstanding school records broken for the 100 metres: a twelve-year school record was broken by Nevaeh Johnson in Year 8, who ran 12.6 seconds; and records that had stood for more than 30 years were broken by Keisha Bediako in Year 10, who ran 12.63 seconds, and Megan Bevas in Year 7, who ran 13.0 seconds.

The successes kept on coming from our girls' teams, who won the Year 7, 8 and 9 District competition and were second by the slimmest of margins in the Year 10 competition. Our boys' teams were also very successful, winning the Year 8 boys, and were third in Years 7, 9 and 10. There were 20 schools competing, so we are very proud of our teams this year.



Tennis club has been popular after school on a Wednesday and Friday for both boys and girls. Our tennis teams, managed by Mr Yusuf, played matches against Bancrofts. The Year 7/8 team beat Bancrofts, and the Year 9/10 team lost narrowly. We are looking forward to more students representing the school next year.





## *Physical Education*

In Year 9, 36 girls had the opportunity to attend a residential week in Maes Y Lade Outdoor Education Centre in Wales, where they participated in canoeing, caving, mountain walking, gorge walking and mountain biking. They also had to help with the domestic arrangements around the house and at meal times, which was a first for a few of them! Students were often pushed beyond their comfort zones, often helped by the encouragement of their peers, whether it be wiggling through a tight space in a cave, throwing themselves off a ledge into a river or cycling up a hill whilst the legs were burning.



# Citizenship, PSHE & RSE



**Citizenship, PSHE, & RSE**

*Living Life To The Full, Within A Catholic Context*



**'If you take care of your mind, you take care of the world'**

## CPR

Over the course of the summer term, students across KS3 and KS4 have been continuing their CPR education. In the first half of the summer term, Year 7 completed their first unit on financial health, exploring what budgets are, how to make them and the importance of managing their money from a young age. Year 10 have built on this by understanding credit, debit, assessing financial risk, and learning more about their money personalities. Year 8 spent time learning about the UK government, the rights of people who live in the UK and the responsibilities that go along with these, as well as the different types of government across the world. Lastly, Year 9 focused on an aspect of health education: drugs and alcohol. They had discussions on the different attitudes towards these substances, the law regarding them and how to manage influence in increasingly independent situations.

## Year 7 Trip to the Houses of Parliament

On 17 June, 33 students from Year 7 had the opportunity to visit the Houses of Parliament and take part in a workshop on voting and representation. They were able to see the House of Commons, the House of Lords, and they even walked up the Royal Staircase (the start of the processional route taken by the Queen). Students were engaged throughout and were inquisitive about the day-to-day running of our government, learning about how laws are made and the different roles of The House of Lords and The House of Commons.

In the workshop, students created their own Political Parties; they had to devise three pledges and consider how they were going to finance them. Ideas ranged from increasing pay for civil servants, creating more marine sanctuaries, reducing the cost of University fees, and making big companies such as Amazon pay more tax, as well as increasing taxes on cigarettes, alcohol and sugary drinks.





## Citizenship, PSHE & RSE

Overall, it was a thoroughly enjoyable day, and the students represented the school beautifully.

*"I was delighted to be chosen to go to the Houses of Parliament. I found it really interesting learning new things about The House of Commons and The House of Lords. I am very happy that I went on this trip because it was educational as well as fun. The workshop after the tour was very good and also taught us new things. My favourite part was being in the Commons' Chamber and learning about how to become future Members of Parliament."*

### Year 7 and Year 10 Finance Workshops

As part of their 'Living in the Wider World' education, Years 7 and 10 have taken part in one-hour virtual workshops on bank accounts and budgeting (Year 7) and credit, debit and debt (Year 10). These workshops were delivered by personal finance professionals who are part of a pro-bono initiative that provides schools and colleges with free financial education workshops nationally.



In their feedback on the sessions, Year 7 students said that they gained more understanding of 'the value of money and how to use it, when to save it, and when to spend it', 'how to manage money based on the lifestyle you have' and some even wanted 'to thank parents for giving us money'.

The Education Champions delivering the workshops also had some excellent feedback about our students, who were 'most attentive and engaged throughout'.

*"I will say that the workshop was amazing. It did teach me new things, for instance I didn't actually know what a mortgage was. I also liked the various activities because it made the whole class join in... As humans, it is quite common that we tend to make stupid mistakes and so the workshop helps students to understand whether that specific bag is needed or if those shoes are a good shopping choice."*

### Looking Forward

It has been a busy year for the CPR department, and we hope that all students have appreciated and gained value from their sessions. Looking forward to the new academic year, we hope to build on the progress already made, incorporating feedback from 'student voice' and being able to facilitate more trips and workshops to enrich our students' understanding of themselves and the world around them.



This summer, 30 of our Year 12 A Level Biology students participated in the Intermediate Biology Olympiad hosted by the organisation United Kingdom Biology Competitions (UKBC). The Intermediate Biology Olympiad consists of an online multiple-choice test, challenging students on a variety of topics from the Year 12 Biology curriculum. The Biology Olympiads are prestigious national competitions that allow talented young Biology students to compete against their peers. They challenge and motivate young learners and give them a platform to showcase their academic excellence.

In 2021, 9,000 students enrolled nationally for the Intermediate Biology Olympiad from over 450 schools across the UK. The competition is the first of two Olympiads in which our A Level Biology students are enrolled. Students will also compete in the Biology Olympiad when they are in Year 13 and this is the entry point for the International Biology Olympiad.

The Biology department is very pleased to share the success of our Year 12 students in the recent Intermediate Biology Olympiad. Out of 30 entries, five students were commended, nine students were highly commended and five students received very prestigious medals. Annabel Anscombe obtained a 'Gold' medal, which places her in the top 5% of all students nationally, and Angelina Rodrigues obtained a 'Silver' medal, placing her in the top 10% of all students nationally. We had three students who obtained a 'Bronze' medal, placing them in the top 25% of all students nationally. Students attaining 'Bronze' awards were Maria Ratti, Emma Bolderstone and Chandana Jethwa.

The Biology department would like to thank all students who came into school to complete the Olympiad, particularly as this was during study leave. The level of participation in the Olympiads this year has been outstanding and demonstrates the dedication of all our Year 12 A Level students. We congratulate them all for what has been an outstanding year and look forward to continuing this in Year 13.



## Sixth Form

### Year 12 Induction Day for Prospective Students

On 1 July, all Year 11 external candidates were invited to school to attend an Induction Day. The main focus was to give them an insight into life in the Sixth Form and help ensure that they are fully prepared when they embark on this new chapter of their student life in September.

The Induction Day was launched with an address from the Headmaster followed by the opportunity to meet key members of the Sixth Form team for an introduction to life in the Sixth Form. This was followed by talks from various members of staff to find out about a selection of the extra-curricular activities available, ranging from the "Luminaries" to the Hollywood trip and the Duke of Edinburgh award. The students had the opportunity to listen to some of our current Year 12 students describe what life is like at our school. They spoke beautifully and positively about their time so far in the Sixth Form. Our prospective new students were also given a tour of the Upper Site. We treated our guests to lunch courtesy of Shaw's of Chingford, who came to school and laid on a barbecue for the students, which was extremely well received. The new students then had the opportunity to attend induction lessons in two of their three A Level subject choices.

#### Feedback:

*"The teachers were really enthusiastic and the taster sessions were fun and engaging."*

*"...the friendliness of teachers; it was clear that they were experts in what they do."*

*"I enjoyed getting to know what we would be learning specifically in each subject, as well as how interactive each lesson was."*

*"Learning about life at Trinity was a really important part of the day for me."*



# Sixth Form

## Higher Education Evening

On 29 June, we held our Higher Education Evening. The aim of the evening was to help parents/guardians/carers to aid their children with the higher education application process. During the evening, there were a number of speakers with expertise in all aspects of the process. They presented at various points throughout the evening. Wine and soft drinks were also available to our guests during a refreshment break. A letter with links to the presentations and answers to FAQs has been sent to parents and is available on request.



Dr Doherty opened the evening at 6.30pm with an introductory talk before handing over to our Key-note Speaker, Mr. Mike Nicholson.



Mr. Nicholson is Deputy Head of Education Services at the University of Cambridge and a member of the Governing Body of UCAS. He is the UK Chair of the Higher Education Liaison Officers' Association (HELOA), a member of the UCAS Council, and serves on the OCR Qualifications Committee. He was previously Director of Undergraduate Admissions at the University of Oxford. He is a highly regarded and very experienced University Admissions Tutor. Mr. Nicholson has worked closely with Trinity for 30 years. He spoke first to students who may be early applicants and those looking to gain entry to Russell Group universities. He gave tips on how our students could differentiate themselves from the crowd. He also gave an excellent overview of the university application process and, even more importantly, an insight into life for students at university.



## *Sixth Form*

Mr Connolly, Deputy Headteacher responsible for Sixth Form at Trinity, spoke about a range of matters relating to why our students should go on to study at higher education institutions, as well as important matters pertaining to student finance. Mr. McGrory, Head of Year 13, spoke about the higher education application process at Trinity, looking at key support, deadlines and personal statements. He also presented on the use of the platform 'Unifrog', which has proved to be a real asset to our UCAS process.

Feedback from parents and students was very positive. The opportunity to gain expert guidance on an issue that can be very stressful for all concerned was greatly appreciated.

### **Year 13 Leavers Prom**

Our Year 13 Prom was held on 1 July at The Tower Hotel. The hotel is in a spectacular location opposite the Tower of London and overlooking Tower Bridge.

The evening began with a drinks reception in an area of the hotel with views over the river and city. We had exclusive use of this area during the evening along with another room where there was a sumptuous buffet and a disco. Students received a souvenir photograph from a professional photographer. Our students also had unlimited use of a photo booth throughout the evening where they were able to take complimentary photographs. The evening was a tremendous success and the students were full of praise for the quality of the event.



## Library & Reading

Here we are at the end of another busy term, and indeed, the end of what has been a busy school year. We have been involved with lots of events and activities throughout the year and have enjoyed getting to know our students and their reading habits.

### Activities and Events

We hit the ground running in April, with a visit from an award-winning author just days into the new term. Years 7 and 8 enjoyed hearing Alex Wheatle MBE talk about his life, his career and his love of writing. Abandoned by his parents as a baby and raised in a notorious children's home, then falling in with the wrong crowd and spending a short stint in prison, it was inspiring to hear how he overcame the various obstacles in his life and discovered his true passion and talent for writing. Alex has received many awards as an author and his latest book has been nominated for the 2022 Carnegie Medal Award.



Year 8 students with author Alex Wheatle

In May, our Carnegie Shadowing Group got underway. A group of students from Years 8 to 10 met regularly to read and discuss the eight books shortlisted for the Carnegie award. There was some lively debate about which books students enjoyed most. They were able to write reviews and publish them online on the official webpage: <https://carnegiegreenaway.org.uk/reading-group/tchs-book-club/>. The Shadowing Scheme is a nationwide event in which schools across the country can take part, so it has been great to have our students involved. The group enjoyed voting for their favourite book: 'The Crossing' by Manjeet Mann, and then watching the livestream announcement of the official winner, which was 'October, October' by Katya Balen.





The Carnegie Shadowing Group






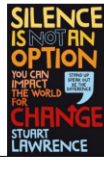


# Library & Reading

Exams' season was upon us in June; this can be a stressful and anxious time for students, so we put together a 'Reading For Wellbeing' book collection to help them navigate this difficult time. It was also the month of Empathy Day. Reading for empathy is an important way of increasing our ability to understand and experience someone else's feelings. It is a crucial life skill that young people need in order to learn and build kinder communities; books play an important role in developing this skill. When young people identify with book characters, they learn to see things from others' points of view.

**2022 Read For Empathy Guide**

 <p><b>The Crossing</b> Manjeet Mann A brilliant verse novel told from the perspectives of British teenager Natalie and refugee Sammy who is struggling to reach UK shores. We become deeply involved in characters who feel all too real, making this a profound and unsettling read.</p>	 <p><b>Punching the Air</b> Ibi Zoboi &amp; Yusef Salaam Based on true miscarriage-of-justice events, this is the story of Amal, a black teenager whose life has been blighted by racism and prejudice. An exceptional first person verse novel through which we experience Amal's dreams, regrets and memories. A visceral experience of the impact a lack of empathy and understanding has on people who are unjustly treated.</p>
 <p><b>The Curious Case of Karl Nova</b> Karl Nova "Some things don't make sense until they are past tense." Brilliant poet Karl Nova shares his life experience in raw, powerful, personal poems and prose, moving between the UK and Nigeria. His wise and honest life reflections frame the poems in a particularly engaging way. Fantastic platform for deep discussions with young people.</p>	 <p><b>SLAM! You're Gonna Wanna Hear This</b> Nikita Gill A brilliant anthology of diverse performance poetry, covering a range of emotions around love, anger, injustice, identity and acceptance. Features up-and-coming poets with guest stars such as Dean Atta and Sophia Thakur. A cry for social justice and equality flows through the whole collection.</p>
 <p><b>Black and British</b> David Olusoga A revealing history of British black heritage from the Romans onwards. We are horrified by the cruelty and racism displayed to black people, grateful to those who felt empathy and fought for justice. A fight that continues!</p>	 <p><b>SILENCE IS NOT AN OPTION</b> Stuart Lawrence Empathy often underpins our desire to make a difference. Stuart Lawrence is the brother of murdered Stephen Lawrence, and in this powerful non-fiction book he gives young people tools to 'stand up, speak out, be the difference.'</p>

 <p><b>AFTER THE WAR</b> Tom Palmer Based on true events, this is the story of three Jewish boys evacuated to the Lake District from a Nazi concentration camp. We really feel how their terror renders them unable to embrace freedom, and their slow healing. A warning of the consequences when empathy is lost.</p>	 <p><b>When the Sky Falls</b> Phil Earle Deeply moving novel set in 1941 war-torn London. Angry, abused Joseph is sent to live with gruff Mrs F who is struggling to keep her family zoo going and to keep a mighty silverback gorilla safe. She's not an easy woman, but steadfastly keeps on caring for Joseph and doesn't give up on him, no matter how he behaves. Finally, in the novel's extraordinary climax, he learns to trust.</p>
 <p><b>When Life Gives You Mangoes</b> Keren Getten Through troubled Clara's resonant voice, we discover that she can't go in the water, or remember the events of last summer. Set in Sycamore, a small Caribbean village, an absorbing, moving read as the community gradually helps Clara face what has happened, and the reality about her troublesome best friend Gaynah.</p>	 <p><b>When the World Was Ours</b> Liz Kessler A powerful story told from the separate viewpoints of three best friends in Germany as war begins. It demonstrates how hatred turns to extremism and how humanity is so easily shattered when tribal behaviour takes hold. Empathy is the antidote to tribalism.</p>
 <p><b>Show Us Who You Are</b> Elle McNicholl What is perfection? Are all humans equally valued? Cora, who is autistic, is confronted by these questions when she gets involved with the futuristic Pomegranate Institute. A compelling novel from an important writer that ultimately celebrates diverse humanity.</p>	 <p><b>In the Key of Code</b> Aimee Lucido 12-year-old Emmy feels out of step in a musical family and new school until she discovers a charismatic teacher, who introduces her to coding. A charming verse novel about not judging others and having the courage to accept your identity.</p>
 <p><b>TSUNAMI GIRL</b> Julian Sedgwick Yuki and her grandfather are caught up in the 2011 Japan earthquake. Despite unbearable trauma, her resilience is bolstered by the love and artistic connection to her grandpa. Part prose, part manga, this is a dramatic and moving read, bringing new insights into the experience of living through a tsunami.</p>	 <p><b>CANE WARRIORS</b> Alex Wheatle A hard-hitting, visceral novel based on the true story of Tacky's War against British slavers in 1760s Jamaica. Wheatle forces us to confront painful truths about the experience of slavery, raising questions about violence, retribution and how a society can lose its humanity.</p>

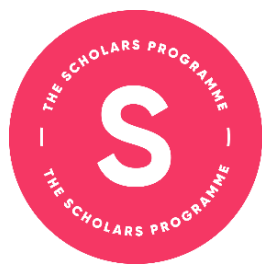
As we approach the end of term, it is important that students remain engaged with reading over the long summer break. Therefore, we are encouraging students to take part in our Summer Reading Challenge: 'Read Around The World'. The challenge is to clock up as many 'reading miles' as possible by reading books set in as many of the seven different continents as they can. A suggested reading list to accompany the challenge will be available on our library webpage at: <https://uk.accessit.online/trn16>

We look forward to finding out who has 'travelled' the furthest in September.

Happy summer reading from the library.



# The Scholars Programme



## The Scholars Programme

The Scholars Programme began in March 2022 and was an opportunity for 12 selected Year 10 students to gain the knowledge, skills and ambition to help them secure places at top universities. The Scholars Programme aims to give students an experience of university learning to help them make

an informed decision. Students were required to apply for the programme and worked with a PhD tutor, who delivered seven university-style tutorials on the 'super-curricular' topic of American Politics related to the PhD tutor's area of expertise. The PhD tutor shared their subject knowledge and passion for learning with this small group of students, stretching and challenging students as they developed their academic skills.

The programme was designed to give students a university experience beyond the curriculum, which will result in a graduation experience in July 2022. Students developed key university-preparedness skills, including critical thinking, subject knowledge, written communication and university self-efficacy. All students were asked to complete a final 2,000-word assignment pitched one key stage above their current level. Students were asked within this assignment to select a Hispanic group of their choice, and look at the dominant reasons behind the way that group vote. Students were required to justify their thoughts with reference to the voting behaviour of their chosen Hispanic group. The PhD tutor provided one-to-one feedback to our students and assignments were marked and awarded university grades. Moderated marks for the final assignments were exceptional, with six students achieving first-class awards (1st), and five students achieving upper second-class awards (2:1).

The programme was an excellent opportunity for students that promoted their personal development, helping foster growth mindsets and attitudes to learning. It was an opportunity for students to further develop some of the qualities, knowledge and skills necessary to shape their destinies and progress successfully to the next stage of further study, supplementing existing enrichment across the school by raising aspirations for applications to top universities.

*"I enjoyed learning more about the flaws of the American political system and getting a taste of the standards of university work."*

*"I enjoyed The Scholars Programme and it has inspired me to explore the unknown. I used to be petrified of trying something new, but now I take it as an opportunity."*

*"I would recommend The Scholars Programme as it has so many benefits. Being in small groups, my tutor was able to focus on us and it made us more outspoken. It will definitely benefit my personal statement for applications to university."*



## *Student Societies*

The rationale for the development of societies at Trinity Catholic High School is to further create a climate of high expectations in subjects, where a student's interest in the subject can flourish.

The Biology and Physics Societies are run by the students for the students to facilitate interest, debate and conversation around both subject areas. Both societies have members from across all key stages, with direction from student presidents and vice presidents in Key Stage 5.

The Biology Society enriches student understanding of the curriculum and brings a wider knowledge and appreciation of the many strands of Biology that exist today. Students meet regularly throughout the school year engaging with interesting practical sessions and masterclasses, further facilitating discussion behind the theory. This provides an opportunity for students to improve their communication of key scientific concepts and gives them the confidence to do so.



The Physics Society also meets regularly throughout the school year to discuss subject areas of interest to its members. Physics students have also focused on sharing their love of the subject with others. Its aim is to make the subject increasingly intellectually enriching and less intimidating to students, by providing them with focused opportunities to develop their knowledge both within and beyond the confines of the curriculum.

Events this year in the Biology Society have included isolating DNA from strawberries, learning about osmosis using gummy bears and studying the amazing properties of water by making it rain indoors. Events this year in Physics have included a telescope design and stargazing evening; anti-matter masterclasses; a thermal physics masterclass; and a calculus masterclass. The finale for both societies will be a trip to the Science Museum.

## Student Societies

*"I think the Biology Society is a fun environment to learn in and I particularly like the practicals we do after school. You not only get to learn more whilst having fun, but you also have a chance to make more friends and to learn to work better in a team."*

*"As a member of the Physics society I have looked at new topics outside of the curriculum to build my knowledge and love of Physics. An example of this was looking at antimatter, and how important it is for the future of the world. Everyone at the society is very helpful and welcoming, especially Dr Collins, and I'd recommend getting involved if you are interested in the subject."*



In addition to the above, the school has expanded its offering recently with The Maths Society. This is another opportunity for gifted Mathematicians to have a positive experience of learning mathematics and quantitative skills, understanding its value and importance, as well as engaging in fun activities, which are led by high calibre A Level students. It promotes communication and oracy skills, encourages critical and creative thinking abilities and allows students to grow confidence in speaking and presenting. Events within the society so far have included an introduction to decision mathematics and a masterclass on calculus.



# Safeguarding

During this term, we welcomed PC Donaghy and PC Horton from the Metropolitan Police's Safer School Teams into school to deliver specific assemblies to students.

Year 7 and 8 students received Safer Transport information about travelling safely to and from school, as well as information related to their Transport for London Zip Oyster Cards. They also received information on Youth Produced Sexual Imagery (previously known as Sexting).



Years 9 and 10 attended assemblies on Youth Produced Sexual Imagery and Staying Safe. The latter is in response to the Sarah Everard and Sabeena Nessa tragedies. We looked at how to identify Police Officers that may not be in uniform, as well as tips and advice on travelling home alone and ensuring friends or families know where you are and your intended route home.

Huge thanks to both PC Donaghy and PC Horton for their ongoing support of the school and our community.



## SEXUAL HARASSMENT IS NOT TOLERATED ON OUR NETWORK

Any incident can have an impact on people's lives. Rubbing against someone, touching someone inappropriately, making unsolicited remarks of a sexual nature, revealing intimate body parts, sending or showing sexual content and taking photos under someone's clothes. It's all sexual harassment. It's all serious to us.

See it or experience it on public transport?  
Report an incident on the bus network at [met.police.uk](https://met.police.uk)  
For all other TfL services,  
text British Transport Police on 61016.  
In an emergency, always dial 999.

Together, we can stop sexual harassment.



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Reach Every Generation has been commissioned to deliver assemblies across eighteen schools within the London Borough of Redbridge. Two speakers delivered informative, engaging and inspiring presentations to all students in Years 7 to 10. They aim to raise awareness, encourage change and inspire our young people by sharing their lived experiences of serious violence, crime, exploitation and trauma.

## Careers

This term, the Careers Department has focused on Creative Careers, with groups of Year 9 and Year 12 students attending Future Film Focus and the Walthamstow Film Festival. Both events provided students with the opportunity to attend panel discussions, discuss their aspirations with professional filmmakers and explore ways to break into the film industry. We received wonderful feedback about our students' engagement and we have made some excellent connections which we hope to develop further over the coming months.



We have enjoyed school visits from HSBC, the Marine Society and Sea Cadets and Big Creative Academy, who facilitated a Lyric Writing workshop with Year 9 in June. Selected students have had the opportunity to participate in online training sessions with Hill Construction, Maritime UK and EDF Nuclear Power Station. A careers-focused session with National Grid led to Year 12 students being offered mentoring and virtual work experience in the holidays. At the end of this term, we are looking forward to participating in our local Careers Hub's Healthcare and Social Care Week, with interactive workshops planned with various NHS Trusts.

During the summer term, a number of our Year 9, 10, 11 and 12 students have taken part in virtual work experiences through Springpod and Speakers for Schools Experience. Both platforms offer structured virtual work experience programmes in a range of industries, with well-known companies such as Allianz, Siemens, Fujitsu, Vodafone, Barclays, Airbus and the Chartered Institute of Marketing. Each student receives a certificate of completion once they have finished the programme. Students from all year groups participated in BT/digdata's virtual Career Challenges, which have been created to inspire young minds and to give students aged 12+ access to work experience with leading organisations across the UK.

We have also enjoyed some excellent individual successes: Liam Fowkes (Year 12) secured a highly competitive work experience placement with Imperial College Healthcare, and Leah Megan Chi (also Year 12) was accepted onto not one but two programmes at Google's Computer Science Summer Institute (CSSI).



## Careers

Abigail Gomes (Year 12) applied for The Academy of Real Assets' National Essay Competition with a creative entry on the theme 'The Town of the Future'. Her entry was chosen as one of the winning entries, which has been featured in The Academy's first book. A launch party to celebrate the contributors to the book was held on 15 July at Schrodgers at the Barbican in Central London; an experience that will no doubt leave a lasting impression!



Year 10 students eagerly anticipated their Work Experience Week, which was held from 11-15 July. Unfortunately, as was the case last year, we were unable to send students out for a full week of in-person experience. However, we offered a hybrid programme this year, with three days of Virtual Work Experience with VWES in a choice of over 60 industries; a 'Take Your Child To Work Day' where Year 10 students accompanied a parent or a family friend to work; and an 'Enterprise Day' at school on 15 July, where all students participated in two Business-related workshops with Learn By Design, an education and outreach company.



Future Film Focus



Year 9 Lyric Writing Workshop  
with Big Creative Academy

# Personal Development

It has been another busy term at Trinity for co-curricular activities.

## Physical Education

The Physical Education department, at the end of another busy year, has achieved great success in a number of sporting competitions. The Year 9 and Sixth Form football teams concluded their year with victories in the District Cup, with fantastic performances in the finals against Woodbridge.



The school has also performed particularly well in the recent District athletics tournaments, where there was almost a clean sweep of victories in all year groups. Out of nearly 20 schools, the results were as follows: Year 7 girls first place; Year 7 boys third place; Year 8 boys and girls both first place; Year 9 boys third place; Year 9 girls first place; Year 10 boys third place; and Year 10 girls second place. Overall, an outstanding achievement by all, with quite a few individual District champions who, in Year 7, went on to represent Redbridge at Melbourne Park in Chelmsford at the County Championships.

## Duke of Edinburgh (DofE)

Around 80 Year 9 students have been involved with Bronze DofE and have completed a practice expedition as part of their training for their final expedition. Dates for this are still to be confirmed.



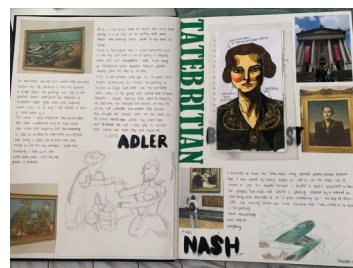


# Personal Development

## Year 12 Art Trip to Tate Britain



*"On Friday 13th May, my art class and I were lucky enough to embark on a school trip to Tate Britain. Due to restrictions in recent years, this was my first school trip since Year 8, so I was very excited, especially as this particular location was very special to me. The trip allowed me to take inspiration from a plethora of artists across the years. My favourite aspect was being able to sit in front of the paintings as a direct reference, to see the work 'live', to appreciate its scale and the brushstrokes up close. It was so much better than looking at work online. It was a great experience and I look forward to more next year!"*



*"Going to Tate Britain was a wonderful experience, it introduced me to some amazing artists from the 16th Century to the present day, the work really inspired me and has really influenced my ideas. My favourite part of the day had to be after lunch, when we were drawing our favourite piece of work in the gallery for an hour!"*

*"I enjoyed going on the trip to Tate Britain, as I was able to view a large variety of artwork in person, which allowed me to properly study some pieces of work in much more detail - detail I would miss looking at a photograph. The trip gave me a lot of inspiration for my personal project and gave me a list of artists who I researched after the trip."*



## Junior Doctors' Hospital Talk

We arranged for two second-year doctors, Dr Clement Stratford and Dr Zoe Lamond, who work in London hospitals, to come into school and talk to all Year 12 aspiring medics and dentists. Dr Clement and Dr Zoe talked about their experience of the process of applying for their course; advice and tips for personal statements; preparation for the upcoming examinations and for the interviews; and also about the work they do. They were very happy to answer any questions as well. We have also extended this to any Year 10 Separate Science students who are considering a career in medicine or dentistry.

## HSBC Workshop

Year 10 Business & Economics students were visited by senior HSBC staff on 13 and 20 June. Mr Kambo and Ms Demetriou ran two workshops on 'Borrowing Money & Understanding Interest'. Students were given an overview of the concept of borrowing and its impact on an economy and lives of consumers. This directly linked to their syllabus and widened their understanding of finance, borrowing and the cost of borrowing and gave them an idea of what it is like to work in the banking sector.

# Personal Development

## Walsingham House

Nineteen students in Year 9 went to Walsingham House in Brentwood and discussed the issue, 'Life Changes and Decisions'. The sun shone whilst the students had a picnic on the lawns; they worked in teams and made a model of a religious building, seeing if it could withstand the elements of the weather. They also had time to make new friends and connect with other students they do not normally mix with in school. It was a very successful day, with all students agreeing that it was a valuable experience.



## Houses of Parliament

On 17 June, 33 students from Year 7 had the opportunity to visit the Houses of Parliament and take part in a workshop on voting and representation. This was a fantastic opportunity for students to learn about the Houses of Parliament, the government, how laws are made and the different roles of the House of Lords and the House of Commons. It was a very successful trip enjoyed by all, with students learning a great deal and enjoying the experience.



# Personal Development

## Music



The Music department is still going strong and has high attendance at the clubs on offer this summer term, ranging from Orchestra and Wind Band, Choirs, Glee Club, Ukelele Club and Rock and Pop Band. This term, students have also been invited to take part in the 'Just Sing' event at the Kenneth Moore Theatre in Ilford on 30 June. As well as this, two Year 9 classes had an opportunity to work with tutors from 'Big Creative Education' in a lyric writing lesson.

The music year will end with a summer concert on 19 July, which will showcase the talented students in the music department with a performance highlighting the range of music across all clubs from the String Orchestra, Wind Band, Ukulele Club, Key Stage 3 Rock Band and several vocal groups.



## Additional Activities and Trips

Additional co-curricular activities this term include: Debate Club, Beginners Italian club and Onatti Spanish Theatre, which is an accessible live theatre production written to complement our students' foreign language learning. Carefully constructed dialogue woven into visually entertaining stories engage students in their learning of modern foreign languages.

All of Year 8 attended an ecology field trip at Epping Forest in July. This was a guided activity covering content on the Key Stage 3 specification such as habitats and sampling population of organisms, which allowed them to apply this in a practical setting.

Also, this term, the Maes Y Lade residential trip was announced for Year 8 students; separate trips for boys and girls will take place in September and October. This will involve students participating in canoeing, caving, mountain biking and walking, as well as gorge walking. Students will also engage in evening activities such as team building challenges and laser tag.

Last, but by no means least, is our Sports Days for all year groups. Students came together as a form group to socialise in a friendly and competitive atmosphere and to compete for the title of inter-form winner. The result was based on a combination of tournaments that have taken place throughout the year across a range of sports for both boys and girls in each form, as well as the combined totals from their competitions on Sports Day. What a fantastic way to end what has been a very busy year for co-curricular activities.