



Ursuline Academy Ilford

Weekly News – 2024/2025 Issue 31
16th May 2025



Upcoming Events

Year 13 Study Leave Commences

Monday 19th May 2025

Art Exhibition

Thursday 26 June 2025
4.30 – 6.30p.m.

Year 6/7 New Entrants Meeting

Monday 30 June
5.00 – 6.00p.m.



Headteacher's Headlines



This week, I want to shine a spotlight on the outstanding achievements of our students who have taken part in writing competitions led by the English and Humanities departments (see in the following pages). Their creativity, insight, and skill have been truly impressive, and we are so proud of every student who entered. These opportunities not only showcase talent but also deepen students' confidence and love of learning. Well done to all involved, I'm very proud of you!

You will have recently received a letter regarding voluntary contributions to the Academy. I want to express my deep gratitude to all families who have already responded so generously. Your support helps us to continue providing an enriching educational environment filled with opportunities that go beyond the classroom. If you have not yet had a chance to contribute, we gently remind your contribution is greatly appreciated and makes a real difference. Please do keep an eye out for a letter from me regarding this.

Thank you, as always, for your partnership.

**Fiona Stone,
SERVIAM**





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Vatican News

I announce to you a great joy; we have a Pope: The Most Eminent and Most Reverend Lord, Lord Robert Francis Cardinal of the Holy Roman Church Prevost who has taken the name Leo XIV.

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

May: Prudence

16th May: If, according to times and circumstances, the need arises to make new rules or do something differently, do it prudently and with good advice.

17th May: God has ordained from all eternity that those who are united in doing good enjoy every prosperity.

18th May: Strive with all your might to keep yourselves as you have been called by God.

19th May: Strive to be faithful and devoted.

20th May: Above all, be on your guard not to want to get anything done by force.

21st May: I do not say, however, that it will not be necessary occasionally to use reproaches and severity, at the right place and time.

22nd May: Every type of evil must be resisted.





Chaplaincy News

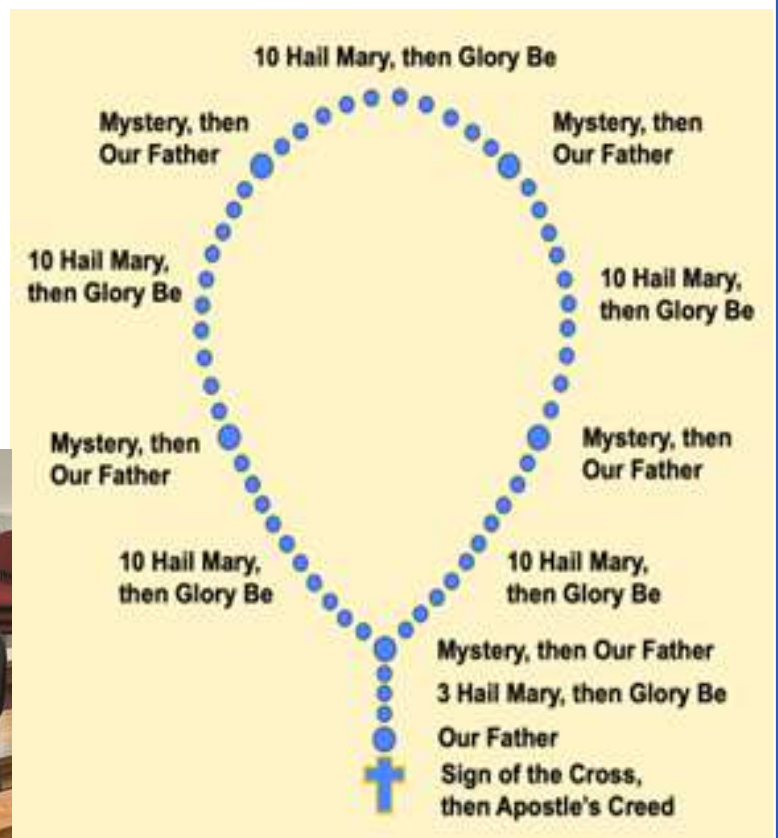
Month of May: Praying the Rosary

The Rosary is a popular Christian prayer practice, particularly in the Catholic Church, that involves reciting prayers while meditating on specific events from the lives of Jesus Christ and Mary. It's a devotional practice using a string of beads to count the prayers, with each bead corresponding to a prayer like the Hail Mary.

It's common for Churches and families to pray the Rosary together in May, reinforcing faith and devotion within the home. The late Pope Francis has encouraged people to rediscover the beauty of praying the Rosary, particularly during the month of May.

I have been gathering with students during this month before the statue of Our Lady in the beautifully renovated school Chapel during Lunch to pray a decade of the Rosary with students. We have all found it spiritually uplifting.

Students and staff are encouraged to join us as we enter the last week of May.





Chaplaincy News Continued...

Weekly Mass: 7 Rose and 7 Teresa

Weekly mass resumed in the Chapel on Thursday during lunchtime with Forms 7 Teresa and 7 Rose. The Gospel reading of the day was from John 13: 16-17

When Jesus had washed the disciples' feet, he said to them: "Amen, amen, I say to you, no slave is greater than his master nor any messenger greater than the one who sent him. If you understand this, blessed are you if you do it."

The theme of this Gospel reading is humility. Humility is difficult to understand at times. This is why Jesus said, "If you understand this..." He realized that the disciples, as well as all of us, will struggle with understanding the importance of humbling ourselves before others and serving them. But if you do understand humility, you will be "blessed" when you live it. You will not be blessed in the eyes of the world, but you will be truly blessed in the eyes of God.

An important message for us all to live by. Fr David complimented the excellent behaviour and attentiveness of the students



Nancy, 9C will be leading a Bible study group in the Chapel every Wednesday Lunchtime.



Ms Semambo, Teacher of R E

BIBLE STUDY

Dive Deep into the Scriptures: Join This Engaging and Transformative Bible Study Group!

IN THE CHAPEL

Every Wednesday **AT** 12:45 - 1:10

Everyone is welcome!
Come and listen to the word of the Lord, open your hearts to His good news and spread the word



Business Studies News

Celebrating the Dedication of BTech Business Students at UA6

We take this opportunity to recognise the tremendous efforts and hard work of our BTech Business students at UA6. Throughout their 2 years here, these future business leaders have shown exceptional commitment to their coursework, preparation for exams and active participation in all academic activities. Their excellent attendance to Business lessons and consistent engagement reflect not only discipline but a passion for learning and growing within the world of business and technology.

The journey has not been easy but our students have risen to every challenge with resilience and determination. Whether through late night study sessions, collaborative group work and teacher communications using teams class or strategic thinking in coursework, the dedication displayed by this cohort has been truly inspiring. As you move forward in your careers and entrepreneurial ventures, we wish you every success in all your future endeavours. You are not only graduates but ambassadors of the UA6 spirit driven, ambitious, and ready to lead.

We encourage all graduating students to **sign up for the UA6 Alumni Network** to stay connected, share experiences, and continue growing together. Through this community, you'll remain part of the UA6 family and help pave the way for the next generation of innovators and entrepreneurs.

You will be missed- Best of luck, Business Class 2025 of UA6 – the future is yours! 🎉



Mrs Ahmed, Teacher of Business KS4 & KS5 Sixth Form



Football Club

The Ursuline Angels have been competing again over the last few weeks in the Redbridge U13 league. We've started the tournament strongly with two wins and two draws. The team are working hard at the difficult parts of the game: communication and positioning. If we are to improve and succeed over the coming years, we'll need to be able to rely on each other.

Our star players these last four matches have been **Noor-Ul-Aain Janat**, working really hard and being rewarded with a goal this week; **Zainab Kayani** who salvaged a draw from the jaws of defeat bundling home a corner in the dying seconds of a tough match with Woodbridge; **Azeezat Tijani** for deputising in goal and doing a stellar job in our draw with Beal and **Aaminah Hussain** for excellent scoring in our first games but even better selfless centre forward play in our last, helping us stretch the opposition and create chances on the counter attack.

Well done to all girls involved as we're really starting to develop as a team, not just a collection of individuals.

Any other students year 7-10 who want to get involved in training speak to me (**Mr Burt**), **Ms Whates** or **Mr Okyere**.



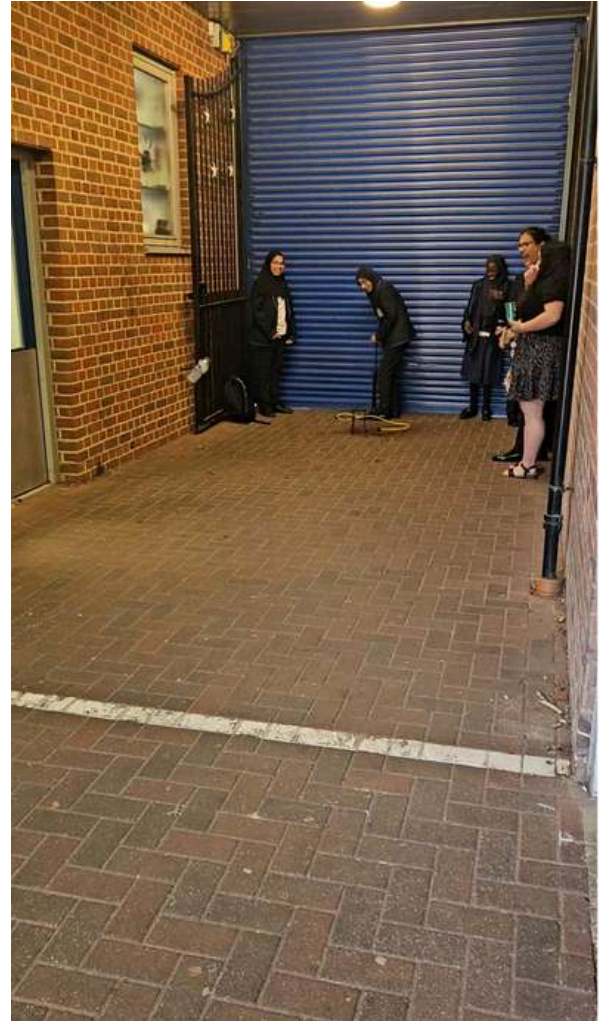
Science Club

Water rockets!

We made air pressurised rockets today using a plastic bottle, water and a foot pump. The bottle was filled with some water and the remainder of the bottle was left empty to allow the air to circulate. With a plastic tube we connected a foot pump to the end of the bottle and started pumping!

The pumping action increased the air pressure to the point where the bottle left the connection and flew off. The speed at which the pump was used, the amount of water used all played a role in the distance and height achieved by the makeshift rocket.

From the pictures as you can see we achieved a decent distance of 3-5 meters which for a small bottle was a decent distance. With a bigger bottle we may have gone even further, maybe next time!



Mr Uddin and Ms Agudelo



English News



Back in March and as part of our **World Book Day** celebrations, the English department shared a competition created by Young Writers. The Competition was titled 'Grim Tales' and asked students to take a well-known fairytale / story and 'twist' the tale. The competition was aimed at 11-18 year olds and students had a strict 100 word limit. English teachers shared this competition with their classes on World book day and many students across the various year groups created exciting retellings of well-known fairytales. We were thrilled with the number of students who wanted to enter the competition and had a total of **83 entries across Years 7-11**. Young Writers have also confirmed that of the 83 entries, **66** of these have been chosen for publication and these stories will be published in an anthology of student work and on the Young Writer's website. Please see the names below of students selected for publication and please congratulate these students if you see them / teach them!

Jessy Andriya, Syeda Khalil, Manoor Jannet, Angel Bamgbopa, Roshanny Dar, Meera Dhir, Sabah Said, Aksah Robinson, Ayesha Shahin, Ana Desta, Jonti Jalil, Lakshimi Dabbakuti, Adrianna Poon, Therese Kassegne, Maariyah Munshi, Afia Saolet, Izma Asif, Safa Jahngir, Ameera Doole, Leeya-Anne Fobi, Jisha Nirmalkumar, Mehreen Begum, Hafsa Ali, Salima Jawara-Fillah, Shriya Gunjal, Violet Power, Sumayyah Ali, Malayeka Sarfraz, Umeed Imran, Safa Khan, Aniyah Azim, Victoria Oyekan, Khadijah Khan, Vaishall Kumar, Aresha Rizwan, Zaynab Kagdi, Hafsan Qureshi, Alayna Akhtar, Shola Davis, Anita Loroy, Shyheima Holder, Brekhna Khan, Salwa Hussain, Anya, Nabeela, Dia Saini, Angel Brown, Amelia Ali, Hifza Hussain, Mariya Malik, Oluwa, Eiliyah Shakil, Haleema, Varavi N, Riyah, Varhsa, Chloe, Aliza, Amira, Shruthi Vjay, Jannat Mehadi, Anousha Aliu, Mashifa Ahsan

We have included a couple of entries below to share a snippet of some of the excellent entries received...

Today, I can finally swim to the surface and see the world. I should feel happy seeing the vast blue sky, but I feel nothing except a burning in my stomach and the sting of plastic rings against my neck. I pretend that it's a pearl necklace instead, although it's hard to do with the edges gripping my skin like a vice. Right on time, the prince's ship sails above, and I can see his crew toss nets into the water. Rage consumes me; I storm the boat and drag those unfortunate souls into the gaping mouth of the sea.

Shruthi

Mother Gothel, shattered but not gone, struck a sinister deal with the Sun—eternal youth in exchange for Rapunzel, the Sun's daughter. Months after her return, Rapunzel felt the Sun's pull. Near her old tower, Gothel reappeared, a grotesque puppet of shadows, and the Sun demanded Rapunzel's soul.

As golden light consumed her, Rapunzel screamed, her body dissolving into ash. Eugene's cries echoed as he clutched the empty air. The kingdom plunged into despair, Gothel curse-driven to monstrous agony, and Rapunzel's soul burned forever within the Sun. Her screams lit the heavens, a beacon of endless torment.

Shyheima

Mrs Riste and The English Department



Exam Infographic



Information for candidates Using social media and examinations/assessments

While we like to share our experiences online, when it comes to exams and other assessments, we have to be careful.

- Sharing ideas online can be helpful when you're studying or revising
- However, sharing certain information (see information on the right) can break the rules and could affect your results
- If you're not sure what you can and can't discuss online, check with your teacher
- If you receive exam content on social media, you must tell your teacher
- Don't be caught out by scammers selling fake exam papers



Things to do on social media:

- Have fun
- Be responsible
- Report any exam or assessment content you see to your teacher

Things not to do on social media:

- Buy/ask for/share exam or assessment content
- Pass on rumours of what's in exams or assessments
- Share your work
- Work with others so that your assessment is not your own independent work

If you do any of the above activities, you may:

- Receive a written warning
- Lose marks
- Be disqualified from a part of or all of your qualifications
- Be banned from taking exams and assessments for a number of years

Please take the time to familiarise yourself with the JCQ rules:
jcq.org.uk/exams-office/information-for-candidates-documents

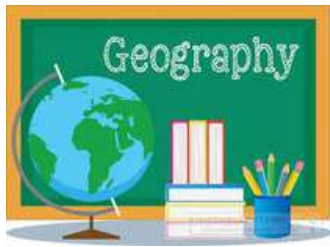
GOOD LUCK FOR YOUR EXAMS

- ALWAYS STAY CALM, TAKE EVEN DEEP BREATHS**
- READ THE EXAM PAPER COMPLETELY BEFORE YOU START**
- PLAN YOUR TIME, SIP FRESH WATER THROUGHOUT THE EXAM**
- READ THE QUESTIONS CAREFULLY AND MAKE SURE YOU ANSWER EACH ONE PROPERLY**

EXAM RESULTS

**Please Note:
A Level Results Day,
Thursday 14th August**

**GCSE Results Day,
Thursday 21st August**



Geography News



Last week Mr McLean and I shared the essay competition ran by Redbridge local authority, where students had to write an essay in response to the question: **How can we reduce emissions in Redbridge?** A lot of our students entered the competition and wrote some brilliant essays. Three of our students won the competition, which is an incredible achievement! They are:

Suzana Jahan 12.T

Amira Hossain 9.J

Fola Oludoyi 9R

The students have won an invitation to attend an award ceremony on Wednesday 21st May at The Greater London Authority, hosted by Mete Coban MBE, where they will discuss their essays and be a part of London's decision making policy on climate.

Congratulations girls, we are very proud of you!

Please take a moment to read the essays below...

Ms Colder, Head of Humanities

Essay competition submission

Full name: Suzana Jahan

School: Ursuline Academy Ilford

Age: 17

Form group/class name: 12 Theresa

How to reduce emissions in Redbridge? (maximum 1000 words)

The planet on which our civilization evolved no longer exists. The earth that remains is profoundly different. Reducing carbon emissions is not optional—it's survival." Environmentalist Bill McKibben's start words highlight the severity of the issue which doesn't just stop at the melting ice caps, it is also evident within the streets of Redbridge. Reducing carbon emissions while addressing serious socioeconomic disparities is a recurring challenge for Redbridge, an East London borough that is both culturally and economically diverse. A 2022 study had shown that 30% of people (in Redbridge) live in poverty as their household incomes were below 60% of the UK median after housing cost – the chances of a rising poverty rate is undeniable. As an A Level Geography student, I have thoroughly researched such low-cost, community-driven projects that address emissions and enhance livelihoods at the same time rather than depending on expensive & unrealistic interventions. This following essay will go in-depth as to how our borough can lead the way in an inclusive model of climate action that empowers rather than burdens its residents by emphasising waste reduction, urban greening, sustainable transportation, and energy-efficient buildings.

Firstly, a significant opportunity resides within the transportation sector, which accounts for 36% of Redbridge's emissions. Research had displayed how the greatest volume of emissions in this area were primary due to road transport emissions, being almost 40%. This especially occurs in the vicinity of schools, where drop-off and pick-up times result in the highest levels of air pollution. I propose the idea of extending the "School Streets" program, which limits automobile access close to schools during rush hour, would promote bicycling and walking while fostering safer, cleaner surroundings. Long-term behavioral change could be engrained by combining this with school-led incentives like "Walking Wednesdays" or incentivised competitions for the most active commuters. Beyond emissions, there are other advantages as well: less traffic enhances air quality, regular exercise benefits children's health as 40% of children in Redbridge are overweight/ obese and neighborhood ties are strengthened by community-led projects.

The government has already supported ideas similar to this as previously 40,000 new cycling spaces were established, however this can be further improved too by changes in school activities. Majority of schools enable swimming clubs for primary school students, whereas they should promote cycling clubs. The borough can make a quantifiable, long-lasting difference by fostering projects such as these and even informing parents through monthly leaflets (about how it is cost effective & environmentally crucial) to allow their children to transport to school via bus rather than driving.

Secondly, I believe the borough needs to rethink its urban areas as "climate resilience tools" in addition to buildings and transportation. Although Redbridge is home to nine Green Flag parks, many smaller, neglected spaces, such as alleys, abandoned lots, and abandoned corners, are still underutilised, for example the alleyways near the neglected Wilko on Balfour Road. These could be turned into community gardens or "pocket parks" to improve biodiversity, absorb CO₂, and cool the city. Solar-powered benches in restored public areas would encourage renewable energy, and rain gardens in converted alleys could reduce flooding; East Village had a successful scheme like this where water waste was reduced by rainwater harvesting from rooftops and balconies (this may be another idea to consider as Redbridge residents spent almost £430 annually on water bills). 42% of neighbourhoods here have little green space and they usually include the working class & ethnic minorities - such disparities can be diminished through simple ideas such as encouraging students, especially Year 11s- 13s, to volunteer in planting trees - this may especially attract those year groups as they understand volunteering aspects are very important in their upcoming personal statements & even CVs. One may even consider how planting vegetation may reduce food miles, therefore greenhouse emissions too in the long run, as people can now access seasonal vegetation and fruits straight from their garden or communal green spaces, where these events would ideally take place. Greener neighborhoods enhance mental health and promote community pride through active engagement -all of which require little financial investment but have enormous benefits. Such interventions may be easily implemented through local sustainability education (proven successfully by Ashton Hayes) and could significantly improve social and environmental resilience in places.

Lastly, with a recycling rate of only 24%, well below the national average, Redbridge needs to address its waste problem. Methane, a greenhouse gas 30x more potent CO₂, is produced by landfill waste, especially organic matter. To address this, the borough could set up "Repair Cafes," or add this segment to pre-existing cafes (which may receive more customers resultedly) where locals fix damaged objects rather than throwing them away, and organise community exchanges for toys, books, and clothing. In addition to lowering reliance on landfills, energy efficiency from buildings can be drastically improved - recycled materials such as brick & timber can be reused for later building projects which reduces carbon emissions when manufacturing new materials, this can be associated with the circular design approach. Furthermore, insulation can be provided through other recycled materials e.g denim, cellulose from newspapers, wool and even recycled plastic; all of which may reduce buildings' heating energy waste.

Strategies that are as cost-effective as they are environmentally sound are the way forward for a sustainable Redbridge. These solutions, which range from school streets that clean the air to thermal audits that reduce energy costs, demonstrate that lowering emissions doesn't have to be expensive. The borough can create a replicable, equitable, and community-based climate action model by enabling locals to take the lead, whether that means repairing household items, rewilding alleys, or riding bicycles to school. By investing in what we already have, we can create a future that's not just sustainable, but environmentally and economically resilient

Essay competition submission

Full name: Amira Hossain

School: Ursuline Academy Ilford

Age:14

Form group/class name: 9J

How to reduce emissions in Redbridge? (maximum 1000 words)

Whenever we have a problem we must solve, we need to fight the root cause and mitigate it. Road vehicles are the main source of air pollution in Redbridge. Gas boilers, domestic wood-burning, and construction are also important sources of air pollution in Redbridge. So how can we prevent this? Emissions are everywhere so let us start by looking at the road ahead of us. Currently, cars are the main source of emissions in our area and our streets are not adapted to handle the amount of CO₂. That is why I suggest natural carbon sinks be placed more abundantly in public areas. Additionally, we could take this a step further by painting brick work in a special coating to allow climbing plants room to grow without damaging our buildings. This solution could even take place inside school and other public buildings by installing indoor plants. This not only acts as a weapon against emissions but also lives up classrooms with lush greenery.

Asphalt is one of the most widely used materials in the building and maintenance of major roads, but it's a significant contributor to the carbon footprint of those processes. National Highways estimates that 77,300tCO₂e of greenhouse gases were emitted from using asphalt on the UK's roads in 2020. However, we can do better than warm asphalt mixes and introduce bio binders. This emerging technology traps CO₂ and stores it throughout its life. Using small things like this to fix our roads could help reduce our emissions.

Whilst we are on this road, I imagine safer bicycle routes for those who cycle. Currently cycle lanes are either limited or unsafe which result in bicycles utilising the pavement. If we do our part and engineer our future, we could have a sustainable balance for bicycles and cars to coexist without compromising safety. If we adjust our roads to this, we could have more children cycling to school and even hold cycling competitions at our school. Currently my school does not have an area for general students of years 7-11 to park their bicycles because not enough students can cycle to school or know that they can. This discourages cyclists and future ones from cycling in Redbridge due to uncertainty. If we promote this and many other changes we will live in a Redbridge with significantly lower emissions.

As I have previously mentioned, wood burning and gas boilers are important sources of air pollution, but these can work hand in hand to do exactly the opposite. Heat is a source of energy emitted from both and there is a particular renewable energy source that provides us with that. The energy source I am referring to is biomass. This method of renewable energy utilizes the wood being burnt whilst also supporting homes with boilers that warm their homes. If Redbridge installs a biomass centre, they can encourage locals to send their waste and wood shavings to be utilised for biomass to heat homes. Currently 30% of people in our borough live with an income less than 60% of the UK median income. Instead of toxins emitted from people's homes, it can be replacing their gas boiler for a biomass boiler whilst also reducing waste in Redbridge.

Emissions are not limited to air pollution; they are also a factor of the lights we turn on and electricity we use. At schools the lights are turned on all day no matter the room or hallway you are in at school. That must take a lot of energy, correct? How about we implement light only when we need it and only when we are around. This is where we can use sensor lights. These are particularly useful in hallways which we only walk in every so often. Of course, this is not applicable to all light sources such as the street lights at night to keep us safe. However, that does not mean we can change the source of energy we use. Street lights do not face any blockage from the sun due to their height therefore we should take advantage of this. Adapting our street lights by adding solar panels is a plus because not only does it utilise a renewable energy source, but it also detects which time of day to turn on. Despite the UK having very dim and cloudy weather in general, the light we still receive during the day as indirect sunlight can still convert photons into the solar panels to generate electricity. This does not need to stop at just street lights, this is also a great addition to add to any new schools that are built in the future to reduce the emissions of electricity fuelled by gases that enhance the greenhouse effect.

Finally, what can we as children do to help? Other than writing essays such as this, I would like the borough of Redbridge to implement recycling activities at school, more second-hand shops where old clothes that are grown out of, toys and other items do not end up in landfills but rather in the hands of people who will utilise and need it. We could also do recycled art competitions and workshops at the Ilford exchange to educate children and adults as well on how we can promote an emission-free Redbridge. This essay is not an imaginative plan for years to come. It is a plan, a dream and a mission. For our future. For our livelihood.

Essay competition submission

Full name: Fola Oludoyi

School: The Ursuline Academy Ilford

Age:14

Form group/class name: 9 Rose

How to reduce emissions in Redbridge? (maximum 1000 words)

Climate change, oh, climate change. We hear that word a lot, don't we? You keep on hearing it every day. It's a popular term thrown around in the news, classrooms, and social media. Yet so many people don't fully understand how big the impact can be in our world. Climate change affects everyone. It is mainly caused by greenhouse gas emissions. In Redbridge, across London too, a big part of our carbon footprint comes from cars, heating homes, and throwing away waste.

According to the Greater London Authority, around 25% of London's carbon emissions come from transport, and over 20% come from energy use in buildings. This data shows how important it is to come together as a community and make changes. If we all act now, I'm sure we can help Redbridge become a greener and healthier place.

Emissions are gases released into the air, usually from things like cars, factories, or heating systems. The most common harmful emission is carbon dioxide. Carbon dioxide is almost everywhere in Redbridge. It mostly comes from burning fossil fuels like petrol, gas and coal. In Redbridge, we have to make sure that we encourage more and more people to walk, cycle or take public transport instead of driving.

Cars are responsible for a lot of transport related emissions in the city. Many of the journeys we probably take frequently are short and unnecessary. Instead of getting rid of buses we could upgrade them to be more kinder to our earth by, making electric buses. Create safer walking and cycling routes, and to reduce the amount of cars on the street public transport could be made cheaper, for young people and low income families.

One important way to reduce emissions in Redbridge is that schools could motivate more kids to walk to school by creating "Walk to School Weeks". Heat from our homes is another major source of emissions. Many houses still use gas boilers, which release carbon dioxide. The council could offer support for families to warm up their homes during the winter or switch to greener energy sources, like electric heat pumps or solar panels. This would save money on bills, too.

Last but not least, to conclude my essay, we can reduce emissions by cutting food and plastic waste. When waste breaks down in a landfill, it releases harmful gases. Redbridge could organise more community composting projects and help schools and homes recycle better. Also, make people understand how serious climate change is if we keep on sticking to our bad habits. It's no joke. Educating kids would also make a big impact on the positive effect we can have on our planet. Climate change shouldn't only be taught in the curriculum, but it should also be portrayed outside of school.

As Pope Francis advocated, "To harm the Earth is to harm ourselves." This is so powerful because it highlights the urgent need to take responsibility for our actions concerning the planet. The planet is changing, so why aren't we?

We are one borough, one community, one family and one ray of hope. Reducing emissions in Redbridge is not just possible—it's essential. With better transport, greener homes, and less waste, we can all help build a cleaner future. Young people like me are ready to be part of the solution. Let's work together to protect our planet, starting right here in Redbridge.

Well done!

London Borough of
Redbridge



*Congratulations
to our
Winners!!*





Laudato Si News

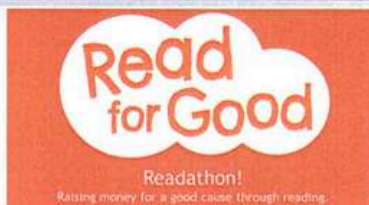
The chapel garden is bursting with colour this May! This season, our Snapdragons are in full bloom, returning every year. Alongside them is the Common Columbine with its beautiful white flowers.

A heartfelt thanks to the Laudato Si Committee as always, for their regular check-ins and care, ensuring the flowers are thriving in this warm weather. Your dedication keeps our garden flourishing!





Library News



Once again, the generous parents and students have managed to raise £663 + by sponsoring or taking part in the Readathon fundraiser, to provide books and storytellers for children and young people who spend long periods in hospital while undergoing painful and worrying treatment.

By taking part, students not only take pleasure in escaping into other worlds and adventures, but they also display 'empathy' for the young people in hospital. I would like to say a particular thank you to the 7 students below who collected far more than the suggested £1 sponsorship. Between them they raised £192.12. <https://readforgood.org/our-impact/>



Zahra Ali, 7J, Meera Dhir, 7R

Mathurena Uthayatheepan, 8C, Mariam Baig, 8R.

Haniya Khan, 9J, Nancy Rola, 9C, Amira Hossain, 9J



MFL News

Charity Bake Sale

All 20 cakes given for the competition and the cupcakes that were made during the workshop were sold during our bake sale on Friday 25th April. We raised an amazing **£152** for **CAFOD***.



WHERE: F12
WHEN: WEDNESDAY 23RD APRIL
HOW MUCH: £0.50
TIME: 12:40 PM



CAFOD
Catholic Agency for Overseas Development

*The Catholic Agency for Overseas Development, commonly known as CAFOD, is an international development and relief charity. It is the official aid agency of the Catholic Church in England and Wales

Ms Grassi, MFL Subject Lead



Careers News

Please note, below is just a snapshot of the opportunities and information posted on Satchel this week. For full details and links please check Satchel

UCL Online Personal Statement Workshops

An opportunity for pupils to learn the best techniques for writing their personal statement and get up-to-date advice from current UCL staff and students

Personal statements are an important aspect of the UCAS application process. Writing a personal statement is your chance to show your enthusiasm for studying a subject and give admissions tutors a sense of who you are as an individual.

To support with your applications, we are running two online workshops for Year 12 students in June 2025. These sessions will give you an opportunity to understand how to structure and write your personal statement. We will cover the changes to the personal statement for 2026 entry. You will also receive guidance from current UCL students who have been through the application process.

Dates and Times

- Tuesday 24th June 2025, 4–5 pm (online)
- Thursday 26th June 2025, 4–5 pm (online)

The deadline for applications is Sunday, 8 June 2025.

[Personal Statement Workshops | Access and Widening Participation - UCL - University College London](#)

Explore Your Future at LSE - Online Discovery Sessions

Join us for our LSE Discovery Sessions to learn about study opportunities, life at LSE, and tips for the application process. Hear from the Student Recruitment and Study Abroad team, and get your questions answered in real-time!

Undergraduate Session: Wednesday, 4 June 2025, 4:00-5:00pm

[LSE Discovery Sessions](#)

GlaxoSmithKline (GSK) Stevenage Work Experience 2025

The **GSK Stevenage STEM Committee** is once again hosting its **4-day on-site work experience programme**, taking place from **Monday 28th July to Thursday 31st July 2025**.

This programme offers students a unique insight into the pharmaceutical industry and the world of STEM through:

- An overview of the 'Molecule to Market' journey
- Exposure to real-world applications of Biology, Chemistry, and Digital & Analytics
- Insight into GSK's collaborative and innovative work environment
- Opportunities to explore STEM career pathways and network with peers
- Development of employability and soft skills through engaging, hands-on activities

Apply and find [full details here](#) Application deadline: Friday 23rd May 2025

Kickstart your future with EY. A global leader in consulting, audit, tax and strategy.

It's okay to not know everything when it comes to your career, as it's only just beginning. We're here to support you! Our programmes enable you to supercharge your career and give you skills for life.

So which business area should you join? We have opportunities to match your passion and strengths. Every role at EY is vitally important, as we all collaborate to ensure our clients manage risk and continue to thrive. As an Assurance colleague, you'll discover that audit is more than just filling in spreadsheets — you'll play a vital role in helping our clients protect their reputation and performance. If you join our Consulting team, you'll advise clients on the best ways to improve their businesses using insights and cutting-edge technology. In Tax, you'll work with a range of clients, from start-ups to multinational companies, to minimise risk and encourage sustainable and future-forward action. And in EY-Parthenon, you'll use your problem-solving skills to advise our clients on how to improve their business operations and build a better working world for themselves and society.

No matter which business area or programme you join, you'll have the opportunity to make your mark on how we do business and help our clients evolve while being supported every step of the way. Whether you join us for a two-day or three-year programme, we'll equip you with the skills, tools, networks and experiences you'll need to shape your future with confidence!

[Jobs - Success at School](#)

Apprenticeships

Stagecoach: engineering apprenticeships

Stagecoach offers a four-year engineering apprenticeship combining hands-on experience with in-demand skills. For the first three years, apprentices train at local depots alongside expert technicians using cutting-edge diagnostic tools. It's an excellent pathway for school leavers pursuing technical careers, with roles available across the UK. [Share with students](#)

Aldi

Aldi's apprenticeships in Store Management, Warehouse Operations, and HGV Driving offer hands-on experience, nationally recognised qualifications, and real responsibility from day one - all with a salary that turns heads! It's a fast-track route into an exciting career with one of the UK's top employers. [Share with students](#)

National Care Group: pathways into adult social care

The National Care Group Academy offers school leavers structured pathways into adult social care, combining tailored training, hands-on experience, and clear career progression. It's a great opportunity for those passionate about helping others and seeking a meaningful, purpose-driven career straight from school. [Find out more](#)

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 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.





Lunch Menus

MAINS *Only £2.50*

Week One: 06/01/2025, 27/01/2025, 24/02/2025, 17/03/24

MON	TUE	WED	THU	FRI
★ PORTUGUESE PLATES ★ Peri-Peri Chicken with Lemon & Herb Sauce (G,Su,E,Ce) Vegan Peri-Peri Squash with Lemon & Herb Sauce (G,Su,E,Ce) Spicy Wedges (Mu) Crushed Minty Peas Extras: Toasted Pitta Bread (G) Grilled Haloumi (M)	★ HOME COMFORTS ★ Beef Cottage Pie (G,So,Mk,Ce) Vegan Cottage Pie (G,So,Mk,Ce) Roasted Root Vegetables Garden Peas Extras: Crusty Baguette (G)	★ ROAST ★ Roast Chicken Dinner with Stuffing & Chicken Gravy (G) Roasted Winter Root Vegetable Wellington with Stuffing & Vegetable Gravy (So,E,G) Crunchy Roast Potatoes, Carrots & Kale Extras: Yorkshire Pudding (G,E,Mk)	★ ASIAN FLAVOURS ★ Sticky Turkey Chow Mein with Crunchy Toasted Seeds (G,So,Mu,E,Ce) Sticky Vegetable Chow-Mein with Crispy Tofu (G,So,Mu,E,Ce) Vegetable Stir Fry with Crunchy Beansprouts (So,G) Extras: Prawn Crackers (Su,Cr) Spring Rolls (G,So,Mk,E,Ce)	★ FISH & CHIP SHOP ★ Battered Fish Fillet (G,F) Jumbo Sausage (G,Su) Vegan Homemade Pea & Potato Samosa with Raitha (G) Chips Peas Baked Beans Extras: Chip Shop Gravy Curry Sauce (Mk,So)



Meal Deal
Only £2.70

Check out what's on offer today, available for free school meals!

GLOBAL EATS

From £2.50



MON	TUE	WED	THU	FRI
Sliced Tomato and Cheese Panini (G,Mk)	Chicken Beyti Flatbread (G,Mk,So)	Pepperoni and Mozzarella Panini (G,Mk)	Fully Loaded Cheeseburger with Crispy Pickles (G,Se,Mk)	Mozzarella Panini (Mk,G)

DESSERTS

- MONDAY**
Lemon Blondie (G,E)
- TUESDAY**
Sticky Baked Jam Doughnut (G,Su)
- WEDNESDAY**
Oaty Pear Crumble & Custard (G,E,Mk,So)
- THURSDAY**
Chocolate Sponge Pudding (G,E,Mk,So)
- FRIDAY**
Somerset Apple & Cinnamon Cake (Mk,E,G)

£1.40



Daily Pasta Bar

- Slow Cooked Beef Bolognese (G)
- Tomato and Basil (G)
- Mac 'n' Cheese (G,Mk)

Served with

- Home baked Garlic Bread (G,So,Mk)
- Pesto (Mk) & Cheese (Mk)

Med £2.20 / Large £2.50

ALLERGENS

we're always here!

- Ce = Celery
- Cr = Crustacean
- E = Eggs
- F = Fish
- G = Cereals containing Gluten
- L = Lupin
- Mk = Milk
- Mo = Molluscs
- Mu = Mustard
- N = Nuts
- P = Peanuts
- Se = Sesame Seeds containing Gluten
- So = Soya
- Su = Sulphur Dioxide

Speak to one of our chefs if you have any allergies.

MAINS *Only £2.50*

Week Two: 13/01/2025, 03/02/2025, 03/03/2025, 24/03/2025

MON	TUE	WED	THU	FRI
★ FIESTA FLAVOURS ★ Smoky Chilli Con Carne with Crushed Tortillas (Mu) Vegan Smoky Veggie Chilli with Crushed Tortillas (Mu,So,Ce) Golden Jewelled Rice BBQ Beans (G,So) Extras: Flour Tortillas (G) Grated Cheese (Mk)	★ KATSU KITCHEN ★ Panko Chicken Katsu with Curry Sauce (G,E,So) Panko Sweet Potato Katsu with Curry Sauce (G,E,So) Steamed Rice Asian Salad Extras: Prawn Crackers (Su,Cr)	★ HOME COMFORTS ★ Chicken Sausages with Onion Gravy (G,Su) Grilled Vegan Sausages with Onion Gravy (So) Creamy Mashed Potatoes Green Beans Extras: Yorkshire Pudding (G,E,Mk)	★ MASALA MOMENTS ★ Chicken Tikka Masala with Mango Chutney Crispy Paneer Tikka Masala with Mango Chutney (Mk) Pilau Rice Onion Salad Extras: Nan Bread (G)	★ FISH & CHIP SHOP ★ Battered Fish Fillet (G,F) Sausage Roll (G,Mk,So,Su) Vegetable Spring Roll with Sweet & Sour Sauce (G,So) Chips Peas Baked Beans Extras: Chip Shop Gravy Curry Sauce (Mk,So)



Meal Deal
Only £2.70

Check out what's on offer today, available for free school meals!

GLOBAL EATS

From £2.50



MON	TUE	WED	THU	FRI
Cheese and Tomato Panini (G,Mk)	Fish Finger Bap with Tartare Sauce & Salad (G,E,F,Se)	African Jollof Rice with Chicken	Spicy Turkey Tacos	Cheese and Tomato Panini (G,Mk)

DESSERTS

- MONDAY**
Raspberry and Coconut Sponge (G,E,Mk,Su,So)
- TUESDAY**
Pineapple Cupcakes (G,E,Mk)
- WEDNESDAY**
Apple Crumble & Custard (G,E,Mk,So)
- THURSDAY**
Banana & Toffee Cake (G,E,Mk,So)
- FRIDAY**
Chocolate & Beetroot Brownie (G,E)

£1.40



Daily Pasta Bar

- Slow Cooked Beef Bolognese (G)
- Tomato and Basil (G)
- Mac 'n' Cheese (G,Mk)

Served with

- Home baked Garlic Bread (G,So,Mk)
- Pesto (Mk) & Cheese (Mk)

Med £2.20 / Large £2.50

ALLERGENS

we're always here!

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- P = Peanuts
- Se = Sesame Seeds containing Gluten
- So = Soya
- Su = Sulphur Dioxide

Speak to one of our chefs if you have any allergies.



Lunch Menus Continued...

MAINS *Only £2.50* *Week Three: 20/01/2025, 10/02/2025, 10/03/2025, 31/03/2025*

MON	TUE	WED	THU	FRI
★ AMERICAN DINER ★ Hot Dogs with Yellow Mustard Crispy Onions & Jalapenos (G,Mu,Se,Su) Veggie Hot Dogs with Yellow Mustard Crispy Onions & Jalapenos (G,Mu,Se,Su,E) Baked Potato Wedges Southern Style Coleslaw (Su,Mu,E) Extras: Onion Rings (G)	★ SOUTH AFRICA ★ Cape Malay Chicken Curry (G) Vegan Chakalaka (Soweto Chilli) Fragrant Yellow Rice Tangy Bean Salad Extras: Mealie Bread (G,E,Mk,So)	★ ROAST ★ Slow Roast Turkey with Stuffing & Roast Gravy (G) Vegan Winter Root Vegetable & Kale Filo Parcel (G) Crispy Roast Potatoes Baked Carrots & Parsnips Extras: Yorkshire Pudding (G,E,MK)	★ WRAP STATION ★ BBQ Pulled Pork Wrap (G,Ce) Vegan BBQ Vegetable Wrap (G,Mu) Spicy Rice (Ce) Roasted Corn & Pepper Salad Extras: Tortilla Chips	★ FISH & CHIP SHOP ★ Battered Fish Fillet (G,F) Roast Chicken Cheese & Onion Turnover (G,F,E) Chips Peas Baked Beans Extras: Chip Shop Gravy Curry Sauce (Mk,So)



**THEME BARS -PLUS DAILY-
JACKET POTATOES & SALAD BAR**

Meal Deal
Only £2.70

Check out what's on offer today, available for free school meals!



Daily Pasta Bar

- Slow Cooked Beef Bolognese (G)
- Tomato and Basil (G)
- Mac 'n' Cheese (G,Mk)

Served with
Home baked Garlic Bread (G,So,Mk)
Pesto (Mk) & Cheese (Mk)

Med £2.20 / Large £2.50

GLOBAL EATS



From £2.50

MON	TUE	WED	THU	FRI
Teriyaki Chicken Noodles (G,E,So,Su)	Cajun Beef & Rice Burrito (G,Mu)	Pepperoni and Mozzarella Panini (G,Mk)	Beef Meatball & Mozzarella Sub (G,Mk)	Cheese and Tomato Panini (G,Mk)

DESSERTS

- MONDAY**
Chocolate Marble Cake (G,Mk,E)
- TUESDAY**
Banana & Choc chip Sponge (G,E,Mk,So)
- WEDNESDAY**
Lemon Curd Cake (G,E,Mk,So)
- THURSDAY**
Sticky Toffee Pudding (G,E,Mk,So)
- FRIDAY**
Coconut & Lime Shortbread (G,Su)

£1.40

ALLERGENS

we're allergy aware!

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- So = Soya
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Speak to one of our chefs if you have any allergies.



School Lunch

What Parents & Educators Need to Know about MINECRAFT



Still the best-selling game of all time, Minecraft is a bastion of creativity and community, with hundreds of millions of players building and crafting in its almost endless world. The popularity of Minecraft among gamers of all ages means it's important to remain informed about the game, including how to play it safely and whether it's suitable for the children in your care. That's why we've created this guide explaining the risks associated with Minecraft and how to ensure a purely enjoyable gaming experience.

WHAT ARE THE RISKS?

SCARY ELEMENTS

While Minecraft can be seen as a kind of 'digital LEGO', certain game modes include creatures accompanied by eerie sound effects. These can be a bit too frightening for some younger players, potentially leading to distressing in-game combat and other encounters – although the combat is quite basic and free from any real depiction of violence.

GRIEFING

Some players in Minecraft take pleasure in deliberately damaging or destroying another person's creations. This behaviour, known as 'griefing', is a form of bullying – it intentionally ruins someone else's experience by erasing hours of their work and forcing them to start over. Many public servers regard griefing as a serious offence and often ban those who engage in it.

ADDICTIVENESS

Minecraft's focus on creativity means that, as with any creative endeavour, it can be easy to get carried away. If your child is finding it difficult to manage their time because they're drawn in by Minecraft's gameplay loop of resource gathering and building elaborate projects, it could have a knock-on effect on their social interactions and schoolwork.

PUBLIC SERVERS AND COMMUNICATIONS

With public servers being so easily accessible in Minecraft, it's highly likely that children will end up chatting with strangers through the in-game text chat. Some servers even place an emphasis on social interaction, actively encouraging communication between players. While there's nothing inherently wrong with this, it does carry certain risks. In addition to the concerns around speaking with strangers online, players who host their own servers may have their IP addresses exposed, posing a further security concern.

ADDITIONAL PURCHASES

Minecraft is available as a free trial on a variety of devices; however, the full game requires a one-off purchase, which is typically around £15. After that, players have the option to buy additional cosmetic upgrades or subscribe to Minecraft Realms. Realms is an entirely optional subscription service that allows users to run their own private server to play with friends. Without proper supervision, younger players may end up making unintended or excessive purchases.

Advice for Parents & Educators

CHOOSE THE RIGHT MODE

Selecting Creative or Peaceful mode allows children to play Minecraft without having to contend with enemies. It's also a great way for you to get used to playing the game with them, since the difficulty level is far lower. This allows you to work together on a long-term project, creating something special without the threat of enemies and creatures attacking you or damaging your building.

HOST A PRIVATE SERVER

The easiest way to find a safe server for children to play on is to make one yourself. Hosting a server prevents strangers from finding it, unless they've been given its address and password. A private server also lets you control who's allowed to enter and – if necessary – ban anyone who shouldn't be there. This is the closest equivalent to parental controls in Minecraft. Hosting a private server, however, will cost a monthly fee.

TALK ABOUT STRANGERS

At some point in their lives, almost everyone will make contact with a stranger online. Talking to children about online safety, therefore, is essential – as is having a plan for dealing with any hostile or difficult people. It's important that a child knows never to tell a stranger about themselves online and that they should come to you straight away if they do encounter a problem.

RESEARCH CONTENT CREATORS

Much of Minecraft's early stages can be an exercise in frustration for players who don't know where to start. Thankfully, there's a wealth of material online and in video format to help you learn the basics. Just be mindful that some of this content may not be appropriate for children, so you should consider watching it yourself first.

PLAY MINECRAFT WITH YOUR CHILD

As a creative building tool, Minecraft makes it great fun for children to team up and construct vast buildings accompanied by imaginative landscapes, much like working with LEGO or model kits. Playing in a game mode that includes enemies can encourage critical thinking and teamwork; however, you should consider which game mode is appropriate for the child in your care.

Meet Our Expert

Lloyd Coombes is Gaming Editor at the Daily Star, and has worked in games media for more than 6 years. A long-time gaming enthusiast, he is also a parent and therefore a keen advocate of online safety for children of all ages.



#WakeUpWednesday

The National College®

Extra-Curricular Activities

Day	Activity	Time	Room	Year
MONDAY				
BEFORE SCHOOL	Breakfast Club: DGU	8.00 – 8.30a.m.	Canteen	All Years
	Worship Band: JHU	8.25 – 8.40a.m.	Hall	Years 9/10
LUNCHTIME	Trampolining: LWH	12.40 – 1.40p.m.	Gym	Years 9/10
	Guitar Ensemble: JMC	1.10 – 1.40p.m.	S5	All Years
	I T Club: RGO	12.40 – 1.10p.m.	F6	All Years
	Library Lunch Club: CFI	12.40 – 1.35p.m.	Library	All Years
	Maths Club: SDN/SVI	12.40 – 1.40p.m.	F13	All Years
	Science Homework Club: SAK	12.40 – 1.10p.m.	G9	Years 7/8
Fortnightly	Chemistry Club: JOS	12.40 – 1.10p.m.	G8	Years 9 - 13
AFTER SCHOOL	Homework Club: CFI	3.30 – 4.30p.m.	Library	All Years
TUESDAY				
BEFORE SCHOOL	Breakfast Club: JMC	8.00 – 8.30a.m.	Canteen	All Years
	Worship Band: JHU	8.25 – 8.40a.m.	Hall	Years 9/10
	Big Sister Mentoring: HCO	8.45 – 8.55a.m.	Hume House	Years 11 - 13
LUNCHTIME	Dance: GCSE PE Students	12.40 – 1.40p.m.	Dance Studio	Years 10/11
	KS3 Drama Club: IMI	1.10 – 1.40p.m.	Drama Studio	Years 7/8/9
	I T Club: RGO	12.40 – 1.10p.m.	F6	All Years
	Library Lunch Club: CFI	12.40 – 1.35p.m.	Library	All Years
	Maths Club: SDN/TKA	12.40 – 1.40p.m.	F13	All Years
	Maths Intervention: SVI	12.40 – 1.10p.m.	S8	Year 11 Students
	Music Year 7 Practice Room Access: JHU	12.40 – 1.40p.m.	Music Rooms	Year 7
	Music String Group: JHU	12.40 – 1.40p.m.	S5	Years 7/8/9/10
	Python Lab: MHA	12.40 – 1.10p.m.	F7	Year 10
	STEM Club (Visualise): AKO	1.00 – 1.30p.m.	G12	All Years
Violin Ensemble: Peri Teacher	1.10 – 1.40p.m.	S5	All Years	
AFTER SCHOOL	English 5 O' Clock Club: SRI/MCR/FCH/LBU	3.30 – 5.00p.m.	F8	Selected Year 11 & 13 Students
	Homework Club: CFI	3.30 – 4.30p.m.	Library	All Years
	Open Netball Session: LWH	3.20 – 4.20p.m.	Playground/Dance Studio	Years 9/10/11
WEDNESDAY				
BEFORE SCHOOL	Breakfast Club: JMC	8.00 – 8.30a.m.	Canteen	All Years
	Worship Band: JHU	8.25 – 8.40a.m.	Hall	Years 9/10
BREAKTIME	Ukulele Group: DEA	10.40 – 11.00a.m.	S5	All Years
	Music KS4 Practice Room Access: JHU	10.40 – 11.00a.m.	Music Rooms	Years 10/11
LUNCHTIME	Eco Club: HCO/JMC	1.00 – 1.30p.m.	G3	All Years
	French Intervention: LGR	1.10 – 1.40p.m.	G6	Year 11
	Geography Intervention: HCO	12.40 – 1.30p.m.	G3	Year 11
	Islamic Society: AAH	12.40 – 1.40p.m.	F10	All Years
	I T Club: RGO	12.40 – 1.10p.m.	F6	All Years
	Library Lunch Club: CFI	12.40 – 1.35p.m.	Library	All Years
	Music Year 9 Practice Room Access: JHU	12.40 – 1.40p.m.	Music Rooms	Year 9
	Music KS4/KS5 Choir: JHU	12.40 – 1.40p.m.	S5	Years 10/11/12/13
	SEN Science Club: MUD	12.40 – 1.40p.m.	G11	Years 7/8
	Spanish Speaking Club: SCL	12.40 – 1.10p.m.	G5	Year 11
Sparx Maths Club: SSI/YVE	12.40 – 1.40p.m.	F13	All Years	

AFTER SCHOOL	Athletics Club: JMA	3.20 – 4.30p.m.	Playground	Years 7/8/9/10
	DT Catch-Up Club: AKO	3.20 – 4.20p.m.	G12	Year 11
	EAL Intervention: FCH	3.30 – 4.15p.m.	F11	Selected Students
	Football: LBU/DOK/LWH	3.20 – 4.20p.m.	Gym	Years 7/8/9
	Homework Club: CFI	3.30 – 4.30p.m.	Library	All Years
THURSDAY				
BEFORE SCHOOL	Breakfast Club: EDO	8.00 – 8.30a.m.	Canteen	All Years
	KS3/4/5 Choir: JHU	8.15 – 8.40a.m.	S5	All Years
LUNCHTIME	Art Club: RBU	12.40 – 1.40p.m.	S2	GCSE & A Level Art Students
	Badminton: DEA	12.40 – 1.40p.m.	Gym	Years 9/10/11
	Debate Club: EDO	12.40 – 1.40p.m.	F19	Years 12/13
	Greek Mythology: MPO	12.40 – 1.10p.m.	F4	All Years
	I T Club: RGO	12.40 – 1.10p.m.	F6	All Years
	Library Lunch Club: CFI	12.40 – 1.35p.m.	Library	All Years
	Medic Mentoring: KSE	1.10 – 1.40p.m.	G11	Year 12/13
	Music KS4 Practice Room Access: JHU	12.40 – 1.40p.m.	Music Rooms	Years 10/11
	Music: KS3 Choir: JHU	12.40 – 1.40p.m.,	S5	Years 7/8/9
	STEM Club (Visualise): AKO	1.00 – 1.30p.m.	G12	All Years
AFTER SCHOOL	Homework Club: CFI	3.30 – 4.30p.m.	Library	All Years
	Music: Worship Band: JHU	3.30 – 4.30p.m.	S5	Years 9/10
FRIDAY				
BEFORE SCHOOL	Breakfast Club: DGU	8.00 – 8.30a.m.	Canteen	All Years
BREAKTIME	EPQ Club: GIR	10.40 – 11.00a.m.	G19	Year 12/13
LUNCHTIME	African Caribbean Society: SAK/DOK	12.40 – 1.10p.m.	F7	All Years
	Art Club: RBU	12.40 – 1.40p.m.	S2	GCSE & A Level Art Students
	GCSE Computer Science Intervention: MHA	12.40 – 1.10p.m.	F6	GCSE Computer Science Students
	French Ambassadors Club: LGR	12.40 – 1.10p.m.	G6	Years 8/9
	Gardening Club: DEA	12.40 – 1.10p.m.	Chapel	Years 7/8
	I T Club: RGO	12.40 – 1.10p.m.	F6	All Years
	Library Lunch Club: CFI	12.40 – 1.35p.m.	Library	All Years
	Music: Year 8 Practice Room Access: JHU	12.40 – 1.40p.m.	Music Rooms	Year 8
Fortnightly	Poetry Club: SFN	1.05 – 1.35p.m.	F3	Years 7/8/9
AFTER SCHOOL	Athletics Club: JMA	3.20 – 4.15p.m.	Playground	Years 7/8/9/10
	Homework Club: CFI	3.30 – 4.30p.m.	Library	All Years
	Music: KS4 Coursework: JHU	3.30 – 4.30p.m.	S5	Years 10/11

School

