

Trinity Catholic  
High School



# Easter 2023 Newsletter





## Headmaster's Message

Dear Parents and Students,

We are now past the half-way mark of this academic year. Time certainly flies and we have become very busy. We have entered the Holy Season of Lent and this has been reflected in school life with an emphasis on prayer, fasting and alms giving. I am pleased to say the students have responded most enthusiastically. We are very pleased with attendance at the 8.15am Mass on the Lower Site, many thanks to Ms Afonso for her hard work on this crucial initiative. Of course, we are now approaching the exam season and our thoughts and prayers go out to our scholars in Years 11 and 13. We wish them every success. I am very pleased at the number of academic awards the school has won, particularly in the Sciences and PE. The cultural life of the school has continued to blossom with a truly wide range of activities from our clubs and societies, as well as school trips abroad. In recent weeks we were dominated by the prospect of Ofsted. Well the inspectors have come and gone and we look forward to a pleasant and pleasing result.

To conclude, on behalf of my Chairman and Governing Board, I do thank all members of our school community for their hard work, commitment and support during this first half of the academic year. We wish you and yours every happiness for the Holy Season of Lent and a true celebration of Christ's Resurrection at Easter.

My best regards to you all,

Dr P.C. Doherty OBE  
Headmaster



# Catholic Ethos

Once again, we have been busy this term in the pursuit of forming our students and staff, in re-centring and refocusing our mission as humans, in working with others and giving support to our neighbour, whomever that may be in our school community.

Every student has the opportunity to start the day with the Eucharist on Lower Site with priests from our parish church, St Thomas of Canterbury. It is a great way to begin the day, to place Christ at the centre, in the presence of the Most Blessed Sacrament. This term, we have had the pleasure of about 30 students and staff attending Mass daily, and their commitment and desire to be a witness to their faith is exemplary. As always, during Lent, we particularly want and



remember to reconnect and focus more on what we, in our daily lives, may have forgotten: our priority of placing God first in prayer. We continue our strong commitment in prayer via the Angelus before lunch at 11:30am and the Mercy prayer at 3pm. Each Wednesday we have exposition of the Blessed Sacrament.

On Monday lunchtimes during Lent, we have been blessed to be served by the priests of our deanery who come to hear the student's confessions and share and celebrate the sacrament of Reconciliation with them. This is a powerful commitment the Church shares with our students and we are blessed to have the presence of a priest each week for this special Sacrament of mercy and forgiveness. We must remember the words of Ash Wednesday, "Turn away from sin and be faithful to the gospel" - an amazing gift for our students.

Each class during the penitential season of Lent has taken part in praying the stations of the cross, and we are grateful to the parish of St Thomas of Canterbury for allowing us to use their Church to make the physical act of popular piety in experiencing and praying before each station. This has occurred throughout Lent with Years 7-11; every class has had an opportunity to seek and grow further in their understanding of the Lenten observance.



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## Catholic Ethos

This term has had many meaningful and profound moments for us all. We found ourselves amidst sadness and loss as we celebrated the life of Ms Keegan, our former Deputy Head, who passed away recently, and whose funeral Mass was celebrated earlier this term. Ms Keegan gave so much and was a true example of how to walk in the footsteps of the Lord. She is remembered by all at Trinity in our prayers.



It was indeed wonderful and serendipitous that, on Ash Wednesday, Gideons arrived to distribute their Bibles to the Year 7 students as they left the Ash Wednesday service. It was a lovely way to end a hallowed service and the students were very happy to receive their bibles, which they displayed with pride. The whole school community received ashes on that day. Our liturgies were prayerful and solemn.

Another feature of the spring term was the Holocaust Assembly on Holocaust Memorial Day. It was very important for us to educate our students regarding the pain and suffering the Jews had to endure because of their religion. It is important for students to understand the scale on which the Holocaust occurred. We are standing on the shoulders of the ones who came before us. The British Value of 'Tolerance' was further highlighted during that time, as we also remembered Saul of Tarsus and his conversion on the road to Damascus.

Lastly, a new aspect of our commitment to Chaplaincy was our school pilgrimage to Rome, organised by Deputy Head, Mr Connolly. Sixth formers, together with Mr Connolly, Mr McCarthy, Mr Caddy and Mrs Hughes, spent five days in the 'Eternal City' visiting historic sites including the Colosseum, the Forum, Vatican City, the British Embassy, and of course the Venerable English College - the seminary where priests are trained. We celebrated Holy Mass there together on Sunday then went to the Vatican and visited St Peter's Basilica, where we heard the Angelus and had our memorabilia and gifts blessed by the Pope himself in St Peter's Square. We look forward to next year's school pilgrimage to Lourdes in 2024!

Lastly, each year group celebrated the end of a busy term in the way Trinity starts each day, with a whole year group Mass to remember and celebrate the identity we hold as Christians in the Eucharist, and in giving thanks for all that we achieved during this Spring term.



# Careers

It has been a busy term in careers and a real pleasure to meet the students, hearing about their aspirations and future plans.

This term, our Careers Lead has been helping students to write their first CV, to ensure that there is nothing holding them back from getting them into the interview room of their chosen career pathway. To support them, students have participated in a number of virtual events, including 'How to write a great first CV', and 'Options available to help you into the world of work'.

In February, Year 9 students participated in Options Week, where Trinity hosted 'Ask a Professional'. Students and parents were able to participate in webinars involving experts discussing their professional line of work, qualifications required for their chosen industry and a chance to ask questions.



This term was busy for careers fairs: On 10 February, Year 13 students were invited to attend the Apprenticeship Fair, with the Rt Hon Sir Iain Duncan Smith, in Walthamstow. On 3 March, students were invited to Stratford Job Fair, where they were joined by representatives from the Armed Forces, NHS, Network Rail, Waltham Forest and Leyton Sixth Form Colleges. Students had the opportunity to discuss the wide range of qualifications available at each institution (including A levels, T levels, BTECs, Level 2/3 courses and apprenticeships) and the admissions process.

On 23 February, Barking and Dagenham College opened the doors to its new Horizons Department, supporting students with SEND. Students and parents were shown around the new sensory and music rooms. Feedback for all events was extremely positive.

In celebration of U.S. Black History Month and Women's History Month, on 8 March, Year 12 and Year 13 students were invited to attend an educational studies talk by Goldsmiths, University of London to celebrate the life of Harriet Martineau, the nineteenth century feminist, writer, journalist, political campaigner and novelist, and to discuss her lifelong commitment to anti-slavery.



# Co-curricular

Tuesday: 11.45 - 12.30



Activity	Room	Location
Reading and Home Study	8	Lower Site
Music Community (students can play instruments and do homework)	14	Lower Site
Study Club	21	Lower Site
KS3 History - Ancestry	29	Lower Site
Reading Club	29	Lower Site
Gaming Club	44	Upper Site
Meditation	46	Upper Site
Art Club	54	Upper Site

This term has seen the addition and launch of several new lunchtime co-curricular activities, which have been well attended. The new clubs that have been added can be accessed using the following link:

<https://flipbookpdf.net/web/site/5ff282a001a603404207802c3f01c95bcb8022d8202302.pdf.html>

These are alongside the already vast array of clubs the school has on offer, which we highly encourage students to take advantage of and which can be found on the school's co-curricular webpage:

<https://www.tchs.org.uk/pastoral/co-curricular/>

## Music Opportunities

The music department attended the Redbridge Choral Festival at the Royal Albert Hall on 13 March. The concert was a great success and students participated with enthusiasm. The programme was based around the life of the Queen, with a secondary medley from the musical Hamilton. One of our own students, Brandi M, performed a solo part in this. We also had Mrs Roger, Isabella W and Nathaniel B playing alongside a massed Brass band.



The spring term has been a busy time for the music department, not only with the return of the bi-annual Redbridge Music Choral Festival, but also with the annual Rock & Pop Concert on 31 March. We continue to run a range of co-curricular ensembles with orchestra, wind band, choirs, ukulele club and rock & pop groups. This term, the department has also signed up for the MusicFirst Young Creative Musician Festival. This has been promoted to all students and allows those with a flair for producing or composing to access Soundtrap, a digital audio workspace software.

## Student Voice

*"I enjoy wind band because it allows me to feel more confident when I play the trumpet and learn more music. It is fun because we are all a community."*



## Co-curricular

*"I enjoy rock & pop because it makes me feel like I belong somewhere. It is amazing to make new friends and feel happy bonding with other people over the thing I love most, which is music. I am grateful to the music department for many things, but the rock & pop is my favourite by far. It is something I look forward to every morning and the reason I come in on a Friday."*

*"I enjoy senior choir because I enjoy singing, I have made other new friends at the club and it widens my musical repertoire."*

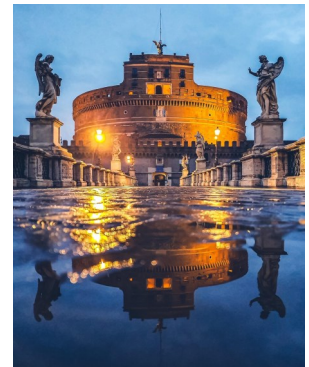
*"I like the music groups because I like to play music and the teachers are all really nice. The resources available are also very good."*

### Rome Trip

During the February half term, 38 students and four members of staff went to Rome on a cultural trip. We visited the Colosseum and the Forum to gain an insight into ancient Rome. We explored many tourist attractions such as the Spanish Steps, Piazza Navona and other venues.



We visited the Venerable English College, a Catholic seminary for the training of priests for England and Wales; we had Mass with the Rector of the college, Fr Stephen Wang; and we went to the Vatican and St Peter's Basilica, where we heard the Angelus and the Pope's Mission.



The Vatican is the largest Christian church in the world and we were able to view its splendour and beauty. We visited the graves of the Popes buried under the main floor of St Peter's, the Vatican Church. We also prayed at the tomb and graveside of Pope Benedict XVI.

We visited the Vatican Museums and toured the extensive 12 miles in 3.5 hours; we ate gelato; we experienced Italian cuisine; and we enjoyed the fashion and presence of the Italians. The trip was wonderful; we were able to see first-hand the connection between religion, history, geography, the classics and language to become more cultured and experienced and ultimately more wholesome Christians.



### Colorado Ski Trip

During the Easter break, 48 students in Year 9 will jet off to Colorado for the return of our American Ski Trip. Students will depart for this memorable trip on 31 March and return on 7 April. They will enjoy five days of skiing and a wide range of evening activities including bowling, the cinema, and a potential local peewee ice hockey match; on the return to the airport they will be able to visit a shopping outlet mall.

## Curriculum Day

In January, Year 7 students experienced a 'drop down' half-day and had the chance to reflect on the curriculum and the science behind learning effectively.

Students learnt about the bigger picture of the curriculum and how they are already embarking on a journey to A Level and beyond. They also discovered why teachers use certain teaching strategies and the benefit of 'Learning Journey' documents for each subject. Finally, we celebrated excellence in home study and also concentrated on the importance of study skills.

Following the Curriculum Reflection Day:

- 97% of students said they felt they were provided with lots of opportunities to deepen their knowledge, skills and understanding.
- 95% of students said they feel empowered by the curriculum as it helps them to know more and remember more.
- 98% of students said that teachers have high expectations of them.
- 97% of students feel that learning journey documents help them to know what they are going to learn about each term.
- 96% of students feel that their classwork and home study makes them think hard about what they are learning.





# Library

The Spring term is always a busy time for the library and this year has been no exception! We have celebrated and supported many different events and activities.



In January, we commemorated Holocaust Memorial Day with a display of relevant fiction and non-fiction books, and Film Club returned with the screening before school of films such as 'The Boy In The Striped Pyjamas' and 'The Book Thief' to help raise students' awareness of events related to the Holocaust.

Our focus in February was on 'Reading for Wellbeing' in support of Children's Mental Health Week. We promoted a variety of books dealing with stress, anxiety, exams, social media, and the importance of sleep and exercise.



February also saw the appointment of our first-ever student librarians. Students were invited to apply for the positions to help run our new Literary Hub on lower site. We had lots of applications and were pleased to appoint 15 enthusiastic students who are now responsible for the day-to-day running of the library.



We signed up to the Excelsior Graphic Novel Award earlier this term and our group of students taking part couldn't wait to get started on the shortlist of great titles. After reading each book, students rated them against various criteria such as: story, artwork, characters and dialogue. The award aims to raise the profile of graphic novels and highlight their importance in encouraging students to read for pleasure. There are many benefits to reading graphic novels, with the following being just a few among many: they build vocabulary and verbal literacy; they develop visual literacy; they aid comprehension, as images and text work together to create meaning; they engage reluctant and developing readers; and they are fast-paced, which means they are a quick read.



World Book Day took place on 2 March, with the promotion of new books in the library and a fun competition. Ten members of staff kindly agreed to be filmed for our 'Masked Reader' competition; the videos were shown over the course of the World Book Day week and students had to correctly guess the name of the masked member of staff and the title of the popular children's book from which they were reading. We are pleased to announce that Thea in Year 7 and Livy in Year 8 were the joint winners of chocolates and book tokens.



# Library

This month we also decided to shake things up in Chess Club with the introduction of speed chess. All students play at the same time and are given five minutes to win a game; at the end of this time they rotate and move on to play against the next competitor. This has proved to be very popular as all students get to play against each other. We have even been asked to introduce a Leader Board so that they can see their rankings during each meeting.



And finally, March saw the arrival of the Scholastic Book Fair. Students were able to come and choose books to buy from the great selection available and were very happy with their purchases. We were extremely grateful for the help of our Sixth Form volunteers, Erin, Emily, Lydia and Fred. While this has been a very busy time, it has also been a great success. The school has earned commission on all the sales and we are looking forward to spending this on even more great books next term.



Wishing you all a very Happy Easter from the library!

# Massive Open Online Courses (MOOCs)



During this academic year, there has been a focus across all key stages to encourage students to complete a variety of MOOCs in all subjects. These are designed to encourage students to pursue a particular passion, generate further interest in the subject and supplement subject disciplines. Those students taking part will experience high levels of challenge and improve knowledge and skills.

## What are MOOCs?

The traditional classroom is limited in how many students it can serve, and the material that can be covered. MOOCs are massive open online courses. The concept began as an opportunity for organisations to offer online courses to students all over the world, in the millions, for free. In most courses, students can obtain a participation certificate.

By opening the classroom through MOOCs, the best courses from the best institutions can be accessed by millions of learners around the world. MOOCs allow teachers to deliver education on a scale much larger than that permitted in the confines of the normal classroom. They also allow students to gain experience of what learning is like at University.

At Trinity, we are using a variety of MOOCs providers, including EdX, Coursera and Open Learn (Open University).

Some of the courses offered by departments are shown below:

KS5 Physics: Particle Physics - Open Learn

KS5 Sociology: Feminism and Social Justice - Coursera

KS5 English: Shakespeare's Life and Work - EdX (Harvard University)

KS4 French: Upper Intermediate French: discovering French cinema - Open Learn

KS4 Economics: Consumer Demand - EdX (Babson College)

KS4 PE: Principles of Coaching - Open Learn

KS3 Music: Discovering Music: The Blues - Open Learn

KS3 Geography: Climate Literacy and Action For All - Nottingham Trent University

KS3 History: How Do Empires Work? - Open Learn

# Modern Foreign Languages

## The Power of Language Learning

Languages are an integral part of the curriculum at Trinity. The Department for Education has stated that “learning a language is a liberation from insularity and provides an opening to other cultures.” Indeed, when students study a language at Trinity, it helps to equip our students with the knowledge and cultural capital they need to succeed in life. It encourages students to appreciate and celebrate differences in society and provides the foundation for learning further languages. Learning a language enables students to study and work in other countries. The economic value of speaking other languages is well evidenced. It enhances human capital, with multilingual individuals potentially earning higher wages and having better labour-market outcomes.

One key priority of the school is to build upon this success and continue to enrich languages through the wider curriculum offer. Trinity has a continued commitment to take language learning beyond the classroom.



A very special masterclass was delivered in January by Dr Bryony Mathew, British Ambassador to Iceland. She was appointed Her Majesty’s Ambassador to Iceland in August 2021. The masterclass focused on Dr Mathew’s own career experiences with a specific focus on languages and why languages are important, useful and fun. Student feedback was extremely positive with many agreeing that the session provided further insight into language learning.

*“The question-and-answer session towards the end of the masterclass allowed me to gain a greater insight into Dr Mathew’s life and career.”*

*“It was interesting to hear further about the importance of languages, especially for careers.”*

A special assembly was delivered to all Year 9 students in February by Paul Hughes who specialises in wowing students about the importance of learning languages. Paul inspired and motivated our students to set and achieve their goals, to overcome obstacles, and to believe in themselves and in the benefits especially of studying an additional language.



## Modern Foreign Languages



An additional masterclass was delivered for all interested students by Drew Rogers, as part of our continued suite of opportunities for language students, but also for those students interested in business, entrepreneurship, and the tech, digital marketing and social media sectors. Drew is the founder of My Language Lab and is fluent in English, Spanish, French, Gujarati and conversational Italian. Drew was also selected for the UK's 100 most inspiring female entrepreneurs in Small Business Britain's 2022 awards.

### Arabic and Mandarin Language Lessons

We are always looking to enrich our curriculum and equip students with the skills required to succeed in the ever-evolving global community in which we live. As such, an opportunity to learn Arabic (Years 7 & 8) and Mandarin (Years 9 & 10) was presented to students.

Since January, 38 students have benefitted by attending these weekly after-school lessons. The lessons are run by Dragons Teaching, language teaching specialists with 16 years' experience working with over 750 schools. Their exciting online clubs enable pupils to not only learn a new language, but also genuinely enjoy the process. The aim of the clubs is to provide students with an essential exposure to foreign languages and culture. Classes are also monitored by a member of Trinity's IT team.

Of those students taking part, 100% have stated that they are enjoying their new language lessons and would recommend these lessons to other students. 100% of students also recognise the benefits of studying a modern foreign language.

When students were asked why they chose to study Arabic or Mandarin they responded:

"I chose to study this language because I like to challenge myself and I think Mandarin is very useful."

"I chose to study Arabic because I want to expand my knowledge of other languages."

# GCSE Options

This term, Year 9 students have been immersed in a series of presentations to help inform them about their GCSE options.

Students learnt about the English Baccalaureate (EBacc) pathway. The EBacc is not a qualification in its own right – it is a combination of GCSE subjects, including a language, that offer an important range of knowledge and skills. These core subjects make up the EBacc and help keep students' career options open. The following are known as the five pillars of the EBacc:

1. English Language and English Literature
2. Maths
3. Combined Science
4. A language
5. History or Geography (Humanities)

While students may not yet have decided on their future career path, choosing the EBacc at GCSE gives them access to a fuller range of employment options when they leave secondary school, as well as the broad knowledge that employers are looking for. If students are thinking of going to university, the EBacc is also recommended by Britain's most prestigious universities – Oxford, Cambridge and the 24 Russell Group universities.

Students also listened to presentations about the 'new' GCSEs on offer from Year 10 onwards: Business, Economics, Drama, Psychology and Media.

We are very proud of our Year 9 students for carefully considering their options and taking such a mature approach to the pathways on offer to them.



## Physical Education/Sports

In core PE this term, our inter-form competitions continued to be a great success with all KS3 students engaging with an organised sporting competition, representing their Form in a range of sports. This term the girls and boys participated in badminton, volleyball and football. The students all showed a competitive spirit and a commitment to their Form. All of the points earned will contribute to their sports day at the end of the year.



Our Sixth Form expedition leaders have been running Duke of Edinburgh training for our Year 9 Bronze students before school on a Friday to prepare them for their training expedition in April. We are delighted that we have 139 students participating in this award this year. We also have Silver and Gold students heading out to complete their expeditions over Easter and we wish them good luck.

We also have 48 Year 9 students heading out to Winter Park in Colorado this Easter. Some have been practising their skills at Brentwood Dry Ski slope to prepare themselves for the physical and mental challenges of the coming trip.

In our extra-curricular provision this term, our Year 7 Netball team qualified to represent Redbridge in the London School Games this month. During qualification they won all of their matches, scoring 61 goals and conceding only one in the run up to the final match. We met Caterham High School in the final, beating them 8-1. Our Year 8 team, made it to the semi-finals of the District Cup losing to Wanstead High School, but they beat Woodford County High in the play-off for 3rd place. Our Year 9 tournament was postponed, and our Year 10 team, made up of mainly GCSE PE students, came a very creditable 2nd place to King Solomon High School, who had two very tall boys playing for them!



## Physical Education/Sports

Our girls' football teams continued to dominate in Redbridge. The Year 9 team won the Redbridge League and will progress to represent Redbridge in an inter-borough tournament. Our Year 8 team came 2nd and also qualified to represent Redbridge. We have entered the summer tournament next term and hope to increase our numbers in the Year 7 team following their success in football lessons.



We entered our elite cross-country runners in Years 7 & 8 into the County Cross Country competition; they enjoyed the challenge of a tough course. Congratulations to Faye in Year 8 who came 16th and qualified to represent Essex.

Our Year 11 boys' basketball team was victorious over Bancroft's School, winning their match 54-35. All boys love their basketball and were a credit to the school, but we must mention Jason in particular for an outstanding most valuable player (MVP) performance.



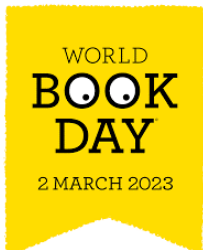
Our boys' football teams are all still in the later stages of the District knockout cup and we wish them good luck in their progress in this competition.





# Reading

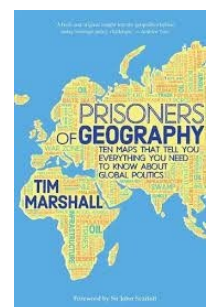
## World Book Day



We celebrated World Book Day in March and in the lead up to this national event, we had some exciting activities for students to whet their appetite for the day itself! Some of our staff transformed into famous characters for our Masked Reader competition. Students and staff enjoyed watching videos of our masked readers throughout the week and students entered an online competition, with prizes awarded for the top scores. On the day itself, Year 7 students were invited to attend school dressed as a character from a book and we saw some fantastic efforts!



In addition to this, students celebrated reading in a range of subjects. For example, geography students read an extract from 'Prisoners of Geography' by Tim Marshall and discussed how recent events in Ukraine have challenged information in the book, which was written in 2015.



# Reading

Art students also discussed the importance of illustration within literature and created an illustration linked to one of their favourite books.



## Literary Hub

Our recent addition of a library on lower site has proved very popular with students. As a result, we advertised for Student Librarians to provide support during busy lunchtimes. We had even more applications than we had hoped for and several students now assist each day in the library, checking books in and out and guiding other students with reading choices.

## Literary Ambassadors

Our student Literary Ambassadors are currently preparing recommended read presentations, which will be delivered across the school, to encourage and assist students in their reading choices. No one is better placed to advise on enjoyable reads than avid young readers themselves!

## 30 Books a Year Challenge and 15 Classic Reads Challenge

**READING  
CHALLENGE**



At the end of last term, we were delighted to discover how many KS3 students were on track to achieve one of our annual reading challenges. Currently, over 100 students are in with a chance of being entered into our prize draw to win a Kindle (or equivalent gift if a Kindle is already owned) at the end of this academic year. We look forward to sending praise postcards to students at the end of this

term. It's not too late to catch up and join the challenge; students are reminded to record every book they read in the reading log in their journals.



# Relationships and Sex Education

We are delighted that Relationship and Sex Education at Trinity is being delivered to our KS3 and KS4 cohorts by the Theology department. Each teaching group's progress is tracked to ensure consistency and course coverage for all. The course is made up of six 50-minute sessions, which are taught in a Theology lesson every three weeks. Each teaching group has an RSE lead, responsible for monitoring and evaluating pupil progress.

Our students began this programme by completing a baseline assessment, which is used to inform planning for upcoming topics. Similar tests will be issued at the end of the course to assess progress and the impact of the curriculum on our students' knowledge and understanding of RSE in general. Currently, Years 7 to 11 have completed the first three of six sessions. We aim to have session four finished before Easter, with the remaining areas completed by the Summer half-term.

Students love the RSE sessions and the department is really enjoying delivering them. We are often astounded at the maturity students show towards the topics and discussions they generate. It is a joy to see them debate and argue their points and ideals. Here is an overview of topics covered to date:

7	Understanding My Body	Emotional Well-Being Healthy Inside and Out	Life Cycles Where We Come From
<b>Theme</b>	<b>Health and Wellbeing</b>	<b>Health and Wellbeing/Relationships</b>	<b>Citizenship</b>
8	Understanding Created and Chosen	Life Cycles Before I Was Born	Personal Relationships
<b>Theme</b>	<b>Health and Wellbeing</b>	<b>Health and Wellbeing</b>	<b>Living in the Wider World</b>
9	Understanding the Search for Love	In Control of My Choices	Fertility and Contraception
<b>Theme</b>	<b>Health and Wellbeing</b>	<b>Health and Wellbeing</b>	<b>Living in the Wider World</b>
10	Authentic Freedom	Values, Attitudes and Beliefs	Pregnancy and Abortion
<b>Theme</b>	<b>Health and Wellbeing</b>	<b>Health and Wellbeing</b>	<b>Citizenship</b>
11	Understanding Respect	Keeping Well...My Body	Family Time
<b>Theme</b>	<b>Health and Wellbeing</b>	<b>Health and Wellbeing</b>	<b>Living in the Wider World</b>

Much of the work in student books is impressive. Ms Afonso's Year 11 class produced very balanced and sober reflections on what marriage means from a Catholic perspective vs non-religious standard. Miss Aleshe's and Miss Semambo's Year 8 groups engaged in creative writing tasks on ideas around emotional health, wellbeing and the human life cycles.

Miss O'Connor's Year 10 classes mounted passionate arguments on the morality of abortion as a means of dealing with unwanted pregnancies. Unlike non-religious secondary schools, we are called to help our students understand that all life is God's gift, no matter how that life has come into existence because we are created in the image and likeness of God, life is sacred and must be protected.

Thank you to all of our KS3 and KS4 Theology students for their maturity and openness to discuss such fundamental aspects of what it means to be human. They have shown great respect towards the views of others. Please continue that way throughout the remainder of the course.

Have a happy and blessed Easter holiday.

# The Scholars Programme



Following on from the success of our school's first year in taking part in The Scholars Programme last year, 14 of our Year 10 students have begun the process this term.

The Scholars Programme began in January and will run until the end of April. It is an opportunity for students to gain the knowledge, skills and ambition to help them secure places at top universities.

The Scholars Programme, run by The Brilliant Club, aims to give students an experience of university learning to help them make an informed decision, with a particular focus on developing the aspirations of some of our more vulnerable students. All students attended a launch event, which was an additional opportunity to hear about higher education. The students are divided into two smaller seminar groups of seven, working weekly with a PhD tutor who delivers seven university-style tutorials studying the 'super-curricular' topic of 'What's News?', related to the tutor's area of expertise. The tutor shares their subject knowledge and passion for learning with this small group, stretching and challenging students as they develop their academic skills.

The course covers the following areas:

- The world we live in is obsessed with instant news. News feeds, news columns, news programmes and news bulletins. But what did people do before the internet, TV, or even journalists existed?
- How did people know what was going on in the world?
- How did people consume and purchase news?

The course takes students back to the early 1800s and moves forward thinking about ideas such as 'constitutional rights' and 'freedom of the press'.

The programme is designed to give students a university experience beyond the curriculum, which will result in a graduation experience in the summer at a University. Students develop key university-preparedness skills, including critical thinking, subject knowledge, written communication and university self-efficacy. All are asked to complete a final 2,000 word assignment pitched at one key stage above their current level. The PhD tutor provides one-to-one feedback to our students and assignments are marked and awarded university grades.

The programme is an excellent opportunity that promotes the personal development of students, and helps foster growth mindsets and attitudes to learning. It is an opportunity to further develop some of the qualities, knowledge and skills necessary for students 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.

# Science

## Year 7 Science Club

Our Year 7 Science Club, consisting of 20 students in Year 7, has been continuing to complete experiments around the topic of food and nutrition. We have analysed the amount of energy in different food stuffs and carried out taste bud mapping. Students were particularly interested in neutralisation reactions so we used this idea to make film canister rockets. We used a chemical reaction where carbon dioxide gas is produced, which propels the film canisters off the ground. We have also completed a dissection of a sheep heart and learned about how it pumps blood around the body. We are currently investigating our digestive systems and have made model intestines.



## The Faraday Challenge



In Year 8, ten students participated in The IET Faraday Challenge: an annual competition open to Year 8 students in England and Wales, where students are given a unique Scientific task to complete in teams. This year's theme was 'Future Flight' and our task focused on the idea that in the future it will be possible for medicines to be transported by drones. Students were asked to use their knowledge of science, technology, engineering and mathematics (STEM) to design something that would make using vertical airspace useful, for example, a drone

that has fold down wheels that could become a vehicle on landing to transport medicine to where it is needed as quickly as possible. Students came up with excellent ideas, however we were runners up to Highams Park School.

## STIXX

All 240 students in Year 7 participated in a STIXX workshop. STIXX uses machines to turn old newspapers into solid sticks that can then be fastened together and used to build objects. Students designed and built a bridge that spanned 1 metre. They then tested the bridges to find out how strong they were. There were some excellent ideas and all students performed superbly well.



# Science

## Sea Cadets

The Sea Cadets came to visit Year 8 lessons and completed a variety of hands-on tasks focusing on forces. Year 8 students completed floating and sinking workshops in lesson time. Students learnt what makes something float then applied their knowledge to design a boat that would hold the most marbles.



## Year 11 Physics Challenge



A total of 49 Year 11 Students competed in the 2023 online Physics Challenge run by the British Physics Olympiad. Our Year 11 students did incredibly well with all students attaining an award. Three students attained a Gold award, which places them in the top 24% of all students who completed the challenge across the whole of the UK.

## RSC Chemistry Olympiad

A combined total of 29 Year 13 and Year 12 students participated in the incredibly challenging Royal Society of Chemistry Olympiad 2023. Students completed a variety of complex chemical calculations and analysis, which goes beyond the A Level Chemistry specification. Our results were superb with seven students attaining a Silver award, which places them in the top 24% of students across the UK who participated. A total of seven students also attained a Bronze award which places them in the top 39% of all students who participated. Congratulations to all students who took part.

# Sixth Form

## Super-Curricular Study

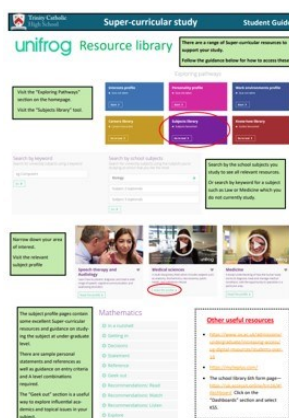
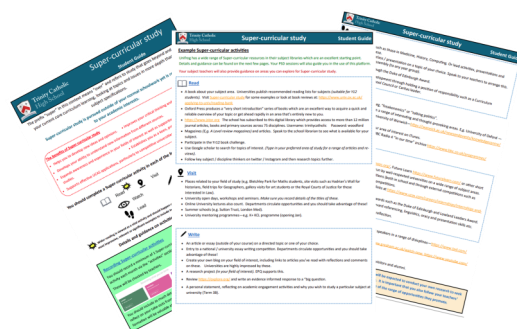
Year 12 students have been introduced to the concept of super-curricular study through an Assembly and their Personal and Spiritual Development sessions.

Super-curricular study supports and extends students' knowledge and skills beyond their core curriculum learning,

helping to enhance progress. It also

expands awareness and experience in their fields of interest, which supports effective and competitive University and Apprenticeship applications.

All students have been provided with a guide for super-curricular activities (which can also be found on our website) and asked to keep a record of their engagement across seven key areas: Read, Visit, Listen, Watch, Write, Lead, Achieve using their personal accounts on the Unifrog platform. These will be invaluable when they come to write their personal statements or applications for universities later this year.



## 'Talk About the Future' Event in Association with Jack Petchey



During February, all Year 12 students participated in workshops to help them identify the skills they already have to support employability and develop and nurture their interview and presentation skills.

Students received guidance on how to prepare for interviews and how to use appropriate communication during these, including the benefits of using personal anecdotes to support their unique sets of skills and experience.

The workshops culminated in mock interviews which pushed students out of their comfort zones to answer open questions and really sell themselves in front of others as well as reflect on the strengths of others' responses.



## Sixth Form

Jack Petchey 'Talk About the Future' Champion certificates were awarded to 18 students for their resilience, engagement and communication skills during the sessions.

*"What was helpful were the different activities based on practising for interviews, like practising eye contact and the tone of our voice and the way we speak."*

*"I enjoyed hearing about other people's experiences in their interviews and how interviews can be similar in questions, but the type of job will change the response."*

*"It was helpful to clarify specifically what needs to be said and done. I enjoyed that it was very interactive and I liked our speaker."*

### **Luminaries Students - Competitive Universities Workshop**

In January, a group of Year 12 Luminaries students attended a highly valuable workshop at Bancroft's School with presenters from the University of Oxford, University of Bath, University of Warwick and University College London. The students received helpful guidance on choosing courses or universities, as well as strategies for writing personal statements.



*"I really enjoyed the trip and I learned many new things about how to write a Personal Statement, as well as about the UCAS application itself. I am now more motivated to work on my super-curricular studies as well as finding a university course that I will enjoy." (Zara)*

*"I found the workshop incredibly informative. I especially enjoyed the presentation from Oxford. Learning how the Oxbridge application system works and how it differs from other universities was really interesting. In addition, the explanation of how to apply for an Oxbridge College was really beneficial for me as now I know what factors to consider before I choose how to proceed." (Emily)*

The Luminaries group supports students who are likely to make an application to the most competitive courses and universities and meets to discuss admissions requirements and what students should be doing now to prepare themselves to make the most favourable applications. Any interested Year 12 students should contact Mrs Law if they wish to join the group.





# Student Councils

## The Raphaelites

The Raphaelites are named after the Archangel Raphael, the Archangel of Healing. Raphaelites are selected from each Form for their caring and considerate nature.

Raphaelites look out for the mental, physical and spiritual wellbeing of their peers within their Form and report any concern to the Head of Year or a member of the Safeguarding Team. This includes any suspicions of harassment, bullying or child-on-child abuse.



Raphaelites receive ongoing training and support from one of our School Counsellors, based on the Peer Support for Children and Young people's Mental Health and Emotional Wellbeing Programme.

## Jack Petchey Achievement Awards



Jack Petchey Achievement Award winners are young people who have gone above and beyond to achieve – perhaps when others thought they might fail.

Each year, the Jack Petchey Foundation recognises around 12,000 Achievement Award winners and invests £3.5 million through the Achievement Award scheme.

In December, a number of our students and Mrs Reid received their Awards at an Awards Event held at the Sir James Hawkey Hall in Woodford Green. It was a fantastic night! We are grateful to the Jack Petchey Foundation and our parents for supporting this event.



Each winner receives a grant; they can then nominate an area within the school to receive that award. Grants have been used to support the Food Technology and PE departments, and to fund Mental Health and Wellbeing resources for the Library and more!

If you would like to nominate one or more of our students, please email Mr J Doherty at: [jdoherty@tchs.org.uk](mailto:jdoherty@tchs.org.uk) outlining why you think they should be nominated.

## School Council

The School Council has been working with the school and our caterer to improve our provision. New display boards have been erected in the dining hall showing the menu for the week so that students can make informed decisions before they reach the front of the lunch queue. Shortly, all food options will also include prices to make clear the cost of different options. We are also working to improve information about food that is available, including allergy information, and we hope to roll this out very soon.

The School Council has also been instrumental in archiving all students' behaviour points at the end of each term so that students return to the new term with a fresh start, eager to achieve their best for the coming term.

If you have any suggestions for the School Council please email them to: [schoolcouncil@tchs.org.uk](mailto:schoolcouncil@tchs.org.uk)

# Student Societies

## History Society



Our History Society was set up by some of our Year 13 students. Olivia M was elected Chairperson and Isabella W Vice Chairperson. One of the first initiatives they undertook was to guide the Key Stage Curriculum Ambassadors in delivering assemblies for Black History Month. Olivia and Isabella took the lead on this and showed great leadership in guiding and delegating to students for each assembly. The society has also held many debates, the most recent of which was on the 'King's Great Matter' during the reign of Henry VIII. Students looked at it from the perspective of Henry VIII and argued in favour of the annulment of his marriage to Catherine of Aragon; the opposing argument was from Catherine's perspective and hence against the annulment. This generated a healthy discussion in which students developed key oratory skills and confidence in public speaking.

Moving forward, the society plans to enter the MASSOLIT Video Essay Competition in partnership with Brasenose College, Oxford. Students will have to research, write and create a short (8-12 minute) lecture on a topic of their choice. The focus of our video will need to meet the following criteria:

1. The educational value of the lecture – does the viewer learn something interesting and unexpected?
2. The clarity and concision of the script – is the material structured in a logical way?
3. Confidence and clarity of delivery – is the speaker looking at the camera? Are they speaking loudly and clearly?
4. Creativity.



# Student Societies

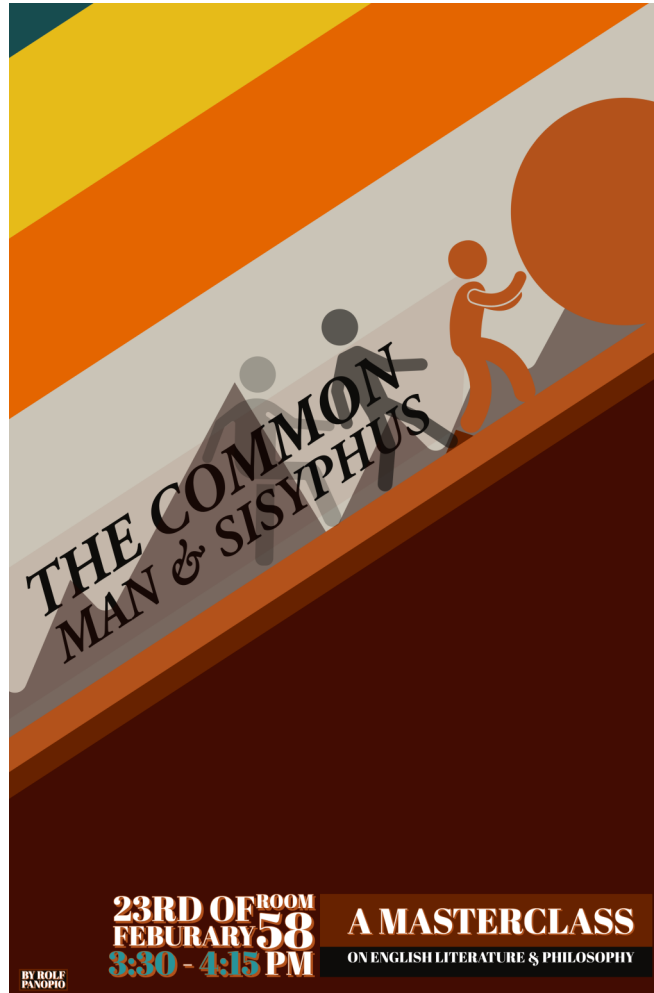
## Literary Society

The Literary Society meets every Thursday at lunchtime and this has become a valuable time for all of our members. We discuss, share, debate and help each other. Thursday lunchtimes seem to pass all too quickly, but we have engaged in many activities. We have had three excellent presentations so far this year: 'The American Dream' by Alexandra K, 'The Common Man and Sisyphus' by Rolf P and 'Marxism and the Marxist Critical Lens' by Zara K. Rolf went on to present a full version of 'The Common Man and Sisyphus' at an excellent Masterclass. Each of the presentations has been incredibly interesting and also very relevant to the Tragedy genre, most especially 'Death of a Salesman'.

Another activity sprang out of an idea to support a member who was preparing for an English Literature course interview at Oxford University. We found a number of interview questions – some of which were quite creative, such as whether or not carrots can be used as a theatrical prop in a play – and all had a go at selecting questions and answering them. This activity allowed us to see that interview panels are looking for 'out-of-the-box' thinking, passion for the subject and creative answers. A further activity we accomplished was to look at debate questions and consider how we would argue them, before we proceeded to do so.

We have also had a session where we worked on poetry writing for the Christopher Tower poetry competition on the theme of The Planets, and read our poems to others in the society. The range of ideas and the crafting of poems was fantastic, and some students went on to enter the competition. We also use the time to support each other with challenges involved in areas of literary study such as essay writing, with students providing advice and guidance to each other.

Finally, we discuss books that we have read or want to read, which enables members to share ideas and to express their own preferences with reading. Anyone is welcome to join us in Room 61 on Thursdays and should not feel intimidated – there is never any pressure to present or speak – listening is fine too.



# Student Societies

## Maths Society

The Maths Society is an opportunity for gifted mathematicians to have a positive experience of learning mathematics and quantitative skills, understanding the value and importance of maths, and engaging in fun activities led by high-calibre A Level students. It also promotes communication and oracy skills, encourages critical and creative thinking abilities and allows students to grow confidence in speaking and presenting.

The jobs landscape of 2030 will require people to be highly adept at problem-solving and critical thinking and mathematics has been demonstrated to be one of the best ways to improve such skills. The Maths Society aims to embed these skills through exciting and interesting sessions on topics like graph theory/decision mathematics and calculus masterclasses.

## Science Societies

Students from all key stages have been active in the various Science Societies this term.

## Biology Society

The Biology Society meets weekly on Friday lunchtimes and has recently taken part in a fish gill dissection demonstrated by students in Year 12. Students looked at microscope slides they made of fish gill filaments the following week, and then widened their exploration of the microscopic world to other gas exchange surfaces in locusts and in human lungs.

## Chemistry Society

Students in the Chemistry Society have had a series of lunchtime meetings where they have completed exciting practical work such as making the polymer Nylon in the laboratory.



# Student Societies

## Physics Society

The Physics Society has now entered its second year, with Year 13 student Louis L taking over the presidency, ably assisted by fellow Year 13 student Jacob H who is the vice-president.

Following on from last year's sessions on Telescope Design and Star Gazing; Making it Rain Indoors (a practical demonstration); Thermal Physics Masterclass (a follow up to the Making it Rain practical demo); Calculus Masterclasses; and Antimatter Masterclass—this year we have had a series of Masterclasses on Quantum Mechanics. This included an introduction to Quantum Mechanics through exploration of its history and timeline, including discussions of quantisation of light photons in the photoelectric effect, particle-wave duality in the double-slit experiment and the UV Catastrophe. There was also an introduction to wave functions and their role in the Schrodinger Equation and the Heisenberg Uncertainty Principle; some of the interpretations of quantum mechanics and ideas of quantum gravity and the Schrodinger's Cat thought experiment were also discussed.

Another experiment we looked at this term was: 'Can we cook a chicken with a light bulb?' There were a number of sessions where students discussed the possible physics that might be involved in cooking a chicken via this method, then they decided if it were possible, and if so, how long it would take to cook. The last of these sessions culminated in the cooking day. A comparison of student calculations on the time taken to cook the chicken with the actual time will be made and the winner will receive a prize - not the cooked chicken - that will be reserved for Dr Collins!

## Medicine, Dentistry and Veterinary Society



The student-led Medicine, Dentistry and Veterinary Science Society meets weekly at lunchtimes and has a large and enthusiastic Year 11 and Year 12 membership, who actively engage in wide-ranging topics related to these disciplines. Most recent sessions have been brilliantly led by Faith on Current News in the Veterinary field, Zoe on Composite vs Amalgam fillings, Ava on Plastic vs Cosmetic Surgery, Riya on the use of Psychedelics in Medicine, and Janice on Parasites. These have been

dynamic and interactive sessions led by applicants to all three disciplines, and they have focused both on enhancing and assisting students with the application process and discussing related topics of interest, including for example Euthanasia and Palliative care. The Year 11 students who attend have all indicated an interest in applying for courses related to Medicine, Dentistry or Veterinary Science and it is great to see them engaging so constructively with students in the year above, who also give them an informal insight into the A Level courses they are considering next year. The school has subscribed to Medify to provide students with assistance with preparation for UCAT and BMAT exams, and a mini book club has been launched so that students can discuss required texts to help their applications.

# Merit Awards

We would like to congratulate students who achieved the highest number of merit awards in each year group this term for their continued hard work and exemplary behaviour.

## Year 7

Brandon A



Elizabeth B



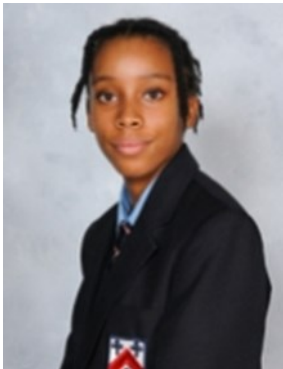
## Year 8

Matilda J



## Year 9

Mikayla S



## Year 10

Chloe H



## Year 11

Jed M



## Year 12

Lily P



## Year 13

Bobby F

