



HEADTEACHER'S MESSAGE

Dear Parent /Carer,

It is with great pleasure that I send home to you the summer 2023 newsletter. This year has gone faster than any academic year I have known but as you will see the All Saints community is one that never stops caring, engaging, and seeking exciting opportunities for our young people and staff to grow. In engaging these activities, we have seen the community become ever closer, celebrating each other and our achievements as a family.

From new experiences and challenges to rewards and adventures it has been a fantastic year and I am so incredibly proud of our school community.

Ofsted visited us and as the report stated they believe we could be rated and outstanding school. Please read this on the website- our community is recognised for the happy and successful school it is. For us we aim to be the best we can be for our young people always and we always strive to ensure they leave us to go on to university/apprenticeships feeling happy fulfilled and supported for the next phase of their lives taking a piece of All Saints with them always.

In living out our RUAH values we support our young people to grow in faith and next year we have even more exciting opportunities for our young people. Please keep an eye on the school social media and updates we send.

Wishing you and your families a wonderful summer break and we look forward to welcoming your children back to us in September along with our new year 7 cohort

With every good wish,

Ms C Cantle
Headteacher



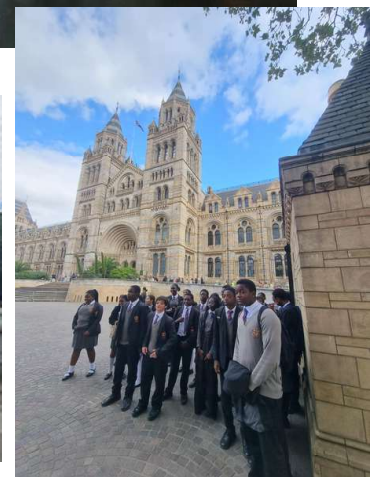
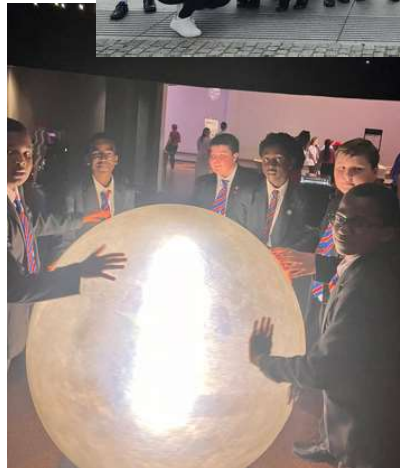
Summer Newsletter

Curiosity Week 2023

As we end the summer term each year we organise for every pupil to take part in a free trip to develop their cultural capital and experiences; learning outside of the classroom with their peers and pastoral leaders in the spirit of RUAH!

This year we have visited:

The National Maritime Museum
The National Gallery
The Bank of England
The Science Museum
The Natural History Museum
Tate Modern Gallery
The Tower of London
Greenwich Royal Park



SOCIETY OF ST JOSEPH - CHAPLAINCY



It was a particularly poignant way to celebrate the great feast of Saints Peter and St Paul in appointing 19 new members to the Society of St Joseph.

These students have demonstrated an outstanding commitment to the prayer life and Christian service of our school community and on the 29th June they were duly rewarded with their long-awaited red ties.

In the next academic year the chaplaincy team will be working with these students in a mentoring capacity, so as to help form them for mission and service within the All Saints Community.



Our lunchtime **Pray and Play Club** has gone from strength to strength. It is a pleasure to see our beautiful St John Henry Newman Chapel full of smiling faces and brimming with important questions about building a relationship with Christ, knowing our own worth and dignity as children of God, overcoming challenges and differences of opinion and finding friends who will help us on our journey towards sainthood!

The group has become so popular that we added a new after-school activity in the summer term called **Faith and Fellowship**, where we are able to go a bit deeper with discussions. We have been using the **Alpha** framework and will continue this programme in September.

Year 8 were very pleased to welcome guest speakers Margaret and Barry of the Mizen Foundation to share the story of their son Jimmy and spread a message about the power of forgiveness.

Next year, as **Year 9**, this group will be working on a fundraising plan to help support the Mizen foundation to share their vital message with young people around the country, so it was wonderful for the students to be able to meet them and ask some brilliant questions.

More information can be found on their website - <http://mizenfoundation.org/>



FEAST DAY CELEBRATIONS



- St Peter and Paul
- Ascension
- Mizen Foundation
- Pray & Play / Faith & Fellowship
- Fr. Paschal
- Bishop's day (year 12)



END OF KS3 RE HELLO KS4 RE!

We can't believe KS3 RE is coming to an end. After 3 whole years of hard work, it has finally paid off. We have learnt so many topics and we can say we have gained more knowledge and have seen a new perspective on our Catholic Christian lives. We have explored topics from Catholic Social Teachings, Covenants, Who is God? Who is Jesus? Hinduism & Judaism.

In Year 9 we were able to explore religions further and link it to Moral Issues, Society, as well as Relationship Sex Education using the resources from "Ten:Ten." Where Nathan and Maurie spoke about the theology of the body. We are looking forward to starting our GCSE RE course from September and encourage all Year 9 students to purchase the following revision book to help them achieve their best grades.

Edexcel GCSE Religious Studies A (9-1): Catholic Christianity with Islam and Judaism Revision Guide: With all you need to know for your 2022 assessments (GCSE Religious Studies for Edexcel)

Year 9 – Religious Education

Terms	People of God		
	Year 7 ✓	Year 8 ✓	Year 9
Autumn	1. Who is God? 2. Who is Jesus?	1. Promises 2. Jesus – The New Covenant	1. PWR – Sacraments
Spring	3. Kingdom 4. Catholic Identity	3. Covenant People 4. Reconciliation	2. ACE Section The Theology of the Body (Year 10 and 11) 3. Religion and Society
Summer	5. PWR – Adjuvum Project 6. Days and Challenges	5. PWR – Mazon Project 6. What's hot?	4. Moral Issues and Respect for Life 5. GCSE Prep Course

Specification Details

Pearson Edexcel – GCSE Religious Education – Specification A Catholic Christianity		
Paper 1 Study of Catholic Christianity (30%) 1 hour 45 minutes	Paper 2 Study of Judaism (20%) 50 minutes	Paper 3 Study of Philosophy and Ethics (20%) 50 minutes
1. Beliefs and Teachings	1. Jewish Beliefs and Teachings	1. Arguments for the Existence of God
2. Practices	2. Jewish Practices	2. Religious Teachings on Relationships and Families in the 21st Century
3. Sources of Wisdom and Authority	There are 8 units in total. Each of the 8 units has 8 topic areas to cover.	
4. Forms of Expression and Ways of Life	HOW MANY TOPICS IN TOTAL? Exam Board: EDEXCEL	

Introducing the New Religious Education Directory (RED 2025)

From September all our KS3 pupils will be following a brand new curriculum which has been put together by the Bishops of the Department of Education. We are really excited to launch this new curriculum ahead of its compliance date which is September 2025.

Please check out the variety of topics which will enhance our pupils' religious formation and assist them to serve the Church and society.



Our Campus

PLACING BEAUTY AT THE HEART OF OUR SCHOOL



Wall Art



Since September we have embarked on a major project of beautifying our school corridors with beautiful learning walls that cover areas of our curriculum and embody the values and Christian virtues we aim to develop in each and every one of us; so far Science, English, Humanities, RE and the Main Corridor have been given a huge make over that pupils and staff just love! There is something new to find and think about on the daily commute between classrooms. Watch this space for further developments....

Garden



The Front Garden, once just a lawn, is also now a thriving and burgeoning vegetable patch, wildlife haven and place to reflect for staff and pupils as pupils have honed their planting and DIY skills. We hope the area continues to thrive.



Early Entry

What is Early Entry

Early Entry refers to students at A Level who are applying to courses at Oxford or Cambridge university or any courses with early entry requirements, these include:

Dentistry

Medicine

Vetinary Science

Mr Willis has been working closely with these students to produce personal statements, a portfolio and offer bespoke careers advice.

If you are in the Year 12 cohort and also intend on entering through Early Entry, please contact Mr Willis to make him aware

Peer Mentoring

Peer Mentoring has now finished for the year; this involved over 30 students who registered as peer mentors and partook in volunteer and charitable works to help students in younger year groups.

If you are in year 9, 10 or 12 and interested in peer mentoring a Year 7 student next academic year, please contact Mr Willis

Brilliant Club

What is the Brilliant Club?

The Brilliant Club is run by Oxford and Cambridge universities who mobilise the PhD community to support students to access the most competitive universities and succeed when they get there.

Brilliant Club at All Saints

This year we have had 48 students partake in the brilliant club where they have been tutored on specialist subject areas delivered by a PhD Tutor. These areas of study have ranged from:

How useful is mimetic desire for understanding social conflicts and the world around us

How would you create an run a new currency in a newly established civilisation?

How useful is a computer in an ever-changing technological world?

Brilliant Club at All Saints

Every student on the Brilliant Club course achieved a 2:1 or 1st on a university piece of work at the end of their studies.

Two pieces of work were submitted to the prestigious 'The Scholar' newsletter produced by Cambridge University as part of their exceptional practice on the course.



SPORTS

CONDOVER HALL - NETBALL AND FOOTBALL TRIP



GIRLS NETBALL TEAM

Friday 9th June students from Year 8 & 9 left Barking and Dagenham to compete in a nationwide tournament in Shrewsbury. Playing against formidable opponents saw All Saints Yr9 girls team play some outstanding netball. On an extremely hot weekend the girls fought through 10 matches only losing 3 and coming joint 3rd to another school on matches won, but narrowly losing out on a bronze medal on goal difference. Outstanding performances by all the girls. Not only representing the school so well and performing skilfully, the girls made memories which will last forever. It was a pleasure to make this weekend possible for such a great group of girls, Mrs Manning once again a very proud teacher.

ALL SAINTS - B TEAM

There are three words that describe All Saints Catholic School Team B; hardworking, resilient and adaptable. The All Saints Catholic School Team B performances were reminiscent of the recent heroics of West Ham United Football Club; each player worked hard for the team. Makai controlled the centre of midfield scoring 4 goals and assisting the strikers in every game. The player of the tournament for the team was Noah, who led by example; never stopped running, demonstrated leadership skills and played brilliantly on both flanks. Jayden showed class with 3 left foot finishes and Toby and Victor made great contributions through saves and goal distribution.



YEAR 9 - A TEAM

The team worked really hard and showed great togetherness throughout the tournament. Started off with a loss and then managed to get 2 wins under our belt which built our confidence going into the last two matches. Unfortunately, we were unable to get enough points to finish 2nd and qualify to the knockout stages. Boys had a great day and played some entertaining football. Represented the school in the best possible way and was a very proud teacher to be in charge of them.



The year 8 team got off to a slow start in the sweltering heat. Losing their first two games (to the eventual 1st and 2nd place team) before clicking as a unit. Some very good defensive play from David Ferreira and leadership from Bryan Montoya Montoya saw the boys win the next three games on a bounce. Some very good attacking play from Christopher Etim and Malaki Adjei saw them finish with 11 goals between them.

The boys ended the day strong, just one point short of a top four finish. Benas showed some fantastic ability between the posts in order to keep the team in contention for a top four place. A brilliant day, 9 games played, 4 won and a good time for all involved.

The students had a great experience and were an honour to take. All of them great role models representing All Saints School and Community very well. This event makes the PE Team proud teachers. Well done

Borough Athletics competition



50 students represented our school in the competition where 12 different schools from the borough competed against each other. Our students were a real credit to the school and we would like to particularly congratulate to the following students who finished in the top 3 across various athletic events on the day:

NATIONAL SPORTS WEEK

National sports week was a great success with some opportunities for our pupils to take part in a variety of different sports including dance (hip-hop and afrobeats), golf, volleyball and many more. We had some really good numbers for both the after-school dance sessions as well as great success during the lessons with pupils exploring a variety of different sporting activities and variations of different sports.



LONDON YOUTH GAMES

Team Barking and Dagenham won both the boys' and girls' overall trophies at the London Youth Games for judo this year. All Saints played a vital part in this with 19 KS4/5 students selected for team B+D and coming home with 13 medals between them. This success has come from both our Enrichment sessions that has ran through-out the year with our year 12's and our after-school club session with the rest of the school. Thank you to Sensei Calvin, Beth and Miss Cantle for the support on the day and helping the team reach this point in less than a year.



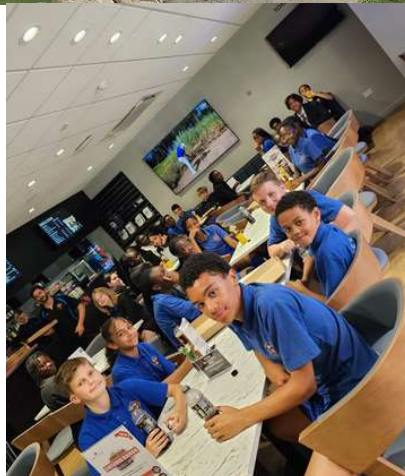
Congratulations



Sports reward trip



Sports reward trip to Golf Kingdom for Year 7 to 10 students who have represented All Saints this year in a variety of sports. All showing great sportsmanship, commitment, dedication and been superb role models. Lewis, Donna and Jeremiah all shone this year resulting in them gaining Jack Petchy awards for their work in PE. This reward trip was a result of their hard work and thoughtfulness in wanting a reward trip for all years. Thank you guys and well done to all our sports stars. The PE dept enjoyed watching you play moby golf and tucking into your pizza.



Year 7 and 8 Sports day



Year 7 results

The eagerly awaited Year 7 and 8 Sports Day proved to be a resounding success, showcasing the remarkable sporting abilities and unwavering team spirit of the young participants at All Saints School. With a plethora of track events and an exhilarating tug of war competition, the day was filled with moments of high energy, fierce competition, and jubilant camaraderie. The students, with their exceptional performances and enthusiastic participation, made this sports day an unforgettable experience. It must also be noted that the students were excellently behaved and we would like to thank all the staff involved in making the events happen.



Year 8 results



Health and Social Care

COVENTRY UNIVERSITY

The year 13s have done extremely well completing their Health and Social Care course. I wish all the students the very best of luck

It has been a busy term for the year 12 health and social care students; they have sat 2 exams this year, Dr Ope Raji and her colleagues came to visit and spoke about her work in the health and social care sector and students visited Coventry University where they had a tour of the campus and a taster session on what university specialism could be like





LAW

CLIFFORD CHANCE - INTERNATIONAL LAW FIRM

Year 12 law students enjoyed a trip to the offices of international law firm Clifford Chance at the end of the Spring term. Based in a 30-storey tower in Canary Wharf, Clifford Chance is a magic circle law firm, which is an informal term describing the five most prestigious London-headquartered multinational law firms.

The students were greeted by former All Saints pupil Chloe L, who is now a solicitor in the Litigation and Disputes Resolution department. Chloe told the students about her journey from All Saints via Oxford University to Clifford Chance. The students were able to ask her questions about her A-level choices, her time at university and what her training and work experience has been like at Clifford Chance. The head of graduate recruitment also gave a talk to the students about what they look for in applicants and the range of work experience schemes the firm offers. Finally, four current trainees from different departments spoke to the students about their routes into law and what they do in their jobs.

After having lunch, the students were given a brief tour of the building, including the swimming pool and the bar. The students had a great time and were a credit to the school. Many of them took the opportunity to gather the LinkedIn contact details of the solicitors that they met so perhaps in a few years there will be two former All Saints pupils welcoming us at Clifford Chance.



Computer Science & IT

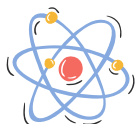
STEMETTES COMPUTING EVENT

We had the pleasure of hosting two ladies from the Stemettes society and our students had the opportunity to learn about e-safety related to Social engineering, Web programming and ask questions related to career pathways in Computing and IT.

Almost all the Y 10 girls taking Computer Science as a GCSE took part and judging by the level of engagement and interest this generated among our pupils this was a real success.

They had to learn first about phishing and be able to give advice against this social engineering threat. Then the girls worked in pairs designing an interactive webpage using codepen, which they had presented to the rest of the group.





Science

YEAR 8

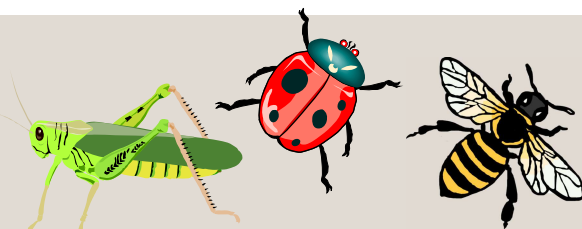
Year 8 performed numerous outstanding experiments in all three sciences, including investigating making copper sulphate crystals. This shows what happens when a specific factor is changed, giving insight into cause-and-effect relationships.



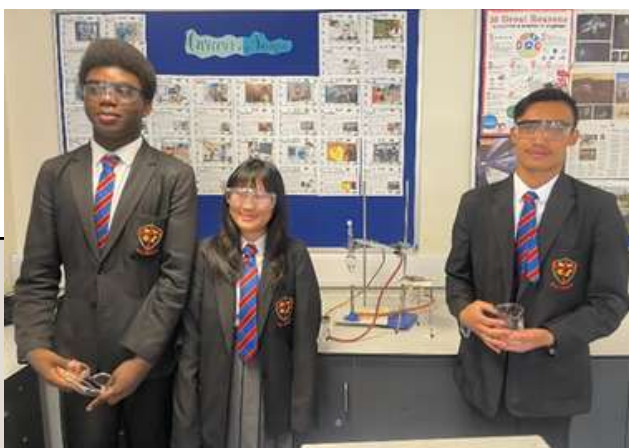
YEAR 9



Year 9 thoroughly enjoyed the practical activity and were extremely enthusiastic to estimate the population of a certain species using transects and quadrats, as well as study the factors that may affect them.



YEAR 11



Taster Day for chemistry where they separated water from alcohol.



Drama Club

HARD-WORKING DRAMA CLUB MEMBERS



Through-out the academic year we have had multiple pupils join Drama club at one point we had over 50 members. These 30 pupils in this picture have been loyal, dedicated and hard-working committing to Drama Club for the entire year. We have worked on many different Drama skills such as improvisation, slow motion, thought tracking, hot seating and many more. The pupils have all grown in confidence since the beginning of the year and will continue to share the love for Drama as they continue their journey here in All Saints. I had 3 volunteers this year help run the Drama club they are Natalia 12B, Jacob 9A and Oliwia 9C. These 3 pupils have been extremely helpful over the year giving up Thursday lunchtimes every week for the entire year I am extremely thankful for their support. Well done Drama club keep up the good work next year.



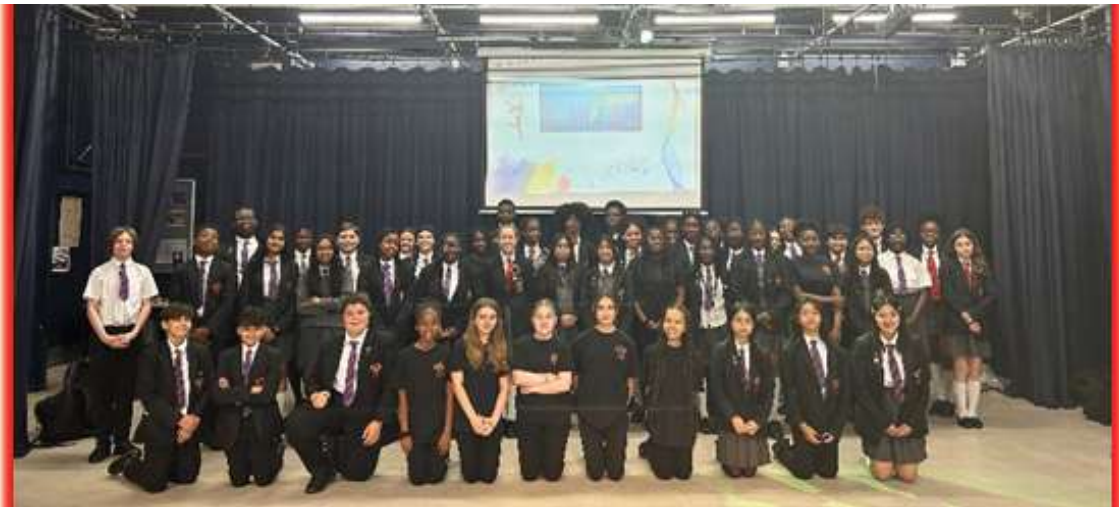
Performing Arts

GCSE Music Students attend Royal Albert Hall

Our Year 10 and 11 students got the opportunity to attend a concert at the Royal Albert Hall in London on the 28th of March this year. The students got to watch a performance from Wandsworth Philharmonic orchestra which has enriched their music experience. They got to witness a live orchestra, which some students would never get the opportunity to experience. This has been a huge help to their listening paper. Throughout the evening there was questions and comments made such as "Miss this is the piece that was on that paper we listened to" and "Miss, is that call and response". It was such a lovely experience with the GCSE students and one they will not forget for a long time. There was nothing but positive comments after the event from all the students. An evening enjoyed by all.



HARD-WORKING DRAMA CLUB MEMBERS



Creative Champions - Creative Arts Student Leadership Team

Our Creative Champions have been working extremely hard this term on their workshop they completed with local primary school St Bedes. This workshop was held on the 4th of July with a performance completed on the 10th of July. The creative champion team worked hard with the Yr5 students on both days. Drama completed a workshop centred around growing up and the transition into secondary school. Art and Technology worked on creating and designing flowerpots and pencil holders while Music and Dance worked on learning a routine and song to "When I Grow Up" from Matilda. Every student worked very hard on this project, and it was a huge success. This would not have been possible without the help from Mr Waikh, Mr Charie, Mr Mia, Mr Gama and our Creative Champion lead Ms Hogan who organised the event.

Contemporary Dance Club

Contemporary Dance Club has been working very hard this term. They entered their first Virtual Dance Competition where they were successfully shortlisted to the semi-final. They unfortunately didn't make it to the final 10 this year, however, were given excellent feedback that they will work on and will try again next year. They did extremely well for their first time entering an event like this and should be very proud of themselves. They are continuing to grow in confidence and strength every week. They learn a new routine every other week, they work on strengthening their core and work hard on improving their technique. This club runs every Monday with Miss Hogan. As stated before, the club would not run if these students did not turn up every week and Miss Hogan is proud and grateful for each and every member!



Lower School Choir – Visit to Local Care Home

Lower School Choir have worked extremely hard this term, where they got the opportunity to sing for the elderly at a local care home Willow Court. The residents were delighted with their singing and have asked the choir to come back again next year at Christmas and Easter. They have been working on hymns for each service. They have led the congregational singing at the St Peter and Paul mass on the 29th of June and sung extremely well. The choir work so hard each and every week. They turn up every Monday lunchtime and put 100% into every rehearsal.




HIGH SCHOOL MUSICAL JR

CALLING ALL ACTORS, SINGERS, DANCERS & BACKSTAGE CREW

ALL SAINTS CATHOLIC SCHOOL PERFORMING ARTS DEPARTMENT IS THRILLED TO ANNOUNCE OUR NEXT ANNUAL SCHOOL PRODUCTION

AUDITIONS!!!

COMING SEPTEMBER 2023

WE HOPE TO SEE MANY OF YOU AT THE AUDITIONS



$E_k = \frac{1}{2}mv^2$ Physics

The students were busy preparing for their exams

Year 13 have completed all of their physics exams which included 3 papers and finished all of their required practicals for the course. They have developed into budding young scientists, both in the classroom and in the lab and have made great progress in their lab-based skills. I wish them all the best on their onward journey.



The students have been busy studying electricity and how we can manipulate electrical circuits for our benefit. They enjoyed learning about the practical applications and the associated lab work that went with it. This topic has allowed students to develop a variety of different skills including problem solving with real-world examples and how the application of mathematics can be a powerful tool in physics. We have recently moved on to circular motion and simple harmonic motion. The students have enjoyed being able to relate the physics to everyday examples such as bridges and buildings. They have been working their lab books and practical skills and have completed more practical work,



Why not watch a film or series in French or Spanish over the holiday???

You could watch it in English with French/Spanish subtitles or be bold and try and watch it in original language. Have a go, you'll be surprised at how much you understand.



• **Family Business:** In this comedy series, a Paris family decides to turn its declining kosher butcher shop into the first French marijuana coffee shop. Ilarious!!!



Thi mai: Along with her two friends, a determined woman travels to Vietnam to bring home the young girl her recently deceased daughter had planned to adopt. You won't stop laughing!



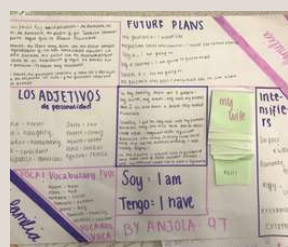
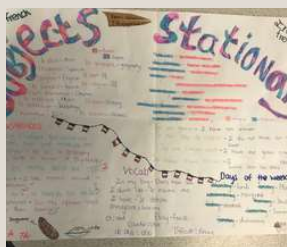
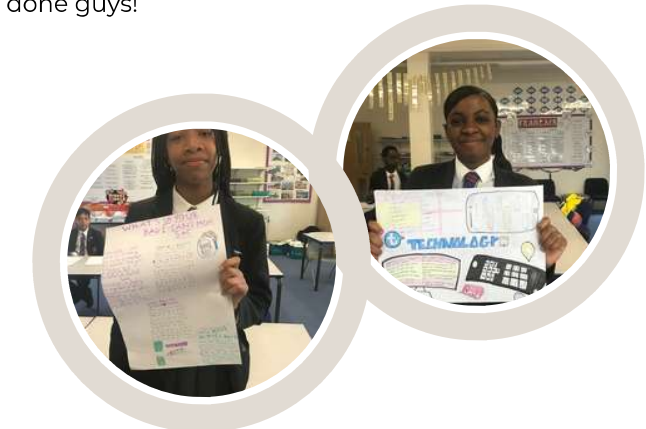
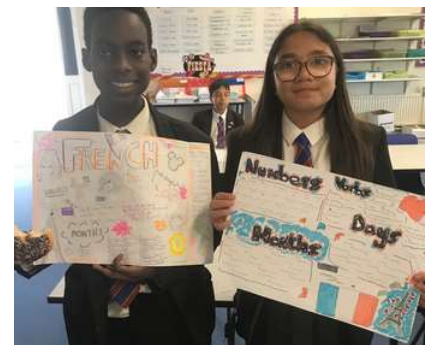
Spanglish: A woman and her daughter emigrate from Mexico for a better life in America, where they start working for a family where the patriarch is a newly celebrated chef. A lovely romantic comedy



Braqueurs/Ganglands: To protect his family from a powerful drug lord, skilled thief Mehdi and his expert team of robbers are pulled into a violent and deadly turf war. If you like action, you won't be disappointed!

FRENCH AND SPANISH PROJECT

KS3 students have been working on a project in French and Spanish to revise some of the topics they have studied this year with their teacher. They needed to recap what they had learned in one topic and show they had understood the main concepts of that particular unit. All of the students have worked extremely hard on this project and the MFL department wanted to celebrate the amazing work students have done. Look at the pictures for excellent examples. Well done guys!





Sixth Form

Year 12 visit Snapchat HQ



Year 12 students were invited to Snapchat HQ in London as part of a collaboration with Elevate Her UK. During the event, student took part in an inspiring 'Women In Tech' panel discussion and also participated in a workshop learning how to create their own unique filters. Whilst there, they also explored the world of tech and even created their own unique Snapchat lens to use!

Mock Interviews

We welcomed back a number of Alumni on the 11th May to interview our current year 12 cohort on their aspirational University choices and courses. It was a brilliant experience for all involved, which proved to be both beneficial and thought provoking for the year 12 cohort. Upon completion of the interview, each student was given a score and some areas of strength and areas of development to focus on.

Diocese Sixth Form Leadership Conference
Our Heads of 6th Form Student Leadership attended an inspiring conference with fellow student leadership teams from different schools across the Diocese of Brentwood.
They took part in a leadership discussion led by Bishop Alan and were given the opportunity to network with their peers to formulate exciting plans for next academic year.



Boat Party Graduation

Our Year 13 boat party was a huge success and a fantastic way to celebrate all of our students hard work. We look forward to sharing in their successes on results day in August.





Politics

PURE POLITICS

YR 13 Politics students completed their course and we have every confidence in them that results in the summer will reflect their huge efforts! Well done in advance!

Our YR12 Students have proven themselves to be creative and entrepreneurial; they have published a regular politics newsletter for pupils and parents to enjoy online (the Local Council are regular readers!) and Charlie and Natalia recently found themselves in a news studio as they look to enter the world of journalism.


They have also enjoyed out of school sessions with Tony Blair and other leading figures! Bring on the new year and a General Election to come - Mr Pauro, Ms Almond

Issue Number: 9

purely politics
educating the youth.

-SUMMER TERM-

Date: Thursday 15th June 2023



Tory Turmoil: Is The Government On The Brink Of Collapse Or Spiralling Towards Civil War?

Tory turmoil escalates as the Conservative party remains deeply divided, following the ousting of former Prime Minister Boris Johnson. The party has splintered into two factions: the right-wing **loyalists**, supporting Boris Johnson, and the left-wing supporters of Rishi Sunak. This lack of unity has led to detrimental decisions, such as a failed mini-budget and a surge in illegal immigration. Amidst a media "witch hunt", Boris Johnson resigned as an MP, triggering concerns of a wider **exodus**. These concerns were validated when prominent Johnson supporters Nadine Dorries and Nigel Adams also announced their resignations, fueling speculation of there being more to come. The divided party poses a challenge for PM Sunak, who requires a united front to pass **legislation**. The growing divide between factions has resulted in bitter accusations, with right-wing **loyalists** labelling Sunak's supporters as "deceitful". This widening split raises the prospect of a potential Labour government taking power, striking fear among many Conservatives. Currently, the Conservative party's internal strife jeopardises government stability, as well as the future of the party and the country's political landscape.

Government News written by Charlie Gell

Sturgeon Scandal

The former First Minister of Scotland, Nicola Sturgeon, resigned from her position earlier this year. An unexpected decision at the time, but her reasoning is starting to become ever more transparent. Sturgeon's husband, Peter Murrel, was the first to hand in his letter of resignation, after taking responsibility for giving false information on the number of party members. Yet subsequently, an investigation into £600,000 of mispent donation identified the former First Minister and her husband as suspects, hence her arrest on the past Sunday. Despite not being charged and strongly denying the once admired and respected reputation has certainly been damaged: so much so that some are calling her resignation as an MSP (Member of Scottish Parliament) or to be suspended by the new First Minister Humza Yousaf. Nevertheless, Yousaf is adamant that he will not suspend his predecessor until the scandal has been reached. Yet, the only certainty is that turmoil and scandal will not appeal to the Scottish people at the next general election or with their independence campaign.

Opposition News written by Luca Ragaveias

The New Age Of Eco-Entertainment

In November 2019, Formula 1 announced its 'Net Zero 2023' project. The project aims to reduce fuel consumption, to create an eco-friendly fuel and **hybrid engines** that best to tackle CO2 emissions. Numbers revealed that changes have in fact started to take place - F1 has reduced its carbon footprint by 17% over the first 2 years of the initiative. Not only does this directly improve the sustainability within the sport and reduce the environmental damage, but it also means that F1 is empowering and engaging the wider sport on direct action. This could lead to an indirect push for a more green alternative to entertainment. Yet, there is still a lot to be sceptical about. Firstly, only about 0.7% of CO2 emissions come from the racing cars themselves, as by far the largest contributor to these emissions is logistics - the movement of equipment by road, air or sea - which accounts for 45% of the carbon footprint. Moreover, only time will tell if the project will be completed, as time and time again, environmental **pledges** have been broken by governments and companies worldwide.

Environmental News written by Mateusz Jablonowski


Issue Number: 9

Date: Thursday 15th June 2023

Youth Survivors Of The Amazon Crash

On the 1st of May, the Cessna 206 aircraft faced a tragic crash in the Amazon Rainforest, killing the pilot, another adult, and the mother of four children, who herself died 4 days after the crash. These four children miraculously survived, ages ranging from 1 to 13. They persisted for 40 days after the crash by eating cassava flour, seeds, and other rainforest fruits. They used their Hutooto descent and knowledge to aid their survival, apparent when they hid in tree trunks to protect themselves from the snakes and mosquitoes in the jungle. Rescue operator General Sanchez sent 150 soldiers with dogs into the area of the crash site when discovering it after 2 weeks; saying that there is still hope to find the children's moving bodies, as corpses are easier to locate. When the children were rescued by helicopter, crew members noted that although the children were very weak, they did not suffer any long-term damage from this threatening escapade. This surprised both the children's remaining family and the Colombian public, reinforcing the miraculous nature of this incident.

Hutooto - People from Southern Colombia/North Peru



International Affairs written by Zohaa Khalid

Air Pollution In The USA

The USA has experienced atrocious toxic air pollution from Canadian wildfires, with people in New York City being exposed to levels of pollution five times above their national air quality standard. Marshall Burke, an environmental scientist, stated: "It's the worst by far [...] it's hard to believe to be honest [...] this is a historical event." Researchers state that the 27.5 micrograms of fumes inhaled by American citizens was incredibly detrimental for the lungs and was linked to a **plethora** of health issues. People opted to stay inside, however it was reported that "people had terrible indoor air too." As a result, New York City health officials have created a list of safety measures, as New York remains entrapped in the smoke which could last for at least several more days.

Detrimental - Harmful
Plethora - Large variety

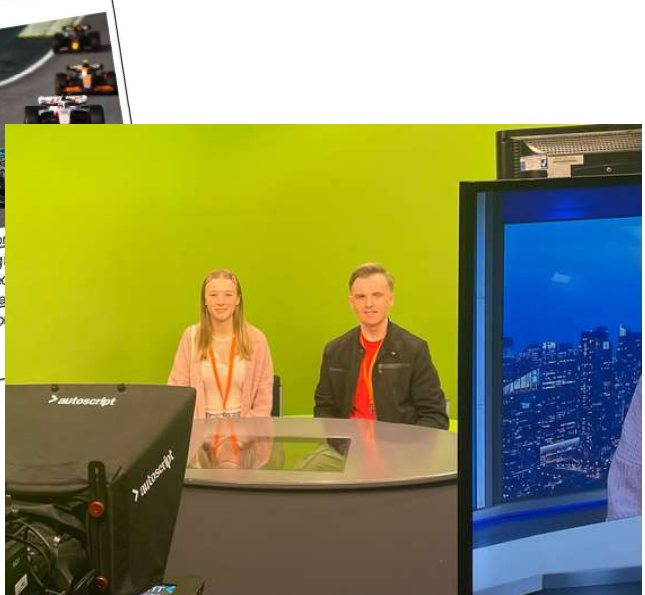
International Affairs written by Fiona Vukelaj

Should Ofsted's One-Word Ratings Be Scrapped?

For the past 30 years **Ofsted** have been grading schools across the country, encouraging them to perform to the best of their abilities and to the government's required level. This work is vital for the upkeep of school's standards and ensuring both children and staff are safe throughout the UK. Nevertheless, since the saddening news of Headteacher, Ruth Perry, taking her own life after receiving an 'inadequate' rating from **Ofsted**, many have called into question both the necessity and reasoning for this brutal rating system. This widespread backlash is largely due to the fact this system fails to capture any reasonings or explanations for the results the schools and staff receive, causing many to wonder what they are doing wrong. The **Ofsted** Chief Inspector, Amanda Spielman, has since stated that scrapping this rating system will have no effect, as another system would provide the 'same significance' and 'consequences' as the current one. Spielman also added that it was "down to the government" to decide on the matter. The government's 'Levelling-Up' Secretary, Michael Gove, later suggested that changes to the system would be 'right', with the hope that similar tragedies do not happen again clearly being the main focus for all.

Ofsted - Office for Standards in Education, Children's Services and Skills

National News written by RP





Careers

KS3 students heard an inspiring speech from a business entrepreneur and discussed other work opportunities.

Year 10:

WOW! World of Work Week has been actioned packed with challenges mock interviews and work trips this year. More than 15 businesses came to assist is with the activities, including BBC world, Adecco, ACCA, Met Police, Barristers, Civil Services etc.



Career talks from lawyers, biomedical professionals, women in international networks, etc. They gained knowledge about additional careers in that industry that were open to them.

KS3 students took part in IGD employability workshop. This workshop assisted pupils in developing employability skills. The workshop provided students with the opportunity to interact with industry experts, become excited about the opportunities available in the industry, engage with the world of work, and discuss key employability skills.



Students explored 16 and 18 plus choices and got chance to speak to many employers and universities during OLYMPIA trip.





History

History has had fantastic year this year and the students have really excelled.

Year 7 have ended the year by learning about the Tudors and the religious changes throughout time.

Year 8 have finished the year by studying Apartheid, and year 9 have studied the Tower of London.

During curiosity week, year 9 students went out to visit the Tower of London. This is part of their GCSE History site that they studied, and they had a fantastic time – see image below.

The Tower of London was built by William the Conqueror and adapted throughout time. It now in 2023 holds the crown jewels and still has some original ceremonies, such as the ceremonies of the keys.

It was a great day out for all staff and students who went.



In the history department we welcome back Mrs Rivera from maternity leave after having two beautiful boys. We say goodbye to Miss Whitfield as Head of History, and welcome Mr Townsend as the new HOD of History. We also welcome Miss Reid as a new History teacher.

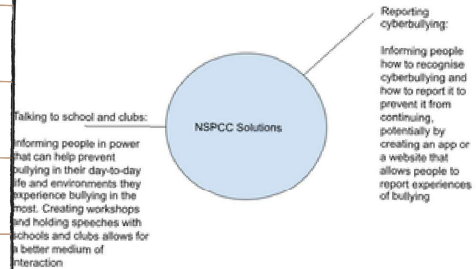
It has been a great year for students and lots of exciting things to come in the following year.

YEAR 12 MEDIA STUDIES

HOW DO YOU RESPOND TO A COMMISSION?

Secondary Research Flipped Learning

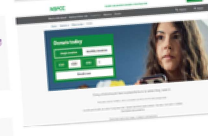
1. Secondary Research is a method of research that uses data collected by somebody else
2. The NSPCC offers 5 solutions. Some of these are:
 - Talking to children about cyberbullying
 - Informing them about how to ask for help
 - Working with a school or club to interact with children
 - Reporting hate crime
 - Helping them report cyberbullying online



FLIPPED LEARNING

This unit considers the commissioning process and how media producers respond to clients. Students are studying skills such as: how you intend to respond to carry out requirements, through Pitches, Proposals and Treatment documents. This how it works in the world of industry so we are learning REAL stuff!

organisation with a similar aim/objective as the client in your brief. Pick up five... they are providing to their target audience that can give you an insight into your own...
 NSPCC - help children deal with bullying
<https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/bullying-and-cyberbullying/>
 Call out bullying with WWE
 NSPCC partnered with the WWE to Call out Bullying. Whether they help children and young people understand why bullying is never okay and what to do if they experience or witness it. WWE stars share advice and support on social media to help children stay safe from bullying. They provide advice to help keep children safe from bullying, wherever it happens. This gives me an idea of making a promotional video with a sporting event to promote people to take on sports.
 They provide a section on their website in order for people to donate how much they want. This may be included in my promotional video where it has a donation n.o.
 Charity runs - People can run the selection of 10ks, 5k marathons, or the infamous London Marathon. NSPCC, Cardiff marathon, London Marathon. This may be the promotional video, promoting people to run for a charity in support of bullying. This will provide a source of funding for my client as...



Bullying survey

Please Answer the following questions. :)

rosej-edwards@allsaintschool.co.uk [Switch accounts](#)

Not shared

* Indicates required question

Name *

Your answer

Email *

Your answer

How old are you? *

Your answer



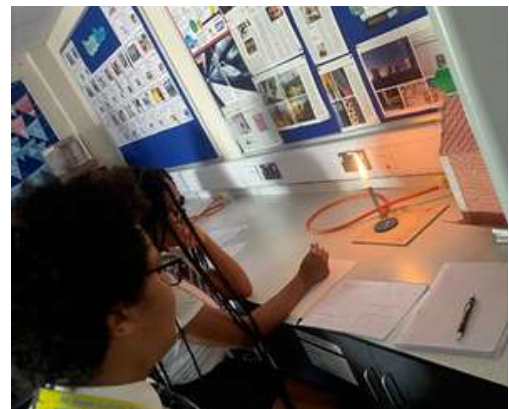
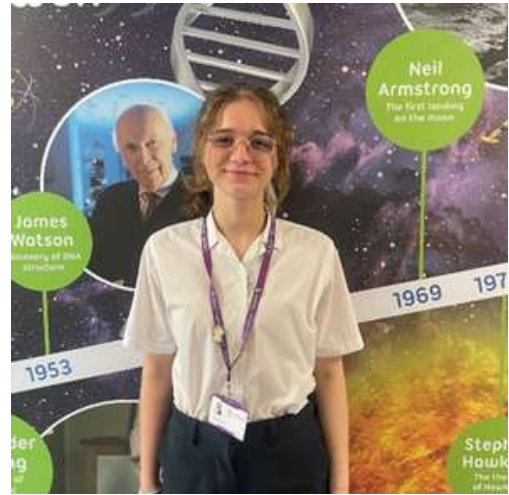
RESEARCH METHODS





Chemistry

Year 12 chemistry - revising chemistry - speed dating. Students received experience thinking under time constraints by engaging in speed dating events. Amelia and Olamide received A+ grades.



Biology

EXAM PREPARATION



Year 13 have worked very hard this term preparing for their exams. They have shown great perseverance and diligence in their studies and written many essays! We wish them every success for the summer. Year 12 Biologists have been studying how to sample populations using transects and quadrats. We used the school field to do this and were surprised by the variety of grasses and plants growing. They weren't too keen on the insects though! Back in the lab we have been also looking at aseptic techniques – how to grow bacteria safely and without contamination. We were really impressed with the care and competency shown by all of them during the practical aspect of the course. In preparing for their end of summer exams they have been using our new subscription to Uplearn to revise. We are pleased to see how well this amazing resource is being used and it is creating some healthy competition with our 'league table' for highest users.





Business Studies

Year 10



Year 10 business students have been focusing on a range of factors, which are outside the immediate control of a business, such as the economic factors which include inflation, government tax, changes in interest rates, changes in consumer income and changes in exchange rates. Year 10 have been able to gain a true understanding as to how businesses respond to changes in these economic factors in order to remain competitive, profitable, gain more market share and meet more stakeholder needs. Year 10 have researched international trade, created Powerpoint presentations and presented their findings on the impact changes in exchange rates can have on a range of companies across the world. Students have been creative in their recommendations, as ways in which businesses can be market leaders, in a time period, whereby business costs have increase due to inflation being high.

Dragons Den

On Thursday 6th July, 4 teams of year 7s presented their business ideas to a panel of 'Dragons' after weeks of learning about key business concepts and preparing presentations. The four teams confidently presented their amazing business ideas, with the help of PowerPoints, adverts and prototypes. All of the ideas were amazing, but the 'Dragons' decided that team Opal should win the 'investment' for their natural hair care range. Well done!



Finance University College Campus



On Tuesday 11th July, finance, business, economics students went to the London Institute of Banking and Finance University College Campus in Monument.

Students started the day with a walking tour of the financial district, finding out the history of the financial institution and how the City was formed. Upon returning to campus, students had a careers and employability talk, enjoyed the student common area during lunch, then had a degree options talk and a quiz to end the day.

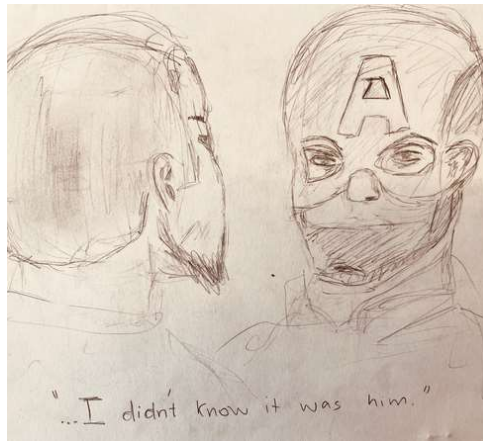


The students thoroughly enjoyed themselves and some are even considering applying to study there at degree level.



Art

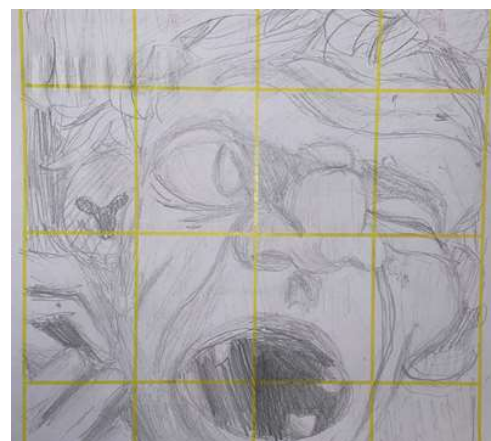
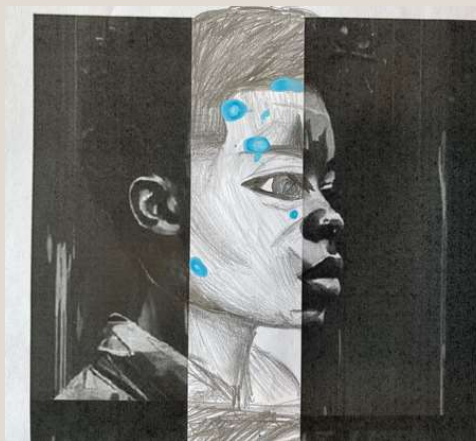
Finance University College Campus



Year 9 have been creating their own comic book pages and have been concentrating on facial expressions and text dialogue.

Year 8 have been working on distortions and computer glitches, in modern day portraits (combing painting and core illustration skills).

Year 7 have been looking at the medieval 'Gargoyles', seen on many Cathedrals in France. They have explored how to use proportion and shading, to render these gargoyles accurately.





Design and Technology



A lot have been happening in the Design and Technology department this term. Students have been taking part in Creative Champion introducing year 6s into workshop skills.

Have been busy this term in the food room completing some tasteful dishes. Year 7s have completed cupcakes, and year 9s have improved their meringue making techniques whilst making pavlova.

Year 10 GCSE Food have carried out investigation into different flours making jam tarts.

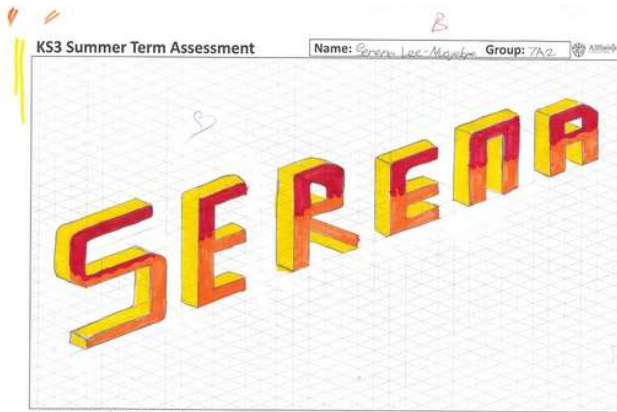


Lily D Y10/OpC/FOOD3

Gift I Y10/OpC/FOOD3

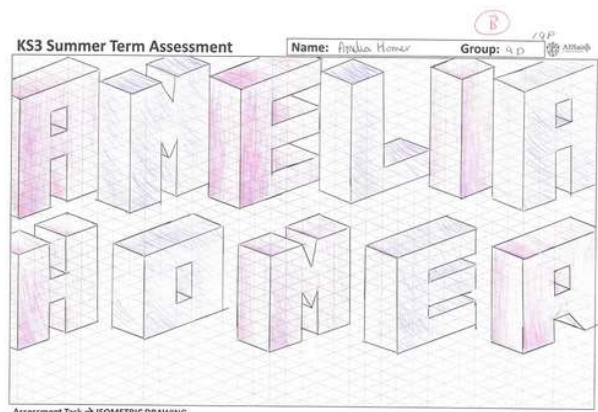


Some lovely isometric drawings, health and safety work and design work from KS3 student



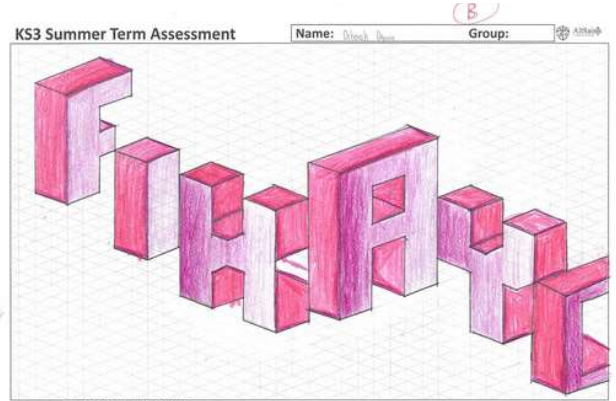
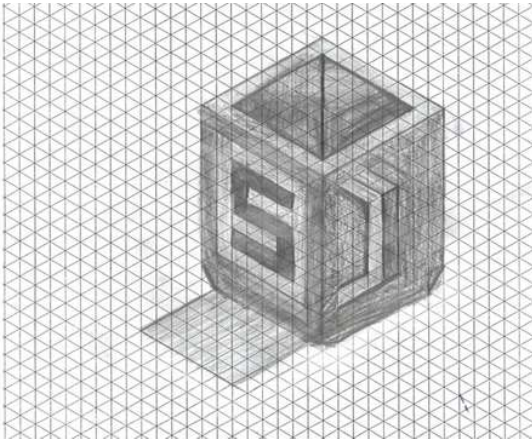
KS3 Summer Term Assessment Name: Seren Lee-Moyle Group: 7A2

Assessment Task → ISOMETRIC DRAWING
Use the isometric grid paper above to draw out your full name in isometric drawing. Once you have completed this you are to neatly render your name using different tones and shade so it looks like 3D object.



KS3 Summer Term Assessment Name: Amelia Homer Group: 9D

Assessment Task → ISOMETRIC DRAWING
Use the isometric grid paper above to draw out your full name in isometric drawing. Once you have completed this you are to neatly render your name using different tones and shade so it looks like 3D object.



KS3 Summer Term Assessment Name: Felix Jones Group: 9D

Assessment Task → ISOMETRIC DRAWING
Use the isometric grid paper above to draw out your full name in isometric drawing. Once you have completed this you are to neatly render your name using different tones and shade so it looks like 3D object.

Do I know the workshop symbols? Unit: TCM/SH/2026

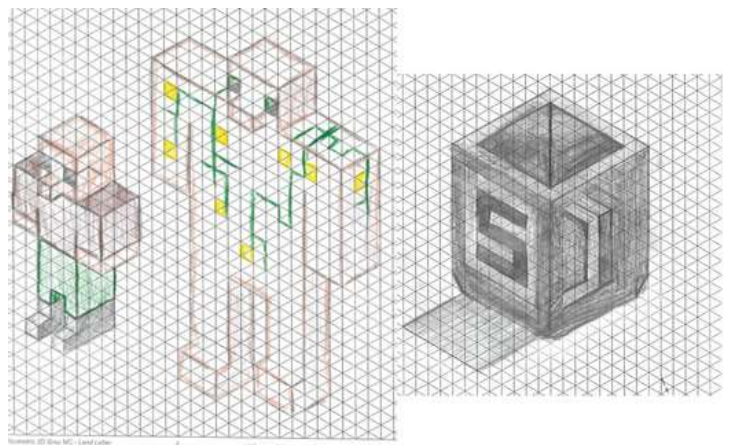
Have a look around the room to find any Health and Safety symbols with care be used in DT to keep everybody safe.
Complete a drawing of that symbol and then explain what it is and why it is so important!

 Warning Risk of injury This is important because it can stop people from getting hurt and can stop accidents happening.	 Prohibition No sharp objects This is important because it gives instructions that can stop people from getting hurt and can stop accidents happening.
 Emergency stop This is important because it will stop people in the event of an emergency. This will stop people from getting hurt.	 Prohibition No running It stops the chances of an accident happening because the chances of an accident happening are reduced.

Do I know the workshop symbols? Unit: TCM/SH/2026

Have a look around the room to find any Health and Safety symbols with care be used in DT to keep everybody safe.
Complete a drawing of that symbol and then explain what it is and why it is so important!

 Warning Risk of injury This is important because it can stop people from getting hurt and can stop accidents happening.	 Prohibition No sharp objects This is important because it gives instructions that can stop people from getting hurt and can stop accidents happening.
 Emergency stop This is important because it will stop people in the event of an emergency. This will stop people from getting hurt.	 Prohibition No running It stops the chances of an accident happening because the chances of an accident happening are reduced.





Geography

A LEVEL GEOGRAPHY FIELDWORK

Another busy term in geography. A-Level geography students were able to get some fieldwork experience and practice their data collection techniques as they explored land use and urban regeneration in Stratford. All skills that will be necessary for the completion of their course work.



Royal Geographical Society with IBG

YOUNG GEOGRAPHER OF THE YEAR COMPETITION

KS3 and KS4 geography students had the opportunity to participate in the Young Geographer of the Year competition. This national competition asked students to consider current geographical issues and create solutions for those issues in generating a Blueprint for the Future. Well done to all those that entered the competition. A big congratulations to Sneha G. in 7F and Patricia M. in 10M for their winning entries. Both have now been submitted to the national competition.

CLIMATE CHANGE
Evidence has shown that the Earth's temperature is rising due to an increase in greenhouse gases in which the combined land and ocean temperature has increased at an average rate of 0.14 degrees Fahrenheit (0.08 degrees Celsius) per decade since 1950 and the world will only get hotter. The list created and will continue to create a number of negative effects such as rising temperatures, sea level rise, extreme weather events. To address these issues, strategies for climate change adaptation are crucial. These strategies involve assessing vulnerabilities, implementing infrastructure improvements, utilizing early warning systems. Climate change adaptation strategies can help communities mitigate the impacts of climate change, protect vulnerable populations and ensure the sustainability of ecosystems and livelihoods.

WHAT HAPPENS IF WE DO NOT ADDRESS THESE ISSUES?
Negative long term effects are likely to develop in the years to come. For example, with increasing global surface temperatures the possibility of more droughts and increased intensity of storms will likely occur. As more water vapor is evaporated into the atmosphere it becomes fuel for more powerful storms to develop. Unfortunately this is only one of the many issues that need addressing in order to create a sustainable and resilient future for all. One through collective efforts can we overcome geographical challenges and achieve a healthy coexistence.

URBAN PLANNING AND DEVELOPMENT
The rapid growth of cities poses geographical challenges such as congestion, inadequate infrastructure, pollution and unequal distribution of resources. Effective urban planning and development strategies can address these issues. These strategies include designing compact and walkable cities, improving public transportation, creating green spaces and implementing zoning regulations. By prioritizing sustainable urban planning, societies can enhance the quality of life, reduce environmental footprints and promote equal access to resources and opportunities.

DISASTER RISK REDUCTION
Geographical hazards such as earthquakes, floods, hurricanes and tsunamis can have devastating consequences for human lives and infrastructure. Strategies for disaster risk reduction aim to minimize the impacts of such events through preparedness and response measures. These strategies involve creating early warning systems, implementing building codes conducting risk assessments and promoting community resilience. By adopting comprehensive disaster risk reduction strategies, societies can save lives, protect assets and build back stronger after disasters.

TRANSBOUNDARY COOPERATION
Geographical issues often transcend political boundaries requiring collaboration and cooperation between neighbouring countries or regions. Transboundary cooperation strategies involve establishing international agreements, sharing data and information. By communicating together as one, these strategies can help address issues such as water scarcity, pollution and maintaining ecosystems. Transboundary cooperation can lead to enhanced stability, improved resource management and shared benefits for all involved parties.

REBUILDING OUR FUTURE
Patricia Nwike 10M



ECO SCHOOLS

With the return of the sunshine, this meant that the eco-ambassadors were able to get into gardening. They have been able to successfully grow many different things including radishes and pepper plants.





English

ARMCHAIR TRAVELLING TO THE PHILIPPINES!

The Travel Writing project was English an extremely thrilling experience as I not only found this activity to be a fun way to learn, I was able to develop my communication and creative skills.

Different sets did it differently, in Miss Rudhun's class, we had 3 challenges to complete. The first one was to write an article about our chosen country, another was to create a promotional video to promote the country of our choice, and then we had to deliver a presentation to present in front of 60 students.

In order for me to succeed in this project (since my teacher placed the bar really high in terms of outcomes) thorough research of geographical facts, history,culture,the people,and places of interest were required. This information would be vital to persuade the audience, viewers and readers. Working under pressure was a combination of thrill and seriousness as we were all pushed to present work at high standards.

One memorable element of the project was when everyone had to deliver their sales pitch and some went as far as dressing up in cultural attire, creating freebies and food to give away. We had to really think competitively and creatively in order to bring the best out of this presentation. The fact that we delivered our presentation without any notes allowed us to focus on the topic while taking account of our audience.

I have to admit that we had to all learn to edit and create content as per the brief given by Ms Rudhun and to be honest some of the videos were of such great quality that it felt like real promotional videos. The project allowed us to boost our creative use of technology to make our learning really fun and effective. We had to think about the sequence of the clips, the content, the music, the narration and the title with credits. This became a simple task after analysing a number of promotional videos in class. The audience was thoroughly entertained as well as persuaded through a whole list of persuasive techniques that we have learnt in our English lessons. I am so happy that during these lessons with my teacher,I learned how to advertise, create brochures, articles, form presentations that could seize the attention of the audience effectively.

I certainly benefited from this project where I am not more confident to stand up and speak to my class and I am also more comfortable to edit and produce videos now that I understand the process. Even if this project also meant having to learn to deal with so many technologies independently, I am increasingly competent in using them. I am looking forward to such projects in the future.

Have a great summer.
Amber Justine-Jimenez



My experience with the Spelling Bee



The Spelling Bee was an amazing experience! Due to this I was able to expand my vocabulary and improve my spelling tenfold. The spelling test was out of 200 marks with 100 for the correct spellings and 100 points for definitions.

What did I do to prepare?

To prepare for this challenge, I grouped the sheet and did 15 words and definitions a day or twice in a day to work on my memory. This method helped me to spread out my learning which allowed me to comprehend more words each day and still remember the previous words I learnt. Actually, I was pleased to see how I was consciously using these hard words in my writing.

Due to the repeated action of learning my spellings, I got so used to testing myself each night for homework since my teacher Ms Rudhun reminded us of the pass mark each time. Learning my spellings at home became a family thing with my sister testing me. The best strategy I found with learning spellings was to look at the word, cover it then write it 3 times before moving onto learning the definition.

What was the best part of this experience?

However, I found this experience overall to be very rewarding as when I found out my score I was very proud of my accomplishment as I had received a 190/200.

What was the most challenging part?

What was in my eyes the most challenging part of this experience is that the spelling test was run like a marathon of words, one after the other. The first 20 to the next until we reached 100 words. The speed with which we had to write and exercise our memory was somewhat challenging and fun at the same time. I really enjoyed the way Ms Rudhun makes us learn.

What are the benefits of this experience?

The spelling bee has most definitely improved my memory, vocabulary range and spellings. The impact this will have on my communication will be huge. The half-termly spellings carried out in class were also engaging but the way the Spelling

1. Abundant	2. Abundant	3. Abundant	4. Abundant	5. Abundant	6. Abundant	7. Abundant	8. Abundant	9. Abundant	10. Abundant	11. Abundant	12. Abundant	13. Abundant	14. Abundant	15. Abundant	16. Abundant	17. Abundant	18. Abundant	19. Abundant	20. Abundant	21. Abundant	22. Abundant	23. Abundant	24. Abundant	25. Abundant	26. Abundant	27. Abundant	28. Abundant	29. Abundant	30. Abundant	31. Abundant	32. Abundant	33. Abundant	34. Abundant	35. Abundant	36. Abundant	37. Abundant	38. Abundant	39. Abundant	40. Abundant	41. Abundant	42. Abundant	43. Abundant	44. Abundant	45. Abundant	46. Abundant	47. Abundant	48. Abundant	49. Abundant	50. Abundant	51. Abundant	52. Abundant	53. Abundant	54. Abundant	55. Abundant	56. Abundant	57. Abundant	58. Abundant	59. Abundant	60. Abundant	61. Abundant	62. Abundant	63. Abundant	64. Abundant	65. Abundant	66. Abundant	67. Abundant	68. Abundant	69. Abundant	70. Abundant	71. Abundant	72. Abundant	73. Abundant	74. Abundant	75. Abundant	76. Abundant	77. Abundant	78. Abundant	79. Abundant	80. Abundant	81. Abundant	82. Abundant	83. Abundant	84. Abundant	85. Abundant	86. Abundant	87. Abundant	88. Abundant	89. Abundant	90. Abundant	91. Abundant	92. Abundant	93. Abundant	94. Abundant	95. Abundant	96. Abundant	97. Abundant	98. Abundant	99. Abundant	100. Abundant
-------------	-------------	-------------	-------------	-------------	-------------	-------------	-------------	-------------	--------------	--------------	--------------	--------------	--------------	--------------	--------------	--------------	--------------	--------------	--------------	--------------	--------------	--------------	--------------	--------------	--------------	--------------	--------------	--------------	--------------	--------------	--------------	--------------	--------------	--------------	--------------	--------------	--------------	--------------	--------------	--------------	--------------	--------------	--------------	--------------	--------------	--------------	--------------	--------------	--------------	--------------	--------------	--------------	--------------	--------------	--------------	--------------	--------------	--------------	--------------	--------------	--------------	--------------	--------------	--------------	--------------	--------------	--------------	--------------	--------------	--------------	--------------	--------------	--------------	--------------	--------------	--------------	--------------	--------------	--------------	--------------	--------------	--------------	--------------	--------------	--------------	--------------	--------------	--------------	--------------	--------------	--------------	--------------	--------------	--------------	--------------	--------------	--------------	--------------	---------------

What's been happening in English?

Y7 have presented their Shakespeare Flipped Learning and what a delight it has been! Each group were given the opportunity it delves into the world of: tragedy, history, comedy and developed their research specifically on plays which fit into themes William Shakespeare intended for and in turn learn about new plays and new characters.

YR7 have been practising Socratic methods in English testing their abilities in Speaking and Listening! We had our panel of speakers in 3 rounds of discussion on various topics of which listeners actively took notes and asked them questions about their answer probing rationale, reason and evidence!



WHEN MY ENGLISH LESSONS MAKE AN IMPACT

We studied poetry, Dr. Jekyll and Mr. Hyde, An Inspector Calls, and Spoken Language in Year 10 across the curriculum. An Inspector Calls was the literature text that stood out to me the most. Amidst the irony, the conflict between socialism and capitalism, and the religious metaphors, stood the theme of women's empowerment. A lot of people overlook Sheila's evolution as a woman but rather remember her growth as a socialist, nevertheless it was her growth as a whole that remained fundamental to the plot's development. Sheila's maturation touched me personally; her courage in resisting her Father, Fiance, and Mother demonstrated independence, which was uncommon for women of the period. Her later status as a figure of social responsibility did not prevent her from establishing herself as her own woman. Even now, there are women who are unable to make their own decisions, marry whoever they choose, or pursue their education.

Women's empowerment has always been a topic I've wanted to learn more about, one I've wanted to make an impact on, and an issue that has always lingered in the back of my mind. Eva Smith may be like me today, an average teenager living an ordinary life in the borough of Barking and Dagenham. An Inspector Calls is more than simply a GCSE literature book for girls and women; it's also a message, a rather uplifting one at that: all girls can grow up to be anyone they choose, unconstrained by their upbringing, education, or relationships.

Women's safety has always been a concern of mine, and Eva Smith met a tragic end owing to a lack of parental protection, or protection from anybody in general. As a result of her pitiful state and status, she was constantly exploited and disregarded by many people. Unfortunately, society is still like that now; as you are all aware, the stigma of pregnant young women who are not in a relationship is pretty significant. Our culture has improved in terms of assistance for these women, yet it remains a big issue that is frequently overlooked. Even health for women can become an issue as they aren't taken seriously by Doctors, friends and family, sometimes even by other women (like Mrs Birling and Eva Smith). Sometimes women can't talk about their medical history as it is deemed taboo. It's hard to learn that these issues exist but I have learnt that speaking up is better than the illness that could come from being embarrassed and silent.

Gender disparity has resulted in women's subjugation in terms of work prospects, wage disparities, and even in the media. Famous women are handled and assessed in quite different ways than their male counterparts. Female athletes are typically sexualized when they wear attire in sports, which is a problematic practice. This becomes a problem when others dismiss their potential and look past their ability. Even at an early age, girls receive 8 times less attention than their male counterparts in school. Dismissal of women's abilities is a common practice which should be replaced by the empowerment of women. This fight is not a mission that aims to diminish the success of men in society, but one that fights to include women in the development of society. Sometimes women are told there are tasks they cannot do but I know that the sky's the limit for anyone, no matter who they are.

I personally think the writer Priestley purposefully chose Sheila as a proxy in order to emphasise the importance of women in society. We must take note of and identify the issues that will break down societal inequity. The study of An Inspector Calls has encouraged me to contribute to society as well.

Work Skills

YR10 Work Skills students have organised, advertised, presented and hosted their first day of YR7 inter form football tournaments! Thanks to Mr Oghenekaro for overseeing and supporting his YR10 pupils for making their plan a reality!



Tempest Creations

In English, Ms Garcha's Year 7 classes have been working on a group project focusing on the famous play *The Tempest* by William Shakespeare. Each group focused on one Act in the widely known play and concentrated on presenting a particular scene within this. The text was explored in lesson and then chromebooks were used to help students with further ideas for their creations.

Pupils brought in many resources to help them create the best project possible including cardboard, paint, colouring pencils and glue. The Year 7's created exceptional projects and are now showcasing their speaking and listening skills by presenting their projects to the class and their peers in other classes.



SPEAKING WITH CONFIDENCE

We began our syllabus in Year 10 with a unit focussing on spoken language. Our speech presentations were recorded, graded, and submitted as part of the GCSE English exam. For most of us, although speaking in front of a full class of 30 students was daunting yet exhilarating, it was an exciting and remarkable experience that taught us a wealth of transferable skills. Each of us had a few months to prepare a speech on the subject of our choice before delivering it. My peers educated us about a variety of subjects, ranging from "Identity through colours" to "Importance of breakfast", which were all really engaging, and was a new learning opportunity for all of us.



In order to achieve the goal of expressing ideas and fulfilling the aim of our presentation, a lot of practical, effective strategies were required for the spoken language exam, some of which included maintaining eye contact, using hand gestures, pausing when appropriate, speaking audibly, setting the right tone and pace, and being original and authentic. Additionally, our writing ability was polished as we had to employ advanced vocabulary and a variety of language strategies to improve our use of language in our speeches. This comprehensive training has also helped us to learn a variety of fundamental skills that can be applied in our day-to-day lives: creativity, critical thinking, originality, and communication and listening skills. Personally, speaking in front of an audience now comes much more naturally to me, and my authority and persuasion skills have improved significantly.

In addition to the GCSE spoken language exam, my English teacher arranged a workshop which was delivered by the Jack Petchey Foundation, specifically designed to improve our spoken language skills. The course equipped us with the necessary skills to speak confidently about a chosen subject. We engaged in a number of interactive activities that all centred on the workshop's primary goal. Following a full day of training and practice, 2 out of the 5 students who were shortlisted, were chosen to represent the school and compete in the Regional Finals of the 'Jack Petchey Speak Out Challenge'. The healthy competition among us fostered collective learning and allowed us to identify and rectify our mistakes, preparing us for even better presentations in the future.

The Spoken Language Unit introduced us to a new realm of learning that differed from our everyday lessons and writing exercises. It provided fresh opportunities and challenges, as the Spoken Language Assessment served as a platform for us not only to demonstrate our proficiency in spoken language, but also to prepare us for the realities of life beyond the classroom. It emphasised on the importance of being confident and comfortable with speaking, as effective communication is a vital skill that transcends academic achievements. By honing on our speaking abilities, we are now better equipped with an essential tool that would serve us in numerous aspects of our future lives, whether it be in presentations, job interviews, or professional engagements; the skills we acquired through the speaking course would prove invaluable. We were empowered to express our ideas, convey our thoughts, and connect with others in a clear and impactful manner to effectively achieve our purposes and goals in the future, through the power of speaking.

POWER OF POETRY COMPETITION

Hundred have been selected to be published in the Young Writers' Poetry Book

One lovely Saturday afternoon,
I'm jumping out of my seat to get a call from my cousin once
she is back from Jamaica,
a couple hours passed,

I received a video of her, my baby cousin, and our family dog,
she was a Chihuahua called Binky,
Binky was the best dog in the world,
a dog like no other

after I was sent that video, I instantly called,
I saw Binky, my cousins, and my whole family,
I immediately wanted to rush over to Bethnal Green,
we spoke and had our laughs,
so, we came off the call,

I continued to play online,
then my iPad started buzzing,
what was this? it was my cousin that just called a few hours ago,
I rushed into my mother's bedroom with my buzzing iPad,
we answered the call,
but then the whole world turned into a dark void,
there was sunshine no more,

only crows and cries of one's heart could be heard,
my heart dropped as well as my hankering,
everything turned inaudible,
as I reminisced all the good times,
I refused to believe the truth,
as tears cascaded down my emotionless face,
I began to swing in anger,
I upheaved my head to look outside,
all I saw was Binky's spirit telling me to keep going,
and deep down inside,
I knew, that this wasn't going to be the last time I see,
our little angel.

Saturday, December 28th 2022

A chihuahua called Binky

Alexia Gordon – 7P

Your Music Has A Voice

Music tells a story.
Her music strikes,
daring and bold,
yet never gets old.

Music paints a picture.
His music lies,
so timid, so shy,
but when alone, he flies.

Our music serves a purpose.
We harmonise, unable to recognise
that it is better to be out of tune.

Melodies rhythmic yet so serene.
Through your music, I feel seen.
A tempest turned into a breeze,
I'm lost in your symphony.

Anaiya Thompson 9F



And both our hands are filthy,
Leaving marks on the porcelain above.
Even when you tell yourself Again to love,
It shan't stop your heart from being patchy.

None of these drinks will flush you out,
Even when admiring this fine spring's day.
The pastor always tells me "it'll go away with a pray"
Yet another thought of you starts to sprout

Right next to another, in this endless field of flowers
I remember saying that those petals had powers.
Each and every one of them is you.
And you still claim I'm not with thou?

The flowers in the field start to wither
As what I said was love turns untrue.
Even with you, I continue to feel blue,
As another petal dies in the grey winter.

And so I ran after you, flying like a hare
On this bloody floor we decorate.
Rivers, they shrivelled up in hate,
My hands can no longer bare.

All this toxic masculinity,
Eradicating and torturing the feminine
Making us live off false adrenaline
The only theme running in my community.

Your smile was as dead
As that dress of ink black.
That you always wore when life started to lack.
On another occasion, I smashed my head.

Against a counter, against a wall
Atrament seeping from every door
Vermillion leaking in 'our' white corridor
I've never seen one stand so tall.

That's when I knew your feelings died.
Ignoring me as I'd weep all night,
Even then you'd seem so bright.
Just like the grass where those flowers lied.

Y'know, those flowers died too.
Yet I still manage to see you...

Michelle Boadi 9B

This Is Just Me!

People call me tall, but I'm not so dull,
I can be fierce like a tiger because I'm a fighter,
This is just me!
Elegant and delicate like a swan you might find in a pond,
That is very fond,
This is just me!
I love to dance in my favourite pants,
This is just me!
I live with. my voice and it's a choice you can't change
This is just me!

Stephanie Boakye-Yiadom – 7H

What on Earth?

As I start to walk, I see disdain on people's faces
as they carelessly discharge their litter
onto the natural serenity of the Earth's surface.
How will I change the world?

The powerful smell of petrol and diesel
suffocates the surface of my lungs
and wafts through my nose,
lingering at the back of my throat,
an intense burning and coughing sensation overcomes me,
as my brain is left horrified, perplexed, and bewildered.
How can we all change the world?

I stop in my tracks,
as day turns into night, and night turns into day,
I start to look around.
Where's life gone on our planet?
Don't people care the Earth is in danger,
and is on the verge of dying?
As the words flow from my fingers,
and crawl onto the paper,
stress, worry, and anxiety fill my bloodstream,
making my head spin in trepidation.
The Earth is as miserable as ever.
The Earth is like a trapped bird,
suffocated in an enclosed jail,
not being able to express the fearfulness, dread,
and alarm it has on the inside.
Why are people so careless about their future?

My lips tremble with panic.
Bells are ringing in my ears.
The despair, desperation, and discomfort
in every living creature's eyes,
overflows into my heart, with agonizing pain.
The wind is howling,
plants are quivering with trauma,
and animals carry neglect on their faces.
The aching of their feet, tied with metal chains,
rubbing against their sore flesh,
confined in a cage,
crammed and suffocated with claustrophobia,
beaten with sticks,
made to starve day and night,
and slaughtered for bags, clothes, and shoes,
kills me on the inside.
It's like an ongoing nightmare,
which will never end.
How can others change the world?

I slowly start to come out of my shell.
I start to shout and express my feelings,
I brush away the pain,
to change the world, and make it into a better place,
for humans and wildlife to live in.
Confidence beams off of my skin,
and the panic dies out of my soul.
People start to hear and listen to my voice.
I feel like a fresh leaf, sprouted from a tree.
How will you change the world?
Angel Sahota 8B



Free From Terror

Control is something most powerful people long for,
But they don't realise that it could open the wrong door.
Control is something that could change the whole world,
And what it causes is still unlearned.

War is what the desire for control leads to,
Chaos and destruction also peek at you.
The light has been taken from innocent people,
You can't run anywhere because nowhere's peaceful.

Famine then strikes everywhere you look,
Food, happiness and health are what it took.
Cries of sorrow and pain are too loud,
And the sounds of hope are lost and never found.

At last, Death is finally here,
What most people look for to take away their tears.
For some, death is not what they want to see,
And others are happy because now they're free.

Darkness is all now that's left,
At least you're now alone and get to rest.
Close your eyes and go to sleep,
Your nightmares are now gone, and you no longer weep.

Hervi Kabamba (13)

All Saints Catholic School, Dagenham

The Bully

The painful messages strike like a bullet,
The sad smile on his face is just emotionless,
He tries to dodge the bullets, however they always come
from the back,
The hard metal bullets strike his back and make him bleed
in emotions,
The pain never stops, messages never become nicer, the
emotions never come back,
The young happy boy turned into an emotionless soul,
He wanders around, screaming in pain,
The pain that no one hears but him, the pain no one knows
but him,
It makes him bleed worse and worse every day,
Weeks pass and the emotionless soul never comes out,
The soul stopped wandering around, stopped listening to
the sounds,
His cries became quiet as a mouse.

He became angrier and angrier until it just got to the last
drip and the glass has fallen,
He didn't listen when people told him not to get to their
level,
He became the fallen angel that he was scared of, the villain
of this story,
He became the bullet that was striking his new companion,
A new child is bleeding because of his bullets,
He doesn't know he is hurting someone like he was hurt,
He doesn't know he became the villain,
He only knows how sweet revenge is and how fun it is,
The new victim is now in his place, being an emotionless
soul, however he is different,
He didn't let the comments get to him and became the hero
that is ending the villain's story.

Petronela

All Saints Catholic School, Dagenham



NUMERACY AT ALL SAINTS

"What day do you go back to school, Horace?" asked his grandmother one day.

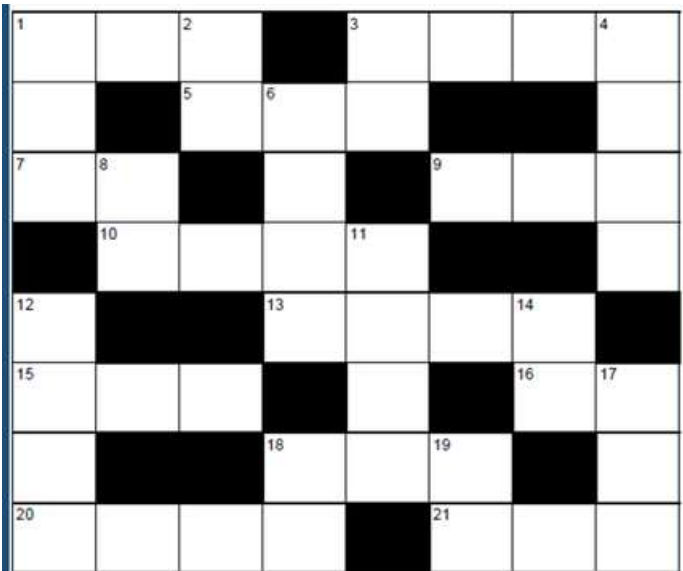
"Well," Horace replied, "Nine days ago, the day before yesterday was three weeks before the second day of term."

If Horace had this conversation on a Sunday, what day of the week did he start school?



CHECK IT

- 1) What is 15% of 560?
- 3) What is 5% of 640?
- 5) What is 5% of 460?
- 7) What is 15% of 540?
- 9) What is 15% of 140?
- 11) What is 5% of 340?
- 13) What is 5% of 480?
- 15) What is 10% of 40?
- 17) What is 10% of 600?
- 19) What is 15% of 480?

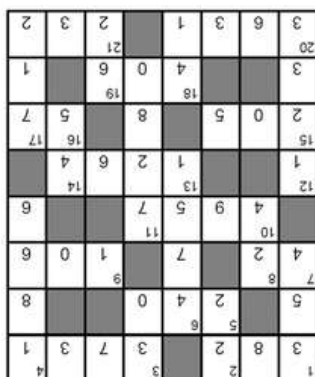


Enter the answers to the sums below into the matching squares on the numbered grid

Clues Across

Clues Down

1:	191 x 2	1:	20% of 1770
3:	1327 + 2404	2:	Square root of 484
5:	50% of 480	3:	Three-quarters of 40
7:	6 x 7	4:	4722 - 2856
9:	424 divided by 4	6:	1872 + 2879
10:	1986 + 2971	8:	264 divided by 11
13:	A quarter of 5056	11:	4035 + 3245
15:	41 x 5	12:	One third of 3699
16:	75% of 76	14:	75% of 60
18:	953 - 547	17:	1453 - 741
20:	1273 + 2358	18:	First prime number after 40
21:	1856 divided by 8	19:	Half of 124



Our Solution:
 The reasoning runs as follows:
 Today is Sunday.
 So seven days ago was Sunday too. That means that NINE days ago was Friday.
 On Friday, the day before yesterday was Wednesday.
 Three weeks later is Wednesday again.
 That is the second day of term.
 So the term began on Tuesday. Wasn't that easy?

AWARDS GALLORE!



This year has seen a vast array of activities in PSHE. In May we celebrated the coronation of King Charles III by researching 'Why is He King Charles the 'III'?' and investigating the significance behind the symbols used in the coronation procession. To further commemorate the King's coronation, Mr Pauro planted a number of trees on the school's front lawn which has been nicely cultivated into a calm space with shade and benches. In addition, we celebrated International Women's Day in style with the students from across all key stages participating in activities to celebrate women's stories and further the quest for equity.

This year's theme was #EmbraceEquity. Students were offered context on areas of significant gender discrimination such as representation, education and the workplace. Their mission was to identify the problem and propose a solution including which institutions/organisations they would employ to coordinate a response (i.e. government/schools/local authority/youth groups/private investors/local newspapers/pressure groups?), and how would they evaluate the success of their programme.

The outcomes were amazing and their work has been proudly displayed in the main corridor! Finally, to honour Mental Health Week we engaged the whole school in a podcast competition. As part of their learning, students from across Key Stages 3-5 were offered context on a range of areas surrounding mental health issues. They were asked to consider this variety of mental health topics and design their very own mental health podcast! Students created a subtheme relating to mental health such as (but not limited to) mental health in men/boys or women/girls, or mental health in young people, and then create a detailed plan for a podcast series with 6 episodes.

The winners from across each year group will be announced in our final assembly and also given the opportunity in September to record one episode of their podcast to be uploaded to the school's digital community. Next year we look forward to further enriching the PSHE curriculum with termly themes and a range of guest speakers!





Praise & Reward

ADVENTURE ISLAND



YR7 at Adventure Island

As ever, the fantastic Summer Reward trips took the top Merit earning pupils to a free outing at Adventure Island in Southend! YR7-10 had a fantastic time each day with their teachers and staff!

Well done to all our pupils who won their place on the pizza party each half term!

PIZZA PARTY





All Saints
CATHOLIC SCHOOL

LOURDES 2024



Current years 9-12

Join us in France on the Lourdes &

The Pyrenees Trip.

Summer Term 2024.

Register your interest with the Chaplains.



**SPACES
LIMITED**

