



# Ursuline Academy Ilford

Weekly News – 2023/2024 Issue 27  
19th April 2024



## Upcoming Events

### Year 8 Progress Meeting

Monday 22 April 2024  
4.30 – 7.00p.m.

### Parent Coffee Morning 3

Wednesday 22 May 2024  
9.00 – 10.00a.m.

### Art, Music & Drama Exhibition

Wednesday 26 June 2024  
4.00 – 6.00p.m.

### Year 6/7 New Entrants' Meeting

Wednesday 26 June 2024  
6.00 – 7.00p.m.

### Year 11 Prom

Thursday 27 June 2024  
7.00 – 11.00p.m.

### Year 6 into Year 7 Transfer Day

Thursday 4 July 2024  
8.40a.m. – 3.20p.m.

### Music Showcase

Tuesday 9 July 2024  
6.00 – 7.30p.m.

### Sports Day

Friday 12 July 2024



## Headteacher's Headlines

Dear Parents/Guardians,

Welcome to the summer term. Our students returned with such joy and enthusiasm this week, it really has been wonderful to be back working together after the Easter break.

This half term we are focusing on our Ursuline values of being loving and compassionate. At assemblies this week I asked all students to show love & compassion for their fellow students by being kind and considerate around the school. Our Year 11 and 13 students will be embarking on their formal examinations very soon so it is really important that everyone keeps calm and quiet in the buildings to support our exam groups to focus!

There has been some talk in the national press and on social media recently about banning mobile phones in school. There are arguments for and against. Here at the academy we are very clear that whilst we understand students may wish to use their phone travelling to and from school, they must never use them on site. Therefore, any phones which are not switched off at the bottom of bags can and will be confiscated. See page 3 for more details.

Finally, Tuesday is the feast day of St. George, the patron saint of England. Happy celebrations to all those celebrating St. George's day!

Fiona Stone [headteacher@uai.org.uk](mailto:headteacher@uai.org.uk)



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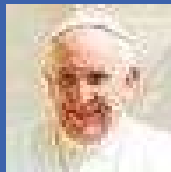
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### Chaplaincy News

Pope Francis@Pontifex – 18th April 2024

God id peace and He desires #Peace. Those who believe in Him should reject war, which only worsens conflicts. War is always and only a defeat. it is a road leading nowhere; it opens no horizons but extinguishes all hope.

### Forward in Joy – 366 days with Angela Merici – Daily words of wisdom from our patron saint

April: Charity

19th April: God will be in your midst.

20th April: Spiritual love is beyond comparison much more powerful than natural love.

21st April: Strive to lead them with love and with a mild and kindly hand.

22nd April: They should place their hope and love in God alone, and not in any living person.

23rd April: Loving each other and living in harmony together are a sure sign that we are walking the good path.

24th April: Where there is discord, without doubt there is ruin.

25th April: God has granted you the grace of choosing you to serve his divine Majesty.



## Mobile Phones:

- Should never be visible in school
- Should never be used in school
- Should never be switched on in school
- Should only ever be kept in your bag and turned off!
- 6<sup>th</sup> form students may only use their phones in Hume house.

If a student breaks the above rules, the phone will be confiscated and kept until the next school day when a parent or carer will need to attend school to have the phone returned.

We monitor CCTV around the building to ensure these rules are adhered to.

If you do not want your phone to be confiscated, **leave it at home or switched off in your bag.**

**You must not carry your phone in your blazer or coat – if we carry out a random search and your phone is not turned off or is not in your bag, it will be confiscated!**



## Ursuline Student Profile

### **Ursuline Student Profile: Loving and compassionate.**

Spring is fully with us and Christians celebrate the 'victory of Jesus' love' by His dying and rising again at Easter. He said, "My command to you is this... love one another as I have loved you" (John 15:12). The great Christian value of love and the many ways we are called to be compassionate people will be our focus in RE this term as we continue to develop pupil's understanding of the Ursuline values and themselves, making sense of the great gift of God's word and our place in the world.

The world needs love. The one who has compassion, sees, feels and then acts. The greatest example of someone who acted with compassion and selflessness was Jesus. We must learn to develop our empathy and try to put ourselves in the shoes of others. Scripture tells us "people look at the outward appearance... to be loving and compassionate towards others we must allow time for the Holy Spirit to override our tendency to judge" (1 Samuel 16:7). The living, risen Christ is beyond the limitations of our world and yet He is also intimately with us in every moment.

As Disciples, we must be willing to embrace people for who they truly are and not who we wish or want them to be. We should not only show love to those who love us back, or to those who are similar to us in personality, religious belief, background, social status or culture. God has made us all equally and in his "image and likeness" (Genesis 1:28) and when we show love and compassion to our neighbours we are growing the Kingdom of God on earth. This connects to our Catholic social teaching too, that we care for the earth, that we recognise the cry of the poor and vulnerable and that we strive to live in harmony with one another.

**Mr McGhee. Head of Religious Education.**





## History News

### **Young Quills 2024**

Back in February Ursuline was invited to take part in the Young Quills historical fiction competition with the Historical Association. We were gifted twenty beautiful historical fiction books, all of which have been nominated. Twenty students were selected to receive a book, on the condition that they would write a review that would be submitted to the judges of the competition and used to help decide the winner. The competition coincided with Women's History Month, and many of the books featured strong female protagonists and themes of female empowerment, something which all students identified and celebrated in their reviews. The students wrote extremely thoughtful and insightful reviews, and were complimented by the organiser of the competition at the Historical Association. A selection of the reviews are reproduced below, in the hope that more students will be inspired to read these excellent books, some of which are available in the school library.

**Please note, the following publications are only suitable for Year 9 and above:**

**'Betrothal and Betrayal'**, Janet McGiffin, **'When women were dragons'**, Kelly Barnhill, and **'The wolf club of Sparta'**, J Ryan.

**Ms Mackie, Subject Leader History**

### **City of Stolen Magic**

**Nazneen Ahmed Pathak**

In *City of Stolen Magic*, the character I found most interesting was the protagonist – Chompa. She has a personality of courage, resilience and always encourages others in times of danger. This book is set in India, 1855. This is a period of history I generally like reading about, especially the East India Company and trade between London and India. Before reading the book, I also knew about this period of history beforehand. After reading this book, I think it is embedded with a lot of culture from South India. It showed me a lot of how the British had treated the Indians at the time they were in India. Chompa has inspired me to be more resilient and it will encourage others who read the book to do the same. I would recommend the book to those who are interested in history of British India, and to those who want to read a book full of Indian culture.



**Sajia, 14, Ursuline Academy Ilford**

## **The Lizzie and Belle Mysteries:**

### **Portraits and Poison**

**Author: Jt Williams   Illustrator: Simone Douglas**

The Lizzie and Belle Mysteries: Portraits and Poison, is a beautifully written book with numerous coming of age topics such as racism and stereotypes. It also ventures into the world of art and portrait, which piques the interest of many adolescents and the book's historical accuracy and attention to detail is remarkable.

Lizzie Sancho and Dido Belle have formed a detective agency and must face their toughest challenge yet. Georgian London is plagued by a series of mysterious thefts and sinister poisonings. Lizzie and Belle must use their daring detective skills and developed minds to find who is behind all these heinous crimes and bring them to justice.

I have a preference for Dido Belle as, although she is completely out of harm's way from being abducted into slave trade, as she is a part of the Mansfield Family, she is still a part of the Sons and Daughters of Africa.

However, I hold disfavor to Constable Meecham, the man who was hired from a distinguished law enforcement agency, the Bow Street Runners, to watch over the portrait Miss Jane Harry (the artist) made of the Mansfield family and the Sancho family. Despite being paid a large sum of money, he resorted to stealing the painting and concocting a few lies to cover up the crimes he had committed.

Overall, this book was immensely pleasant to read, and I would consider the age rating 10-14. I would also rate the book 9.5/10 as it had incredible attention to detail and a thrilling plot.

***Hasnat, 12, Ursuline Academy Ilford***

## **Stateless**

**Elizabeth Wein**

The book 'stateless' was a very enjoyable read. I found it extremely exciting following the main character on their journey throughout the novel partaking in this competition imbedded with distrust and betrayal. Since it was a murder mystery there were only a select few characters I as a reader could trust, and this invoked me to read more and figure out.



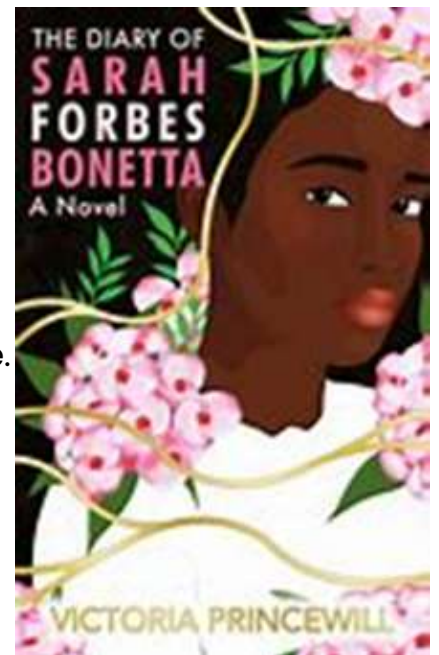
I liked how the author wove in pieces of information from pre-WWII Europe which enabled me to gain information about events such as the Spanish Civil war. Which as a result, implored me to research and inform myself about the events. I had already known beforehand a bit about WWII, so the story being set pre-WWII Europe was quite exciting. I loved the main character Stella North but the deuteragonist Antonie Robert (Tony) was such an interesting character with him being 'a man of many nations' despite having a Nansen passport which declares him stateless. His passion for flying was quite inspiring and his similarities to the main character Stella was nice to see. Overall, this book was lovely, and I would recommend it to other students!



**Chinaemezu, 15, Ursuline Ilford Academy**

### **The diary of Sarah Forbes Bonetta Victoria Princewill**

This novel is about a strong, intelligent, and determined young woman Sarah Forbes Bonetta, a protégé of Queen Victoria. At the age of five Sarah had to face a tragic incident and was enslaved by an African king. Later rescued by a British royal navy captain Fredrick Forbes. At the age of 17 she gets her identity back. The story of Sarah's life unfolds gradually. I found this story really inspiring, this book gave me a new perspective to look at the problems. Sarah's life was surprising, it was shocking yet Sarah never let her moral down. The way Sarah dealt with the situations; she was strong no matter what happened. Even if Sarah had no family of her own, she never complaint about it and faced everything by herself. One more thing I found fascinating about this book is the way the author presented it, it felt like Sarah was narrating her life's story to me. Victoria Princewill gave me an opportunity to know such a great personality personally. My least favourite character in the story was Annie Schoen the "daughter of the clergy man". Even after knowing what Sarah was going through, she never thought of not being rude to her. She always made Sarah realize that she had no family. In today's life we complain about every small thing that happens, I think that we should learn from Sarah and tackle our problems on our own instead of telling someone to do it for us. I would recommend this book to the ones who like to read historical, interesting and non-fiction books. This book is filled with plot twists, surprises, and teachings. I hope when a person reads this book, he/she will enjoy and bring some changes to their life, after all past is for learning.



**Riya, 12, Ursuline Academy Ilford**



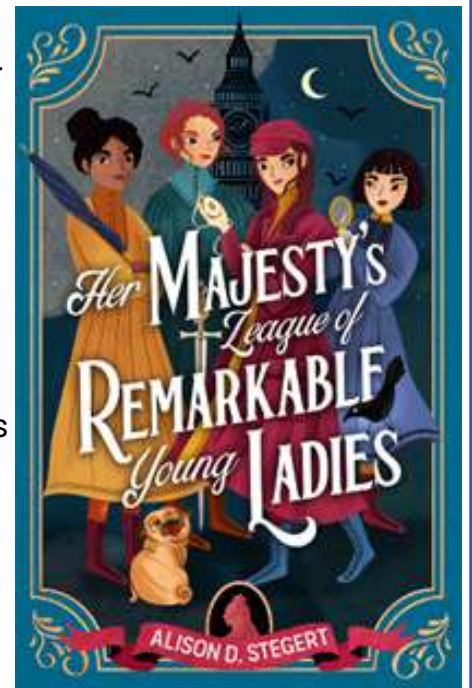
## **Her Majesty's League of Remarkable Young Ladies**

**Alison D. Stegert**

The book I was reading was set in Victorian London which I found interesting as not many books are set in the past, especially those from a perspective of a young, 14-year-old, Winnie (the main protagonist) who is aspiring to become the winner of the Grand Prix, a competition for the best inventors in all of Paris. But when disaster strikes at Queen Victoria's palace, Winnie must team up with the 'Her Majesty's League of Remarkable Young Ladies' to catch the culprit while trying to find her father!

My favourite character was Winnie (she is quite the role model for never giving up) as she suffers many dilemmas as the plot progresses but still chooses to remain optimistic and continue inventing, which means that no matter what life throws at her, she will never give up on her goal! On the other hand, the character I liked least was DI Walker, a corrupt 'detective' that hunts Winnie down under the guide of Mr Geier, a man that wishes to steal her invention. The reason why I dislike this certain man is the fact that two times in the book, he attempts to kidnap Winnie, especially at certain moments where it makes Winnie's goal harder to complete. Furthermore, he does not atone for his crimes in the book, which also proves the corrupt system of justice the Victorians had back then.

In general, I liked the book due to its light-hearted plot yet fast-paced plot, with plenty of twists and action. I also appreciate that it shows that women can do anything, as several demonstrations in the story show the characters performing great feats that, stereotypically, men are seen to do. However, the thing I disliked was the fact that the character's goals were unclear, since it constantly shifted throughout the book, therefore making it harder to discover who was the main antagonist overall. Another is that there was so much going on at the same time, so the main plot was inconsistent, making it difficult to know what was going on. But, as I mentioned earlier, the storyline was good overall, so I would recommend it for readers that love fast-paced, historically-fiction reads around my age or younger.



**Claire, 11, Ursuline Academy Ilford**

## **The wolf club of Sparta**

**J Ryan**

The novel focuses on the story of Lycon, an intelligent and brave young man helping the war effort in Ancient Greece. One day, Lycon and his best friend Zena are recruited by the head of Sparta's youth secret service the Krypteia, and from then on, we follow Lycon's journey as he learns to become a better warrior, preparing for the battle that will determine the fate of his country.

My favourite character in the novel is Leon who recruits Lycon as head of the Krypteria. I enjoyed his character the most for his wit and his values, as he based his judgement on people for their adequacy and capabilities instead of face value, such as when he first recognises Lycon for his intellect instead of his leg injury, or Zena for her athleticism and not because of her gender.

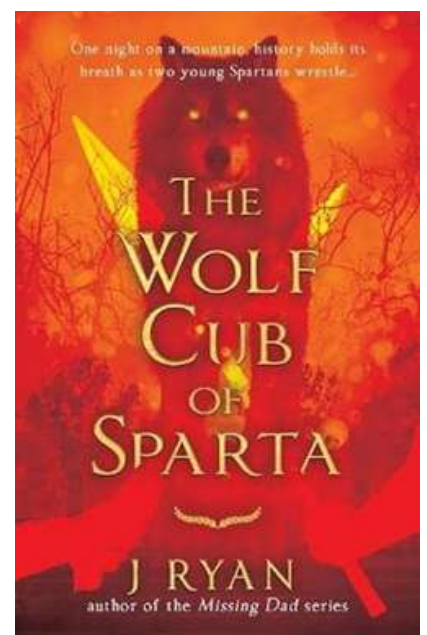
One of the things I liked about the book was its references and knowledge of ancient Greece, specifically its detail of Spartan and Athenian battle tactics/warfare and its constant references to Greek philosophers, particularly Xenophon.

The plot was unpredictable, with each chapter taking unexpected turns and introducing us to new unique characters that helped us as readers to better understand ancient Greek culture and societal expectations.

However, I wouldn't recommend this book to those who aren't interested in Greek mythology nor history, as the lack of detail in the writing makes the story seem less enjoyable for those who don't have already existing knowledge of that time period. I think the characterization in the book could have been a lot stronger, particularly for Lycon as throughout the novel we don't learn much about his personality traits nor ambitions. As well as this, there was also very little descriptive imagery for the settings the chapters take place in, which has the effect of disconnecting readers from the world that the author is trying to build and has the overall result of leaving them uninvested from the events taking place.

Overall, while I think the plot of the book had the potential to be extremely gravitating and thrilling, its literary execution did not prove this, and left the story feeling underwhelming and missing important details.

**Alyssia, 14, Ursuline Academy Ilford**





## **'When women were dragons'** **Kelly Barnhill**

'When women were dragons' is a feminist novel written by Kelly Barnhill based during the 1950s in an alternate universe where oppressed women are able to spontaneously transform into dragons. I immediately found this book appealing due to the period of time that the book was set in as it occurs during first wave feminism which I already had some background knowledge on- I believe it was an era that helped bring about societal change for women and paved the way for gender equality. I think Barnhill deliberately chose to set her book in the 1950s to mirror the timeline of the feminist movement and the events that occurred throughout it, for example what Barnhill calls the 'Mass Dragoning Event' is the pivotal moment in the story where wives and mothers transform into dragons and leave their families behind which I think is a metaphor for women refusing to conform to societal norms/expectations of them and instead unleashing their rage and discovering the power that they have to bring about change within a misogynistic society. The plot was very thought-provoking as it allowed me to link different aspects of the story to the historical context that it was set in as well as make assumptions about what specific parts of the story might represent. For example, how the dragoning was a very taboo subject and was forbidden as a topic of discussion which I think shows an American, 1950s society trying to repress any social change that was occurring in terms of women's rights as much as they could but failing as more and more women began to join this act and this is what led to the 'mass dragoning'.

In my opinion, Alex (the protagonist) is a very inspiring character as she faces many hardships from the beginning of the novel-we learn that her aunt becomes part of the 'dragoning' and disappears and as a result Alex's parents adopt her cousin Beatrice (her aunt's daughter). When Alex is in high school, she loses her mother to cancer and is abandoned by her father who believes that Alex is capable of taking care of both Beatrice and herself. Despite this, she still has this sense of endurance about her and refuses to sit back and feel sorry for herself and I think that this particular attribute is what made me admire her the most.

Alex is definitely my favourite character as her journey is not quite what you would expect from a protagonist in a book based on the growth of feminism, the expected ending for Alex would be to transform into a dragon and go against societal expectations of a young woman despite her reluctance to allow Beatrice to embrace her curiosity for dragoning



Instead, I think Barnhill proposes an even cleverer ending where Alex does not transform into a dragon, yet she still goes against stereotypical views of a woman's place in society as she embraces her talent for what would've been seen as a masculine field and pursues a scientific career.

I would recommend this book to anyone who has a passion for feminism and is curious about how the lives of women/ view of women has changed in the last century and what women had to endure to force these societal changes to happen.

**Amandeep, 17, Ursuline Academy Ilford**

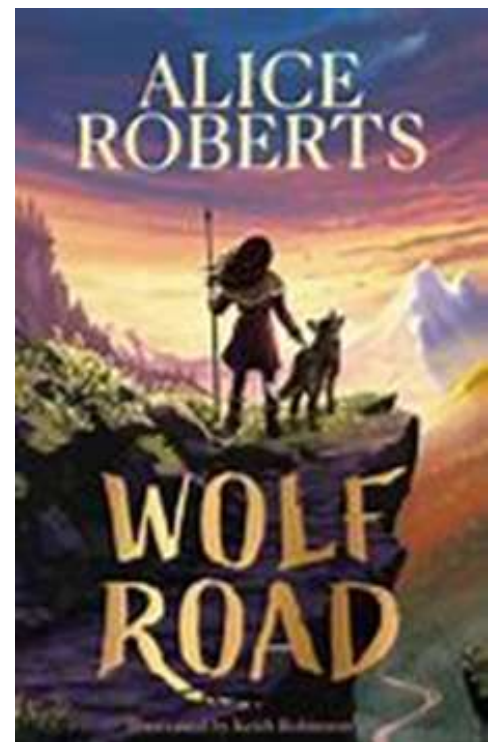
## **Wolf Road**

**Alice Roberts**

This book shows Vivid storytelling of a young girl surrounded by strong women in a prehistoric environment. The imagery written sparks imagination and the characters show strength in the tides of living in that era of history and how women took on roles showing their courage and determination to thrive through the journey of life and the many challenges that arise with it. The description is very intricate and shows an era in time before stereotypes were heavily enforced on women, where they show courage and determination whilst hunting in the wilderness and the tribe taking care of each other as family.

I never knew much about this era of time but this book captures aspects of living in this time such as the activities and roles taking place with the tribes. An example of this would be the kind hearted and free-spirited character I like named Jutsa who has been discriminated as a woman leading a tribe but pushed through to be a remarkable leader and example to her daughter. The plot of this book was thrilling and the detail in the setting only adds to the magic of this book. The time before urbanisation was evident in this book as our main character Tuuli takes a large journey from camp-to-camp meeting potential foes into friends as she bravely ventures through the journey. I really enjoyed the unique and detailed storytelling; especially with the wide range of vocabulary that interested me to research things linked to the prehistoric time in this book. I would recommend this story to others that enjoy reading and would sit down with this book within ages 10-14 perhaps. Interesting book would read again.

**Amira, 13, Ursuline Academy Ilford**

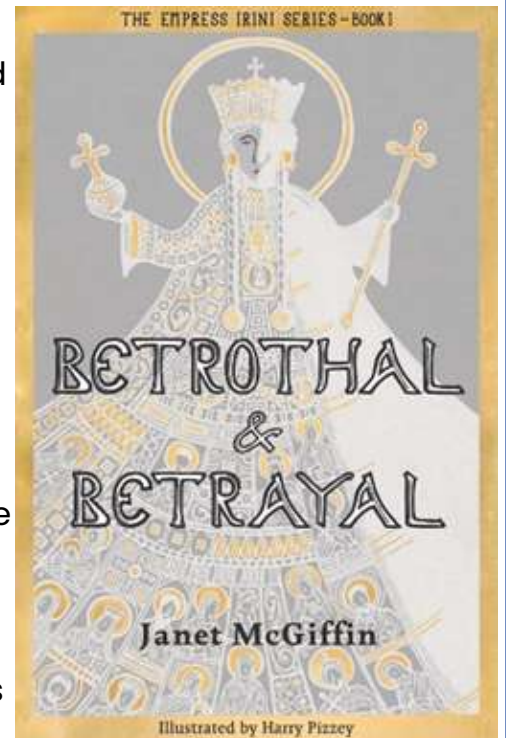


## **Betrothal and Betrayal: The Empress Irini Series – Book 1**

### **Janet McGiffin**

This book, set in the Byzantine Empire, follows the journey of 17-year-old Thekla through her trials and tribulations in finding the man that she has been betrothed to but by the end of the book she has become engulfed in a new world with incredibly diverse people, from a man who might be a monk to a soon to be empress of the Empire. Contrary to the time she lives in, Thekla is courageous and bold and is a remarkable young woman during a time when women didn't have what we have today. Thekla's wild spirit was what I enjoyed the most about her, she keeps an icon of a saint despite it being banned during this time, she has a will power to keep going no matter what happens and even throughout her journey she learns to adapt and grow as a person in any environment she is thrown into which is an admirable trait to have. Another character that fascinated me was empress Irini of Athens, I believe she is based off Irene who was a Byzantine ruler and saint of the Greek Orthodox Church and was an important figure in restoring the use of icons in the Byzantine Empire which speaks volumes about the character of Irini within the book who forms a friendship with Thekla by the end and the rest of the series follows the two women in their hunt for power and survival.

The book was however, quite fast paced where there were descriptions of situations that weren't thorough which left me confused as to what was going on and there also seemed to be a focus and over description of things that were not major turning points to the plot whilst other parts that were key to the plot seemed to be rushed through. There were also some sudden story lines that jumped from one place to another without any real correlation. Thekla is undeniably a brilliant character, though, throughout the book it feels as though she doesn't face many extreme challenges and is more or less given everything she needs in order to survive, and I would've liked to see her face more serious challenges that she needs to struggle to overcome. I did really like the writing of the author which had beautifully written descriptions of the surroundings making it feel as though you are really there. Overall, I found the book quite interesting but there were a few aspects that were not really to my liking.



**Hawwa, 16, Ursuline Academy Ilford**



## **I Spy, A Bletchley Park Mystery**

**Author: Rhian Tracey**

This historical non-fictional World War II based story is highly gripping and, in some parts, shocking. It is principally set in Bletchley Park in late September 1939, just at the start of WWII. This book's main character is Robyn, a girl restricted from doing what she loves during the wartime period to keep herself and her family safe. However, when she does go out of the comfort of her home, she and her friends: Mary and Ned find something peculiar going on at Bletchley Park, slowly they work as a team to try and uncover the mystery about this place.

However, it is not so easy to do so as the antagonist known as the 'Heron' makes annoying intrigue in order to prevent Robyn and her companions from exposing the secrets of Bletchley Park, as he may have a sinister plan in his mind. Such cunning attitude from 'Heron' would make it all the more crucial for Robyn to uncover whatever the secret may be, before it's too late.

I think the 'Heron' has an annoying personality as he is always lurking around in businesses that is not his problem, and taking letters that are not his own to read as well as acting quite suspicious which makes his intentions harder to perceive.

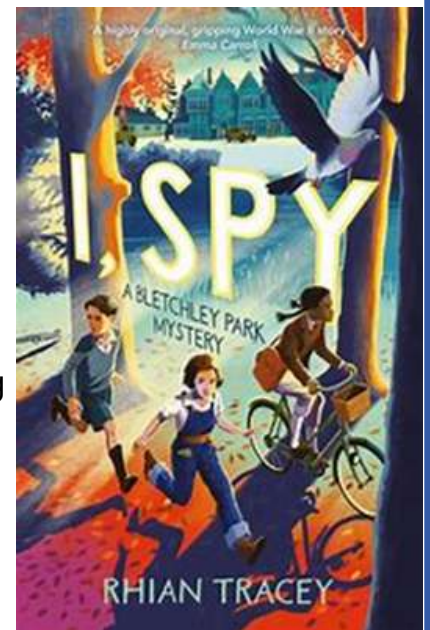
On the other hand, my favourite character is the main protagonist because she puts herself in danger to help others despite knowing that she could seriously hurt herself. In addition, she also has a persevering attitude and even if things don't quite go her plan, she'll never be ready to give up until she achieves her plan. I think that we could learn from Robyn that at some points in life we might not get whatever we plan to have in life but even if one door closes another one could still open, possibly leading to a greater reward than we thought we'd have.

This novel was thought provoking as it had a varied amount of plot twists exuding so much suspense and unpredictability of what comes next. This made it more engaging to read.

In my view, I would recommend this book to someone who enjoys reading books with mystery and secrets in them because this novel contains most of that category.

In conclusion it was quite a captivating book to read and enjoy for pleasure, and since it is a historical fiction; the book had a variety of information in the discourse about the past and portrays different perspective of what life was like.

**Chidera, 11, Ursuline Academy Ilford**





## MFL News

### Les gagnantes des Rameaux (Palm Sunday winners)

We have lucky winners! **Farzana Liaquat (7J)** and **Amara Farooqi (7T)** won the Provence inspired Palm Sunday branch created by both 7J and 7C students before Easter. More goodies for Farzana and Amara. C'est super!







## Philosophy & Ethics News

A dedicated group of Year13 students came into school during the Easter holidays for an intensive Philosophy and ethics revision day. We covered lots of topics, discussed lots of themes from the syllabus and had a few sweet treats too! Well done and good luck in your exams girls!

"The in-school revision session with Mr McGhee has definitely made me more confident in both Philosophy and Ethics as there were some parts of the syllabus that I was struggling with. However after the session I was much more confident and able to reference theologians such as Augustine in many aspects of the course.'

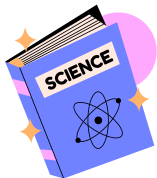
**Romisa Yr13.**

### **A very productive day!**



**Mr McGhee, Head of Religious Education.**





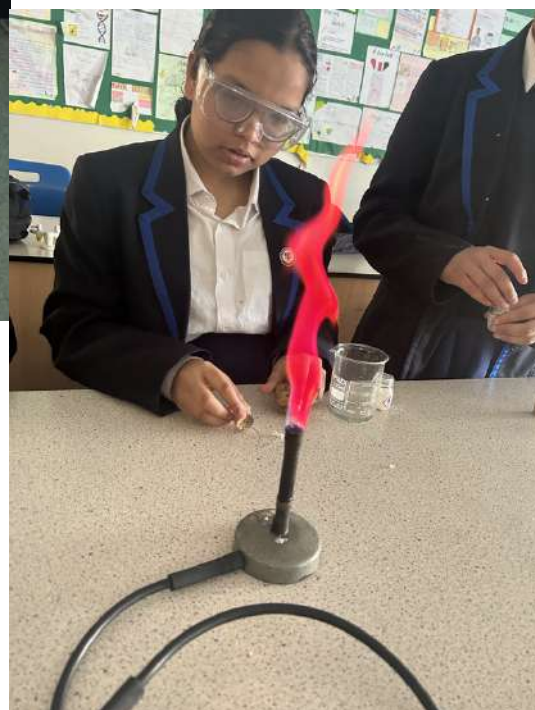
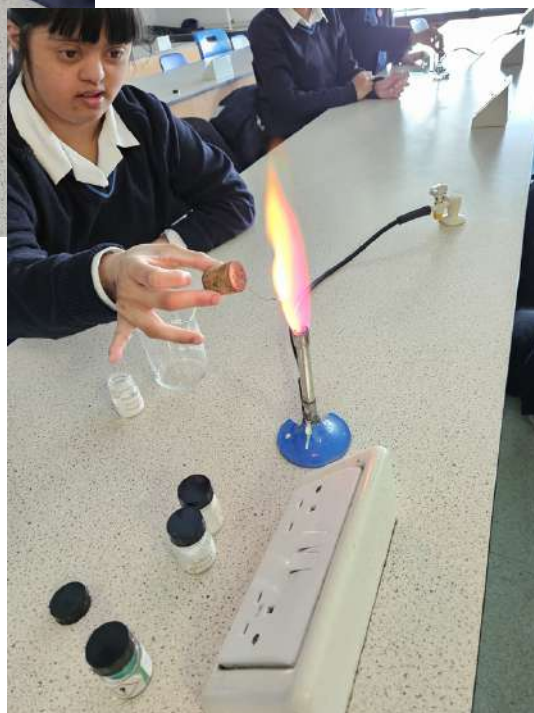
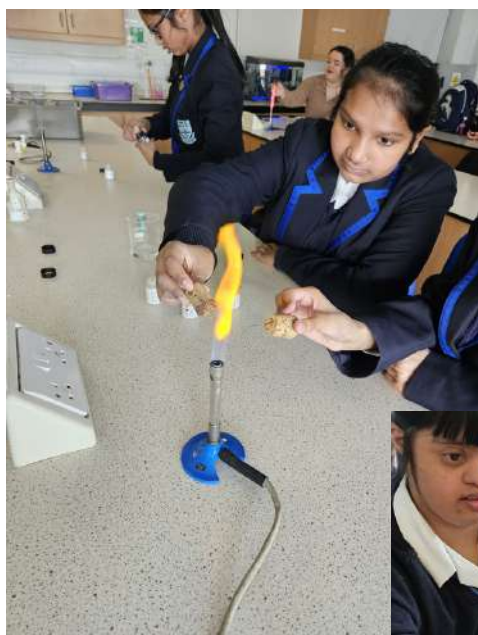
## Science News

### **Fireworks!**

The colours of fireworks are due to the presence of particular metal salts.

Flame tests are used to identify the presence of a relatively small number of metal ions in a compound. The electrons in the metal ions are excited to higher energy levels by the heat. When the electrons fall back to lower energy levels, they emit light of various specific wavelengths.

The colour can be used to identify the what the substance is



## **Did you know...just registering your daughter for Free School Meals means that our school gets extra money!!**

You can register your daughter for Free School Meals if you receive any of these benefits:

- Universal Credit (provided you have an annual net earned income of no more than £7,400, as assessed by earnings from up to three of your most recent assessment periods)
  - Income Support
    - Income-based Jobseeker's Allowance
    - Income-related Employment and Support Allowance
  - Support under Part VI of the Immigration and Asylum Act 1999
    - The guaranteed element of Pension Credit
- Child Tax Credit (provided you're not also entitled to Working Tax Credit and have an annual gross income of no more than £16,190)
- Working Tax Credit run-on – paid for four weeks after you stop qualifying for Working Tax Credit

If you want your daughter to have a free, healthy meal at lunchtime that's great – she will get a free meal (saving you more than £400 per year!). There is NO stigma attached and no one will know because we operate a cashless payment system in our Dining Hall.

If you qualify but don't want your daughter to have Free School Meals, please still register as the school will get additional funding. Your daughter can still continue to have her packed lunch as normal!

To apply please complete the on-line Free School Meals application on the [Redbridge.gov.uk](http://Redbridge.gov.uk) website. You can apply regardless of which borough you live in because your daughter attends a school in Redbridge. It is a simple 1-page form, so don't delay, apply today!!

It is important to note that:

- Taking the meal is recommended but not compulsory
- Your daughter may receive additional help as a result of being registered, for example, help with the cost of music lessons or school trips
- No one will know and it will not affect any other benefits you are claiming
- Registering your daughter for Free School Meals will bring in more money to our school.

Thank you for your co-operation.





## Extra-Curricular Activities

Day	Activity	Time	Room	Year
EVERYDAY	Library Club: CFI	Lunchtime & After School	Library	Years 7 - 13
EVERYDAY	IT Club: RGO/HGU	12.40 – 1.10p.m.	F6/F7	Years 7 - 13
<b>MONDAY</b>				
BREAKTIME	Music Practice (Invitation only): SDE	10.40 – 11.00am	S5	Years 7-11
	Vocal Group: SDE	10.40 – 10.55a.m.	S5	Years 9 - 13
LUNCHTIME	Music Practice (Invitation only): SDE	12.40 – 1.10pm	S5	Years 7-11
	Guitar Ensemble: SDE	1.10 – 1.40pm	S5	Years 7-11
	Indoor Rowing: JMA	12.40 – 1.10p.m.	Gym	All Years
AFTER SCHOOL	Netball Club: JMA	3.30 – 4.30p.m.	Playground/Gym	Years 7-8
	English 5 O’Clock Club	3.30 - 5.00p.m.	F8	Year 11
<b>TUESDAY</b>				
BREAKTIME	Music Practice (Invitation only): SDE	10.40 – 11.00am	S5	Years 7-11
LUNCHTIME	Music Composition Club: SDE	12.40 – 1.10pm	S5	Years 9 - 10
	Violin Ensemble: SDE	1.10 – 1.40pm	S5	Years 7-11
	STEM Club: AKO	1.00 – 1.30pm	G12	Years 7-11
Fortnightly	Debating Team: EDO	12.40 – 1.10pm	F19	Years 12-13
	Maths Club: TKA	12.40 – 1.40pm	S6	Years 7-11
	Chemistry Club: JOS	12.40 – 1.10pm	G8	Years 10-13
	GCSE PE Intervention: SFR	12.40 – 1.30p.m.	G18	Years 10-11
	Newspaper Club: NAS	12.40 – 1.40p.m.	F9	Years 7-11
AFTER SCHOOL	Subject Champions: RBA	3.30 – 4.30pm	G15	Years 12-13
	Netball Club: SFR	3.30 – 4.30p.m.	Playground/Gym	Years 9 - 13
<b>WEDNESDAY</b>				
BREAKTIME	Ukulele Group: DEA	10.40 – 11.00a.m.	S5	Years 7-8
LUNCHTIME	Music Practice (Invitation only): SDE	12.40 – 1.00p.m.	S5	Years 7-11
	UAI Choir: SDE	1.00 – 1.40p.m.	S5	Years 7-11
	Mindfulness and Wellbeing: NKA	12.40 – 1.10p.m.	G9	Years 12-13
	Indoor Athletics: JMA	12.40 – 1.10p.m.	Gym	Years 7-8
	LGBT Club: HMA/EDO	12.40 – 1.10p.m.	F19	All Years
	Spanish Speaking Club: SCL	12.40 – 1.10p.m.	G5	Year 11
	SEN Science Club: MUD	12.40 – 1.10p.m.	G11	Year 8
	Islamic Society: AAH	1.05 – 1.30p.m.	F8	All Years
AFTER SCHOOL	DT Catch Up: AKO	3.30 – 4.30p.m.	G12	Year 11
	Football Club: LBU/DOK	3.30 – 4.30p.m.	Playground/Gym	All Years
	Peer Mentor: NKA/RBA/HCO/SFR	3.30 – 4.30p.m.	G15	Years 7-13
<b>THURSDAY</b>				
BREAKTIME	Music Practice (Invitation only): SDE	10.40 – 11.00a.m.	S5	Years 7-11
LUNCHTIME	Worship Band: SDE	12.40 – 1.10p.m.	S5	Years 7-11
	Woodwind Ensemble: SDE	1.10 – 1.40p.m.	S5	Years 7-11
	Art Club: RBU	12.40 – 1.40p.m.	S2	GCSE Students
	Knitting Club: HMA & Mrs Mackie	12.40 – 1.40p.m.	F18	Years 7-11
	Charity and Enterprise: LBU	12.40 – 1.10p.m.	F10	Years 12-13
	Sports Ambassadors: SFR	12.40 – 1.10p.m.	Dance Studio	Years 12-13
Fortnightly	African Caribbean Society: TKA/SFR/NKA	1.10 – 1.40p.m.	S6	All Years
Fortnightly	ECO Club: HCO/JMC	12.40 – 1.00p.m.	G3	Years 7-8
AFTER SCHOOL				
<b>FRIDAY</b>				
BREAKTIME	Music Practice (Invitation only): SDE	10.40 – 11.00a.m.	S5	Years 7-11
LUNCHTIME	UAI Band: SDE	12.40 – 1.10p.m.	S5	Years 7-11
	Glee Club: SDE	1.10 – 1.40p.m.	Dance Studio	Years 7-11
	Art Club: RBU	12.40 – 1.40p.m.	S2	Years 10-13
	Chess Club: BFA	1.00 – 1.30p.m.	F13	All Years
AFTER SCHOOL				





# Havering Parent Coffee Morning

at  
*Havering Autism Hub  
Unit H14, Liberty Centre  
Romford RM1 3RT*

**Support for Havering residents**

**Adults & parents/carers and family members with a diagnosis or awaiting a diagnosis of Autism**

Please email  
[haveringhubsupportworker@sycamoretrust.org.uk](mailto:haveringhubsupportworker@sycamoretrust.org.uk)  
to book your place



**Weds  
24th April  
10.30am**

**Parent Group**

[www.sycamoretrust.org.uk](http://www.sycamoretrust.org.uk)  
[haveringhubsupportworker@sycamoretrust.org.uk](mailto:haveringhubsupportworker@sycamoretrust.org.uk)  
01708 749816



# 10 Top Tips for Parents and Educators MANAGING EXAM STRESS

At some point in their education, children are almost certain to encounter exam stress, which can cast a shadow over their mental, emotional and physical wellbeing. Mental health charity YoungMinds estimate that a staggering 87% of pupils suffer from exam stress – highlighting the urgent need to minimise its impact on children's health and happiness.

## 1 PRACTISE WORKLOAD WISDOM

The build up to exam season is such a busy and pressurised time in a child's education that it can be difficult for youngsters to avoid feeling overwhelmed. Encourage them to consider whether their current workload is realistic and allows them sufficient time to relax and recharge. Work with them in crafting a revision timetable that's manageable and includes breaks and occasional days off.

## 2 ADVISE CLEARING THE CLUTTER

A disorganised work environment is proven to negatively affect our ability to focus, as well as our emotional state. Encourage children to keep their desk, notes and revision materials tidy – creating a dedicated, well-kept study space to promote maximum focus. Foster their creativity by suggesting they incorporate vibrant colours, mind maps and even quirky drawings into their revision notes.

## 3 MASTER THE MATERIALS TOGETHER

Revision seems far harder when a child is uncertain where to begin or what sources to consult. Support them in confirming revision materials with their various teachers – emphasising the importance of gathering a range of resources to get a more comprehensive understanding of the subject. Feeling more prepared should nurture the child's confidence and help to dispel some of their anxiety.

## 4 RECOMMEND CREATIVE NOTE-TAKING

Writing out notes in full – rather than simply bullet pointing – can be a strong start to a child's revision. Reinforce this idea, encouraging the use of flashcards (featuring shorter versions of previously taken notes) for effective repetition and memorisation. Discuss the power of regularly reviewing notes to help them stay in the child's memory.

## 5 USE VISUAL AIDS AND MNEMONICS

Encourage the use of visual aids like videos and sticky notes to enhance learning. Some children find these resources far more useful than simply reading their notes as written. Explore creating mnemonics for a fun and effective study approach – and it's also worth noting that the strategic use of colours is a proven means of triggering recall during exams.

## 6 GATHER A 'TECH TOOLKIT'

Technology can be a huge advantage in exam prep. Educational YouTube channels and revision websites like BBC Bitesize can be immensely powerful resources for helping children to expand and retain their knowledge. You could also recommend the use of flashcard apps and educational podcasts for revision and reminders when young people are on the go.

## 7 KEEP IT FUN

Revision tends to go far more smoothly if children are having fun in the process. Injecting some humour into their notes, for instance, can make details more memorable – as can relating information to their real-life experiences. Try to encourage a variety of study methods, such as incorporating physical activity (even simply taking a walk) into their revision routine.

## 8 SUGGEST ACTIVE REVISION STRATEGIES

Make sure children are aware of different study techniques. You could emphasise the effectiveness of spaced repetition by reviewing material regularly over time to reinforce learning and improve retention. Discuss the benefits of active recall methods – such as self-testing or explaining a concept aloud – in identifying where their strengths and weaknesses lie.

## 9 ENCOURAGE A POSITIVE MINDSET

It can be easy for children's thoughts to fall into a downward spiral when they're stressed about exams. Try to foster a growth mindset by emphasising the importance of giving it their all rather than aiming for complete perfection. Positive self-talk and the use of affirmations can build confidence and reduce anxiety, while visualising success and setting realistic goals can help them stay motivated and focused.

## 10 HELP THEM TO SEIZE THE DAY

There are lots of things children can do on the day of their exam to reduce stress and increase their focus. Talk them through some helpful exam-day strategies – such as arriving early, reading the instructions and the questions carefully, and pacing themselves during the test. Suggest some relaxation techniques, such as deep breathing or visualisation, to help them manage any nerves before and during the exam.

### Meet Our Expert

Minds Ahead design and deliver the UK's only specialist postgraduate mental health qualifications. Winner of the Social Enterprise UK: 'One to Watch' award, the charity provides training and support to education organisations and local authorities. This guide has been written by Adam Gillett – a learning and development specialist who is also Associate Vice-Principal for Personal Development at Penistone Grammar School.



The National College