



NCS NEWSLETTER

17th May 2024

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Headmaster's Message



It's been five years since Ofsted visited school. At that time we were putting the finishing touches to the new buildings: part of the playground was partitioned off, some corridors were out of bounds and there were far fewer pupils on site. To top it all, the fire alarm went off. Oh, and it was World Book Day: I was dressed as King Arthur. The challenges of the building programme created extra work for everyone, but it demonstrated a school that pulled together, remained safe, happy and could deliver the curriculum

effectively. We are expecting Ofsted to visit NCS soon and they will see a vibrant, confident school arising from the dedication and hard work of staff, parents and pupils.

Speaking of hard work (one of the school's core values) Mrs Reedy's assembly theme this week was 'hard work in adversity'. In a similar manner, Dr Askey's role model of the week was tennis player Arthur Ashe who overcame prejudice to become one of the top players in the world. He then dedicated his life to fighting segregation and encouraging education for young people.

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1 - Ofsted

Year 10 Reports & Parents' Evening

Paper copies of your child's academic report will be sent home next week. Please ask your child for it. We are trialling a new piece of reporting software called Pupil Progress Reporting (PPR) in addition to the headline reports sent on Arbor. Please read Dr Askey's section later in this newsletter for more details. The Year 10 parents' evening is on June 11th via School Cloud.

Duke of Edinburgh

The last few weekends have seen many pupils take part in the Duke of Edinburgh's Bronze and Silver award schemes. Congratulations to all who took part and a big thank you to Mrs Stevenson for supporting this scheme. She was delighted with the hard work, resilience and teamwork of our pupils.

Work Experience

If any parent can offer work experience to our Year 10s, week commencing 1st July, we would be very grateful for support. Please contact Mr Gallamore if you are able to offer a place, a.gallamore@northcestrian.co.uk.

End of year trips and events.

We like to end the school year with nice trips and activities for our boys and girls. We try to make these affordable and inclusive. Staff help massively and often spend long days enabling these things to happen,

which they are glad to do. To make these things fun and safe for all we will omit pupils who have exhibited poor behaviour choices. Children who have been excluded or given senior or Saturday detentions are likely to forfeit their chances of partaking in these events. They have been forewarned.

Advanced Notice

Fri 24/5 School breaks for half-term

Mon 3/6 School resumes half-term

Tue 11/6 Year 10 Parents Evening (On-line)

Sun 16/6-Thu 20/6 Barcelona trip

Wed 19/6 INSET (School Closed to pupils)

PTFA Meeting - 1900-2100 Head's Study

Deputy Reflections



Thank you for all your feedback on the Parent Voice and the Student Voice (twice - subjects and school)! These results are now being processed and I will let you know the approval ratings, areas for improvement, and begin the "You Said, Wed Did" next steps.

Mr Cliffe (Head of PE) and I have been invited to the national character conference to showcase how NCS is developing character through sport. The qualities we showed during the Quality Mark Plus assessment continue with this national role model recognition. As with all thing in our character education programme the importance of the team of staff, parents and pupils combined with the interwoven Cestrian ABC ethos is what makes the difference.

Extra-Curricular Provision Mapped to Character Development

Pupil attendance and development is recognised through the character development evidence and points. Pupils and parents also send evidence of character development undertaken in the wider community through the regular pupil voice on external sports clubs, other clubs/societies/groups, evidence of the character benchmarks, nominations and evidence for character development by themselves / peers / parents. Remember to state and justify the character development you have evidence for and if you need help just ask your form tutor.

All extra-curricular opportunities will be evidence for your Passion. Remember, North Cestrian is where individuals thrive, so you may be able to link any of your character development to how you are making the most of any of the extra-curricular opportunities.

Extra-curricular records have been broken today with over 60 Year 10s attending an after school Religious Education exam technique practise! These pupils and teachers have strong character to fuel their ambition! Talking of fuel... did you know that attending an extra-curricular club comes with a free cookie and drink! It is crucial to boost the energy levels for this extra time!

North Cestrian Extra Curricular	Opportunity for Your Character Development											
	Generosity of Spirit	Learning from Mistakes	Passionate	Purposeful	Resilient	Resourceful	Responsible	Sophisticated	Civic	Intellectual	Moral	Performance
Art Club												
Mindfulness Art Club												
Breakfast Prep												
Prep Club												
Cheer Leading												
Anumana Code Academy												
Journal Reading												
Reading Buddies												
Maths Buddies												
Chess												
Debate Club												
Earth Science Club												
Eco Club												
Esports Club												
Film Club												
Gardening Group												
Kindness Club												
Drama Club												
School Choir												
School Band												
School Production												
Inspector Calls Play												
Spike Club												
Rendezvous Cafe												
Tabletop Gaming Club												
Zumba												
Cultural Capital												
Biology, Chemistry, Computer Science Engineering Food, Geography, History, J'Vival Club de Langues, Further Maths, Media Studies, Science, Physics, Psychology												
Badminton, Table Tennis, Football, Netball, Volleyball Other sports in SP/IBAG / Summer terms												

2 - The image shows how extra-curricular opportunities at North Cestrian match with character development



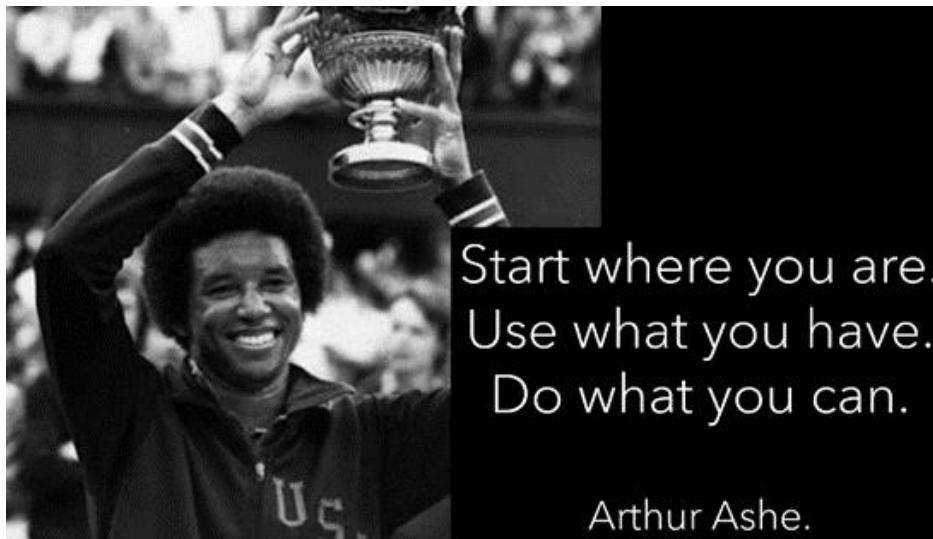
3 - Role Model pupils with Mr Dennison..... at 4pm today!



4 - Role Model pupils with Mrs Isherwood-Cann..... at 4pm today!

- See if you are on the [character news](#)
- Check out the latest [character development opportunities](#) or continue to build your [character bench mark certificate](#).
- [You can Nominate a Pupil for their Character Development here.](#)
- Pique your interest for the [cultural capital](#) and [send in your reflections](#)


Academic News



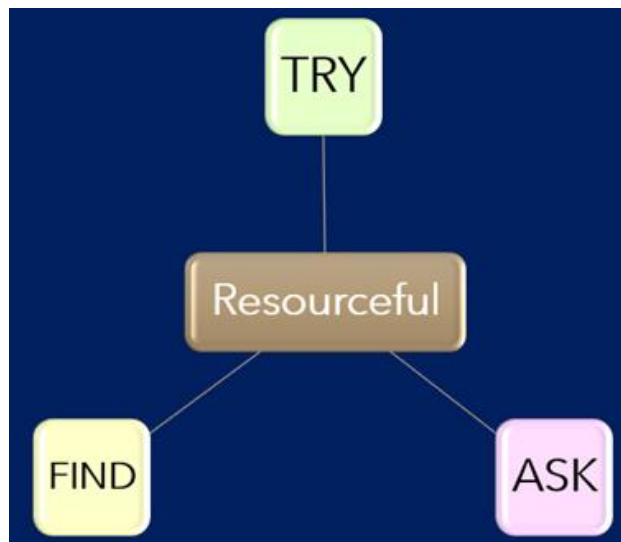
This Week's Attitude to learning and character focus is **RESOURCEFUL**.

In our Cestrian Academic briefing and lesson this week pupils learned about the American tennis champion Arthur Ashe and his ability to overcome challenges and make the most of difficult situations throughout his life.

Being resourceful is having **the ability to find quick and clever ways to overcome difficulties**. This doesn't always mean having access to financial or physical resources. Having the ability to think through problems and work out possible solutions and strategies; relying on what we can do and pushing the boundaries of what we think we are capable of; having the belief and ambition within ourselves, these are the characteristics of a resourceful person. In lessons, and via the **Attitude to Learning** grid used for reports, pupils are encouraged to, and rewarded for, their ability to generate and use their own ideas; and to link knowledge and new ideas to those that are known and have been studied before.

 Classwork Resourceful	
Role Model	I use my own ideas. I make links to other work / subjects.
Positive	I can use some of my own ideas. I can make some links to other work.
Developing	I need help thinking of ideas. I don't always make links to other work.
Hampering Progress	I don't come up with my own ideas. I have to be retold about other work.

5 - Resourceful



Pupils have been asked to develop their resourcefulness by thinking about three things: *What can I*

TRY?
FIND?

What / Who can I
Who / What can I ASK?

This idea not only improves learning within lessons and an ability to access exam questions, but it also applies to any activity or problem that we encounter in life. We want Cestrians to learn skills beyond the classroom and become thriving and active contributors to our community.

Year **10 reports** are coming home next week. The headlines will come via Arbor, but in addition, we are giving pupils paper copies of a more detailed report from our new assessment software **Pupil Progress**. Parents, please ask them for it! This detailed subject report allows pupils and parents to understand progress in terms of specific subject content and hence better identify and target areas for improvement (see example) for each subject pupils' study. Next academic year parents and pupils should be able to access pupil assessment information live via the Pupil Progress APP.

Year 10 Parents Evening will be held on Tuesday June 11th via School Cloud. You will be able to book your appointments with staff from next Friday 24 May until Monday 10 June.

Please contact Mrs Williams in the School Office if you have any difficulties accessing School Cloud.



GCSE in PE | Full Course

Year Group 11 | Class 11X/Pe1

Scout Finch

09.09.2020



Live Tracking

Minimum Target Grade	Overall Total Marks / 350	Current Grade	Scaled Average Unit Marks / 350	Average Unit Grade	Target Grid	
4	168	3	168	3	Grade	Marks away (Projected)
					4	3
					5	24
					6	46

Unit	1: Fitness and Body Systems (36%)	2: Health and Performance (24%)	3: Practical (30%)	4: PEP (10%)
Grade	3	5	4	4

Topic Summary	Total Marks	Grade
1.1: Applied anatomy and physiology		
1.2: Movement analysis		
1.3: Physical training		
1.4: Use of data		
2.1: Health, fitness and well-being		
2.2: Sport psychology		
2.3: Socio-cultural influences		
2.4: Use of data		

1: Fitness and Body Systems (36%)	Total Marks	Grade
Question Level Analysis Average		
Past Paper Marks / 90	33	
1: Total Past Paper Marks / 90	33	
1: Total Scaled Marks / 126	46	
1: Fitness and Body Systems (36%) / 126	46	3
Average Total Marks / 90	33	
Current Unit Grade	3	

2: Health and Performance (24%)	Total Marks	Grade
Question Level Analysis Average		
Past Paper Marks / 70	35	
2: Total Past Paper Marks / 70	35	
2: Total Scaled Marks / 84	42	
2: Health and Performance (24%) / 84	42	5
Average Total Marks / 70	35	
Current Unit Grade	5	

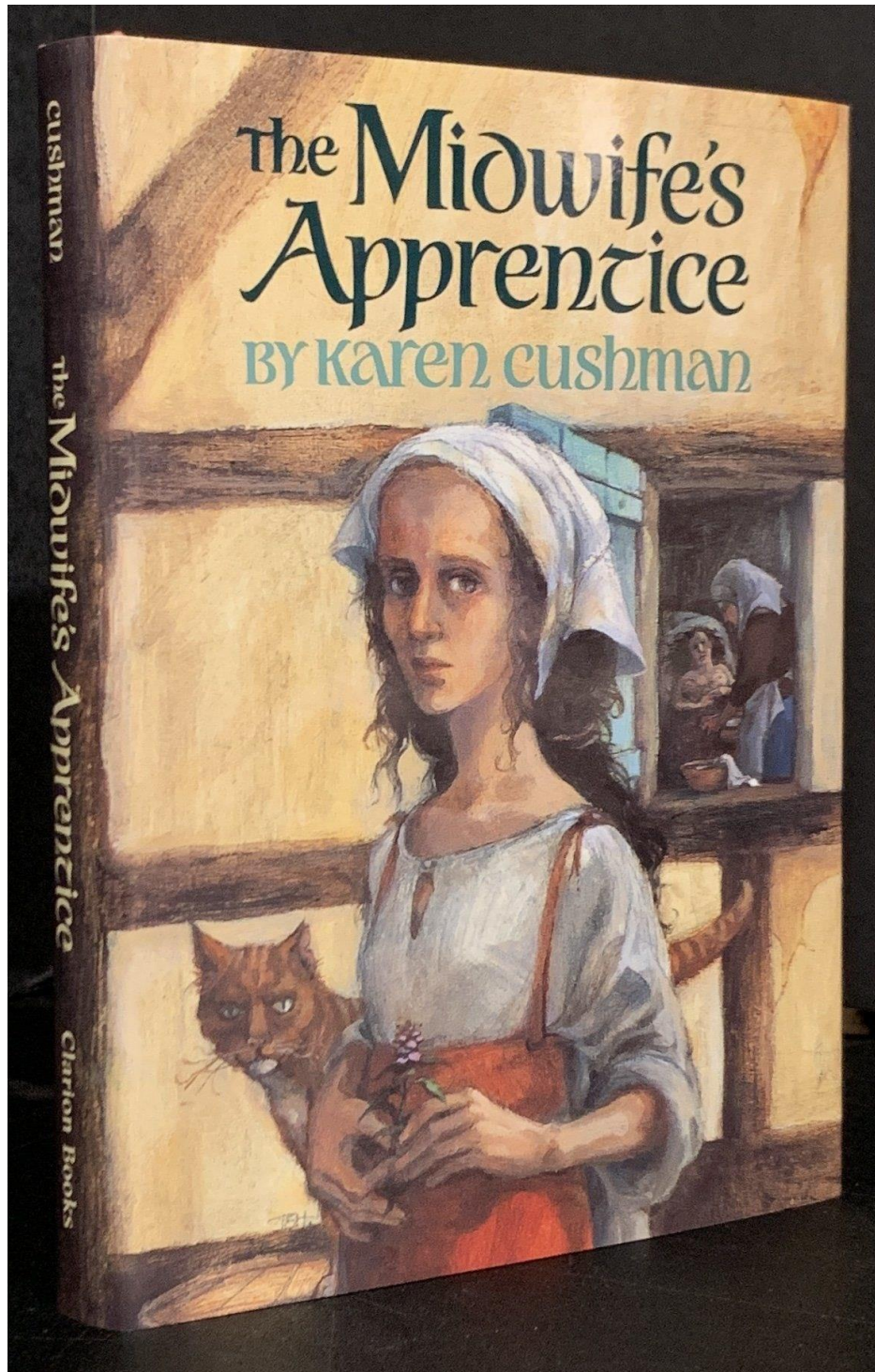
3: Practical (30%)	Total Marks	Grade
Best Individual Sport / 35	20	
Best Team Sport / 35	22	
Next Best Team / Individual Sport / 35	20	
3: Total Unit Scaled Marks / 105	62	
3: Current Unit Grade	4	

4: PEP (10%)	Total Marks	Grade
Personal Exercise Programme / 20	10	
4: PEP Scaled Marks / 35	18	
4: Current Unit Grade	4	

6 - Pupil Progress

Humanities News

History – Book Review – Harshi V (Y7)



7 - *The Midwife's Apprentice*

The Humanities Library has a selection of fiction and non-fiction books, which link to the NCS curriculum, and others which expand and develop cultural capital in History. Harshi V in Year 7 has taken out one of the books and completed a review below: *The Midwife's Apprentice*: I would recommend this book to people who like reading non-fiction books and 'diary-like' books, as this book is written as a person's

daily personal accounts. The main character is called Beetle, and she works as a midwife's apprenticeship under Jane's guidance, in Medieval England. I would rate this book 10/10. This topic is significant because it shows us how privileged we are today, as we have proper medical facilities like the NHS, compared to what conditions were like Medieval England. I have enjoyed completing this task as it helped me to understand the life of an apprentice in Medieval times. And we have been learning about medieval medicine, particularly about the role of infirmaries, monasteries and wise women who provided medical care to people at the time. This has inspired me to find understand and compare hospital facilities and medicine from the medieval ages to now, and see the development of medical facilities over time.

History Cultural Capital



The History Cultural Capital Calendars are available on the school website [North Cestrian School - Cultural Capital](#) and are there to expand your horizons and develop your passion and sophistication in the subject.

Sarah K (Y7) has submitted a cultural capital review about the Mali Empire, from the 'Meanwhile, Elsewhere' site, which takes popular National Curriculum topics and covers another, different area of the world where exciting developments were taking place, which the National Curriculum sometimes doesn't have space for. We are currently learning about the Islamic Empire in Year 7 History, and at the same time the Mali Empire was thriving. The submission is below:

The Mali Empire – Sarah K (Y7) *It was an empire in west Africa, started by King Sundiata Keita. It was famous for its trading networks with North Africa, the Middle East, etc. and they traded goods, such as spices, and luxury items, like silk and ceramics. They were also famous for their development in education, as well as its control over a vast area in Africa.*

This topic is significant as it was one of the things that led to amazing discoveries that have been made today, and I have enjoyed finding out new and fascinating things about what was going on in the world in places I have not learnt about. It was what was going on during the Islamic Golden Age.

This has inspired me to do more cultural capitals and find out about more and more interesting things in history in other interesting places.



8 - Mali Empire

Archaeology Club – Every Wednesday - after school



The Archaeology has been creating Roman shields and then practising Roman battle strategies.

Interested to learn more?

Speak to Ms Ronan in U15!

Psychology



Psychology Cultural Capital submission – Kelly L (Y9)



Emotions in the Brain

Summary of the main points: The brain is involved in our emotions to help recognize our feelings and attach emotions to our memories. Some brain structures are important for all emotions and some are important for specific emotions such as happiness, anger and sadness. There are four parts of brain structures which are involved in emotions: Cerebral cortex, Amygdala, Hypothalamus and Hippocampus. Amygdala is the most important brain structure for emotions, it is so powerful at processing emotions when it recognizes things in a familiar environment. Amygdala controls all the emotions in general, especially when we are feeling angry or scared. Hippocampus is important for our memories, especially for our episodic memories. It attaches emotions to those memories when we are thinking about the past event. The hippocampus is right next to the amygdala which works together to help us form emotional memories. Hypothalamus makes our body to have reactions when we experience big emotions. For example, our heart rate might increase if we are really excited. This responds by hypothalamus, it will slow down our heart rate when we are done feeling excited. Cerebral Cortex is an important brain

structure for our emotional processes. Our emotions are connected to our thoughts so different parts of cerebral cortex are active depending on which emotions we are feeling.

Why this topic is significant:?

This topic is significant because I now know more about how different parts of our brain react to our emotions.

How does this topic relate to what I have learned in school?

This is related to Unit 2 Memory in the Psychology knowledge map.

What has this inspired me to do next?

This research inspired me to find out more about how our memories affect emotions.

Geography



Cultural Capital submission: Sarah K (Y7)

Geography Population & Life Expectancy

Population is how many people live in an area, and life expectancy is how long someone is expected to live while they are in that country. It is interesting and can be important in finding out how to increase these things, or knowing how they could decrease - Decreases: black death, great plague, WW1 & WW2, while increases are things like the Industrial Revolution, and immigration also causes increases, as well as having good medical places, and medicine, food, etc.

Why this topic is significant?

It can help to understand why the population is as it is. I have enjoyed researching and finding out more about it.

How has this topic relates to what I have learned in school? We have learnt about the increases and decreases of the population during many different years, as well as what the life expectancy in the UK is (about 80 years)

What this has inspired me to do next?

Do more Cultural Capitals and find out more about events that affect population and life expectancy.

Mindfulness Club



Calm your mind and come to the Mindfulness Through Art Club!

KS3

Monday Gold Week
3.30-4.20pm

Monday 13th May: Marble Art
Monday 3rd June: Flower Lanterns
Monday 17th June: Painting Trees
Monday 1st July: Painting Bubbles
Monday 15th July: Draw Your Breath

9 - Mindfulness through Art

Contact Us:



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REPORT AN ABSENCE TO - absence@northcestrian.co.uk