



Look Up

ST MATTHIAS NEWSLETTER

Autumn Term

December 2019



Message from Mr Coombes

This Christmas I am going to spend quite a bit of my time eating, drinking, sleeping, reading, watching movies and reflecting on my big question.

How did what happened, happen on December 12th?

Yes, it is an election question. The people - over 18 and with voting rights – have democratically decided that the Conservatives will remain in charge of the country for the rest of the time your child is in secondary school. And with a massive majority so they can do whatever they want.

I was listening to the radio on Friday 13th, the morning after, and I heard a chap describe what happened on the 12th December as 'Turkeys voting for Christmas'. His view was suitably Christmassy and critical of all those working-class voters who, in his words, voted for a party who like a back-to-front Robin Hood - take money from the poorest in our country and give it to the richest. A party who created the Brexit nightmare through internal party divisions culminating in a referendum where the leader, now PM - Mr Boris Johnson, lied about

the benefits of leaving the European Union. A party who encourage distrust of those originally from other countries. The chap on the radio said it had inspired and fed the unconscious racism alive in the UK.

Interesting stuff. But I think this is something I need to work out for myself.

As a headteacher of a school in a relatively poor part of the country, with most of our students, or their parents or their grandparents being from other countries I really need to understand what happened and what happens next.

I have begun by referring to some Christmas characters I am likely to be consulting over the holiday.

1. Ebenezer Scrooge – Charles Dickens creation and a good place to start.
2. The Grinch – The Dr Seuss's character who stole Christmas.
3. Hans Gruber – The baddy from Die Hard (yes it is a Christmas film!)

Name:

Form Group:

4. Harry and Marv from Home Alone one and two
5. The Gremlins

Let's see what they have to offer to help me.

Scrooge

"How shall I ever understand this world? There is nothing on which it is so hard as poverty, and yet, there is nothing it condemns with such severity as the pursuit of wealth"



When asked for some money to help the poor Scrooge says; "I wish to be left alone ... I cannot afford to make idle people merry. ... God knows they cost more than they are worth."

By the end of the story and after seeing some time travelling Ghosts Mr. Ebenezer Scrooge changes his whole outlook and helps those poorer than himself. In so doing he becomes happy rather than sad.

A positive Christmas message of hope! People can change! The poor get some help and keep their dignity! A good start, thank you Charles Dickens.

The Grinch

In the story How the Grinch Stole Christmas the author Dr Seuss tells the story of a sad and lonely creature from the outside of society who hates Christmas and his neighbours so much that he steals all the presents and food from them all whilst they are asleep waiting for Santa.



A bit like Scrooge he changes, a meeting with a child

and the loveliness of his neighbours transforms his heart so it grows. He ends the story being generous to his neighbours and being much happier himself.

Also good. The nasty and villainous can be changed by the honesty of children and everyone being lovely. People can change for the better if they listen to children and we are nice to them.

Hans Gruber

Hans is the murderous thief in Die Hard a Bruce Willis film. He is clearly from Europe (West Germany). He is a bad man, but in the end (spoiler alert) he falls to his death by slow motion. A horrible way to go.



In this film the foreign baddy is very very bad, even pretending to be a US citizen to gain the trust of the hero only to find he was never really trusted – thank heavens – and the gun Bruce gives him has no bullets!

I think the Brexit party would like this film. I've been to Germany and the people there were very nice. Come to think of it the baddies in action films often seem to come from other countries. I wonder why?

Harry and Marv

Who does not like these films? Home alone one and two (not the others!)

In the first film a young boy, Kevin, is forgotten by his lovely but ultimately neglectful parents. They are rich and whilst they are away on holiday in Europe some Robbers – Harry and Marv – target their house and all the stuff in it. Because Kevin is 'Home Alone' he bravely fights off the robbers using clever traps.



The bad guys lose. At the end of the film he is reunited with his parents and an old man next door who harboured a senseless grudge against his own family is reunited with them. The second film is essentially the same as the first but Kevin is lost in New York and the old man is replaced by an old lady covered in pigeon poo.

Both films are classics and much enjoyed by the Coombes boys. They have happy endings where no one is hurt or has a bad end except those that deserve it.

Interestingly if Kevin's family had not gone to Europe in the first place none of this would have happened. Perhaps like Kevin I can use my brain and tactics, and traps involving pots of paint on ropes to help make our life better at St Matthias? Good films, not helpful.

The Gremlins

Firstly don't watch this film if the whole Santa question is still alive in your house. This film presents an anti-Santa view!! Not for small kids.



The film is amazing and with primitive effects it is even funnier now than when it came out.

The story starts with an American man who is trying to sell his rubbish inventions when he sees a very very cute creature called a Mogwi in a mysterious shop owned by a poor immigrant. He does not want to sell the Mogwi to the man. Our American dad exploits the poverty in this family and buys it from the shop keeper's grandson whilst the shop keeper is out the back. They need the money.

He thinks it will make the best Christmas gift ever and gives it to his son. The Mogwi is soooooo cute but needs looking after properly. There are rules.

These are:

1. Keep it out of sunlight.
2. Keep it away from water
3. Don't ever feed it after midnight.

The second and third rules get broken and the cute Mogwi creates an army of small evil and green demon like Gremlins who terrorise and kill people in the town.

In the end they are defeated by the sunlight and order is restored. The destruction remains.

The old shop keeper returns to take the Gremlin back, saying the world is not ready for them.

There is another 'people from other countries cause problems' theme. That worrying trend aside I think we do get something from the film.

Bad things happen if you don't follow the instructions / rules!

I think I can work with this.

I am going to work on my list of instructions to myself, ready for our new year at St Matthias and our new Conservative government.

I have some starters but will work on them over the holiday

1. Be lovely! Like the Whos in Whoville
2. Challenge the idea that different or other or foreign is bad.
3. Films are not always right.
4. Don't eat after midnight – bad for Mogwi and overweight headteachers!
5. Remember that however bleak things may seem there is a happy ending waiting for us before we reach the end of our book or movie.

Merry Christmas everyone. Mr Coombes.

NEWS FROM PE

Extra curricular activities at St Matthias have proven to be extremely popular. To date, we have had over 675 students taking part in a variety of activities:

football, rugby, basketball and dance. Our inter-form competitions at lunchtime are also proving to be very

popular. Looking ahead, we have 10 teams competing in rugby, football and basketball at both local and national level. Exciting times!

PE Department.



Extra Curricular Timetable

After School

Monday

Rugby
Year 7 – 10
Boys and Girls
Field

Tuesday

Dance
Studio

Social Football
Year 7 – 10
Boys and Girls
Outside

KS4 Art

KS4 Graphics

Basketball
Year 7-9
Girls and Boys
Sportshall

Wednesday

St Matthias
School Choir
SWA/ACL/SKE
G34

Basketball
Key Stage 4
Girls and Boys
Sportshall

Thursday

Football squad
players only
Year 7 – 10
Boys and Girls
Outside

Friday

Year 11 Spanish
Revision/Exam
Techniques
ABI – F35

3.30pm start unless otherwise stated

Lunchtime

Monday

Tuesday

Book Club/Review
Circle
F31

Year 8 French Club
MLO – F34
12.30 – 1.20

Wednesday

Year 7 Spanish Club –
YCO/SPA
F34
12.30 – 1.20

Spanish Independent
Study Club (any year)
YRI – F34
12.30 – 1.20

Year 11 Spanish
Revision/Exam
Techniques
ABI – F35
12.30 – 1.20

Thursday

KS4 Spanish
Conversation Club
MTO – F34
12.30 – 1.20

Friday

KS4 French Club
END – F34
12.30 – 1.20

NEWS FROM PE

YEAR 7 FOOTBALL

Moreton v St Matthias

During this half term, I have had the great pleasure of running after school football twice a week with our year 7s. On each night, I have had 25 plus students in attendance. From that group, I selected a squad of 13 individuals to represent the school in their first league game against Moreton.

From the first minute until the last minute, the boys did myself, the PE department, the school and more importantly themselves proud.

From the first minute our link up play and passing was excellent, we created a number of chances during the first half but sadly, we were not rewarded with a deserved goal. At half time, the score was 0-0. The second half started and with the wind behind us, our play was a joy to watch. It was becoming more and more apparent that we had a promising bunch of players. Kai scored two quick goals before letting Moreton back into the game with an equally quick two goal response. With 10 minutes remaining Kai completed his hat trick and won us the game 3-2.

The game was played in a great spirit with both teams contributing. A big thanks to Mr Humphreys for refereeing, Mr Walters for his help on the sidelines and Mr Turner for helping mark and set the pitch up at lunchtime.

Also whilst our game was being played another big shout out for Mr Turner and Mr Cater for running sessions for 45 students across other year groups including 15 girls in year 7 as well as all other year 7 boys who didn't make the squad. A great effort all round!

Mr Small

YEAR 9 FOOTBALL

St Matthias took on Division 1 side St Peter's School in the Wolverhampton City Cup. Taking the lead after 10 minutes with a flick past the keeper from Owen, we managed to keep up with the Division 1 team. Sadly, we came second after that with St Peters' experience as a team and playing football competitively outside of school, our boys faded away losing heavily. Early signs look great and hopefully we can look to take that into our league season where we will be in Division 3 after finishing 3rd last year.

Mr Turner



YEAR 8 RUGBY

Year 8 travelled to Highfields for a friendly rugby fixture, if there is such a thing!

Highfields fielded a strong side with all fifteen players representing local clubs - St Matthias only have two.

Highfields started strongly scoring a couple of tries early on. Some solid defence and tackles from the boys saw them earn some respect from Highfields and the game became an even contest. Elvis jinked through the Highfields pack and ran unscathed to cut the lead in half. However, Highfields quickly responded with another couple of tries. The boys did not give up and Taijahn scored a touchdown style try that should not have been allowed but was given the benefit of the doubt.

The try of the game came in the second half when Cavali picked up the ball in his own half and ran in and out of everyone to score. Finley completed the St Matthias come back by receiving the ball out wide and outpacing several defenders before scoring in the corner.

A great effort from the boys and good preparation for upcoming tournaments.

Thanks to Mr Small for driving the bus!

Mr Humphreys

YEAR 8 FOOTBALL

The year 8 boys started this season's campaign today with a cup game against Madeley Academy in Telford.

Once they stepped off the bus and realised they were playing on a pitch fit for a premier league team, complete with flood lights, dugouts and a bowling green surface - nerves set in. This was reflected in the half time score line - we were losing 4-0.

However, after a rather direct and honest team talk, a different team emerged, with Jack and Tino netting two goals in the space of 7 minutes. Jack went on to bag another goal and hit the crossbar from 25 yards. Omari's excellent leadership kept the team battling until the end for one more goal to get us to extra time, but unfortunately, it did not come. Although the ref seemed to blow for full time when we were in a clear goal scoring opportunity - he must have been running scared! Final result a 4-3 loss.

Mr Cater

NEWS FROM PE

YEAR 9 GIRLS' RUGBY

The year 9 rugby girls made their way to Aldersley School to participate in their first ever Rugby City Festival. When they arrived, the girls were filled with excitement. They all got booted up but then the heavens decided to open. However, this did not stop them!

They took on the Royal in the first game. Some great passing and moving from Lyla and Alani, along with an amazing try scored by Ellie made it 1-1. However, in the last few seconds, Rochelle face planted the floor and the Royal managed to gather the ball and get through our defence to score the winner. We lost the first game 2-1.

The second game we played was against St Chads. Some confident running from Keira, Amarachi and the McDonald twins, along with the leadership skills displayed by Ellie ensured that we took the win, as we beat St Chads 3-2.

The girls had the chance to take a win from the Royal, as they played their B team in the last game. The girls put mud war face paint on and decided that they wanted a win, as they told me that they were not going to lose twice. The Royal scored first but this did not stop our girls. Keira Jessie responded straight from the kick off and ran the length of the pitch to make it 1-1. In the last few seconds, Rochelle intercepted the ball and passed it to Amarachi, who ran through a number of players to score the winning try. With this last minute try, the girls became victorious ending the game 2-1. This meant that they came top of the table and won the tournament.

All the girls that represented the school showed so much determination, passion and drive. Another school even commented on how respectful and polite St Matthias students were.

Miss Lambeth

YEAR 9s TOOK PART IN THE RUGBY CITY FESTIVALS AT ALDERSLEY

The boys who are normally familiar with defeat in football really turned it on and put in some fantastic performances. They gave St Matthias their first victory over Highfields across all age groups with a convincing 6-2 victory. They went on to beat Coppice by the same margin but came up short against The Royal.

A nice warm up for the county game against Queen Mary Grammar (Walsall).

Well done to captain Kahmar and Cobie who were outstanding on the pitch.

Also, a big well done to the three year 8s who stepped up to challenge themselves and help the 9s:

YEAR 10 FOOTBALL

Year 10 kicked off their league campaign with a 6-1 victory over Khalsa. A bumpy first half led to a stern half time team talk. We woke up, started playing football, and dominated the game. Great goals by Temple x2 Kaiden x2 Kyle x1 Devarnta x1.

Cup game: 8th October Aldersley v St Matthias

The boys targeted the City Cup at the start of the season and we believed it to be a real possibility in what would be their final season together.

We put out a really strong side and dominated the game. A first half strike from injured captain Kaiden was cancelled out early in the second half by the oppositions first and only shot on target. Although we created a hatful of chances, we couldn't find the back of the net. Extra time was a stalemate so the dreaded penalty shootout beckoned. Memories from last year's National Cup penalty shootout exit quickly came flooding back.

Captain Kaiden started things off with a clinical finish. Normally Mr Reliable Devarnta saw his penalty saved. Temple, cool as ice, scored his penalty. To everyone's shock vice-captain Kaylem's penalty was saved. Under real pressure goalkeeper Huna pulled off an outstanding save to keep us in the shootout. Daniel scored but it was all too late as the Aldersley number 9 secured the win.

A big well done to the boys who kept their cool, showed some class and credited themselves as the opposition showed a lack of respect and sportsmanship by going well over the top with their celebrations in front of the lads.

The National Cup dream starts soon as the boys take on Walsall Academy at home. We are one of two schools in the city who enter the National Cup, such is the standard of the competition. The boys need to put this behind them quickly as they will be dreaming of playing on the hallowed turf at Wembley - the same as I will dream of suiting up and managing from the side line. Only nine rounds to go!

Mr Humphreys

Lucas, Myles & Finley

Fingers crossed that Queen Mary are not as strong as they used to be so our boys can be in with half a chance.

Mr Humphreys



SAFETY IN PE

With the recent change in the Physical Education curriculum, the weather and the activities that your son/daughter will be participating in, we feel it is important to bring to your attention the correct protective equipment that is ideally required and the general safety issues that need to be adhered to.

We want to give your son/daughter the best experience we can by offering a range of activities, which will provide excellent opportunities for your child to develop their physical, social, emotional and psychological learning domains.

It is recommended that your son/daughter has:

SHIN PADS: For safety and protection, shin pads are compulsory for all football lessons, training and fixtures for all girls and boys.

MOUTH GUARDS: The wearing of mouth guards is recommended as a valuable means of protection for hockey, rugby training and fixtures. These can be purchased from the PE department for £1. The mouth guards can be soaked in warm water to enable them to mould to the mouth.

FOOTBALL BOOTS: Most of our football lessons are based on the field. With the weather conditions and surface we need to make sure your child has the correct support.

NO JEWELLERY of any kind can be worn in Physical Education lessons. This includes any piercings on any part of the body. Removal of any jewellery will be insisted upon, so please take this into account when considering piercings and the healing period.

ANY LONG HAIR must be tied back securely with a hair band (girls and boys).

MOLINUEX

As part of their course, Year 10 students have been researching different types of hospitality and catering establishments, identifying the services they offer and developing a better understanding of how these businesses operate. Students took part in a question and answer session and then had a tour of the hospitality facilities within the stadium. They also had the opportunity to go pitch side, but the highlight of the tour was the visit to the media box sitting at the famous desk where Nuno sits for his press conferences! Very cool! Mrs Copcutt.



ASTHMA

The school keeps an inhaler in school for emergency use. The emergency inhaler should only be used by children for whom written parental consent for use of the inhaler has been given, who have either been diagnosed with asthma or prescribed an inhaler, or who have been prescribed an inhaler as reliever medication.

The inhaler can be used if the student's prescribed inhaler is not available, for example, because it is broken or empty.

Keeping an inhaler for emergency use will have many benefits. It could prevent an unnecessary and traumatic trip to hospital for your son/daughter and potentially save his/her life. Parents/carers are likely to have greater peace of mind about sending their son/daughter to school.

This does not negate the parent/carer's responsibility to ensure that their son/daughter has his/her own inhaler prescribed by his/her GP. Students should have their own inhaler with them to treat symptoms and for use in the event of an asthma attack.

An asthma register will be accessible to staff and designed to allow a quick check as to whether or not a student is recorded as having asthma, and consent for an emergency inhaler to be administered.

If you wish for your son/daughter to be included on the register please request a consent form from Reception.



YOUTH COUNCIL ACTIVITY

Chelsea and Filip, our Youth Council representatives, lead assemblies on the theme of democracy. As members of the Wolverhampton Youth Council they have been wonderful ambassadors for our school through their involvement in a wide range of meetings with Councillors and representatives of local and national organisations. They have enjoyed making their voices heard on a regional platform and were pleased to be able to lead a youth voting opportunity for students across the school. Thanks to their inspiring assemblies, students across the school participated in the 'Make Your Mark' Vote by discussing the issues and completing ballot papers during form time. These will be sent directly to the Wolverhampton Youth Council for counting. The final results will go on to influence the objectives of the Youth Council for the coming year.

Students in year 10 were asked to reflect on the make your mark vote, here are some of their comments:
"It is important to vote because our opinions matter"
"We need to be heard, our views are important"

"I voted for ending knife crime because it seemed like the most important issue on the ballot"

"Mental health is important because we need to make sure that vulnerable people are ok and safe"



LIFE SAVING SKILLS

In PSHE, year 8 students have been learning about personal safety and first aid. Students have been identifying ways that they can improve their levels of personal safety and learning how to act in an emergency. This has resulted in students learning and practising CPR using CPR Manikins and going on to create health and safety videos in the style of You Tubers. The students have demonstrated a good understanding of how to minimise risk and stay safe. Well done year 8.



YOUTH COUNCILLORS



Over 300 students at our school voted yesterday for their candidate to represent and be the voice for young people. 15 candidates from Year 10 put themselves forward for the election, to fill two vacancies as Youth Councillors for Wolverhampton 2019- 2020. A big thank you to Filip and Chelsea who will hand over their roles to the winners. Filip and Chelsea will now have the time to concentrate on their Year 11 exams. Winners to be announced soon. Watch this space...

CAPTURING ARTS AND MINDS

Earlier in the year our students entered a creative writing competition as a culmination of their work in religious education. The competition, Arts and Minds, was an opportunity for students to write about their understanding of the importance of equality whilst reflecting on the experiences of Anne Frank. We were delighted as a school to learn over the summer that several of our students had entered work that was highly commended by the competition organisers. We also learnt that one of our students, Harleen, had actually won the competition and was to be the recipient of the prestigious Anne Frank Literary Award.

Harleen's entry, Dear Fellows, was selected for the prize from over 1000 entries and as a result she won a trip to London with her family including a ride on The London Eye. She was then invited to a prestigious award ceremony in central London to receive her award. Harleen's Award was presented by Uzma Zahid, a trustee of the Anne Frank Trust. She also received praise from

Tim Robertson, the CEO of the Anne Frank Trust who described Harleen's work as gutsy with a superb link to the experiences of Anne Frank. He said that her work 'said what needed to be said in a powerful way.' Harleen impressed everyone at the awards ceremony with her ability to explain what had inspired her work. She was also presented with a very special signed copy of Anne Frank's diary. Our school also received praise for finding time in the curriculum to provide students with the opportunity to be creative.

We are incredibly proud of all of our students who were commended for their work in this competition and also of Harleen for setting the bar so high and representing our school on this national platform so well. We know that we are a school full of amazing students and it is wonderful when other people recognise that too. Hard work really does pay off!





DEAR FELLOWS

"I simply can't build my hopes on a foundation of confusion, misery and death...I think...peace and tranquility will return again," Anne Frank.

Discrimination is a blanket of ample agony.
Prejudice is a desire to destroy someone's initial feelings.
Diversity is an unsolved question roaming in each human being.

Dear Fellows, it's merely us who can change the world,
Do something that stands out and gain love no matter
What skin colour or race we are.

Racism is an enduring discrimination which comes in many shades.
The earth for instance, is a mixture of different races which can't be changed.

Dozens and dozens of evil demons come and go on earth.
Dozens and dozens of upsetting ideas come and go on earth.
However, dozens and dozens of remedies and healings come and go on earth too.

Dear Fellows, it's merely us who can change the world,
Do something that stands out and gain love no matter
What skin colour or race we are.

Many types of ups and downs come and go in our lives,
Yet it's merely us who can turn them away.
A steady beat is never the right pace to be walking on,
As it can always take a different turn.
Peace is not always presented as a sweet piece of cake,
As it sometimes times can taste sour.
Appalling death tolls in the holocaust for instance,
were incredibly abundant which is why they seemed endless.
Swastikas for instance, were a symbol of hope,
But then, turned into disaster. They weren't just tattooed
on people's heads, But also minds.

Dear Fellows, It's merely us who can change the world,
Do something that stands out and gain love no matter
What skin colour or race we are.
And, its merely us who can liberate people from prejudice,
And break the chains of hatred people have against
different races and religions.



BIKEABILITY



PSHE - Personal safety. All our Year 7s are in the process of achieving their Bikeability Level 1 and 2 badges. Students who do not know how to ride a bike will be given instruction from Wolverhampton Safety Bike Team, to build their confidence. Students wear safety helmets and hi-viz jackets and learn to ride safely, along the roads by St Matthias. This will progress to our students participating in Level 3, the following year.

FOOD FESTIVAL

Set in the rural Staffordshire town of Stone, the Food Festival is an annual event that is held during the first weekend in October - it has been running since 2004. Year 9 students had the opportunity to visit the festival. The rain managed to hold off for the afternoon and our students were able to see and taste a range of locally produced food. Not only that, they were able to learn new skills from live cookery demos and talks. Students also visited the different street food stalls selling a range of freshly cooked delicacies. Well done all. Mrs Copcutt.



OPEN EVENING

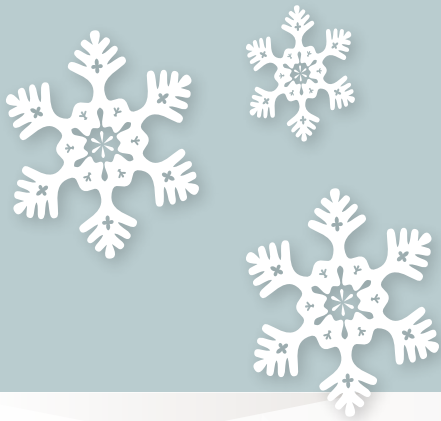
SPOT THE HAZARD

Spot the hazard - visitors were invited to spot the hazards and identify the risks in our dirty food room. The winners were:

3rd prize - Megan

2nd prize - Amrita

1st prize - Daniel



DIWALI

Diwali, the Hindu Festival of Lights, is celebrated by more than a billion people all over the world. The festival celebrated by Hindus, Sikhs and Jains celebrates new beginnings and the prevalence of good over evil. This year Diwali will be celebrated on the 27th October 2019. Our students wanted to share their experiences of Diwali by leading assemblies throughout the week. Students

have gained an insight into how Diwali is celebrated and why. Students were encouraged to think about 'who is the light in their life and what helps them to see brightness'. Thank you girls, you did an amazing job of sharing the values that define the meaning of Diwali!

Mrs M Iqbal



CAR PARKING INFORMATION

Car Parking

The safety of all children attending St Matthias is taken very seriously and can be maximised with the cooperation of parents/carers. Please think twice before parking on pavements, across driveways, at designated crossing points and illegally on parking restrictions.

Please consider parking away from the immediate vicinity of the school (e.g. in appropriate places in Deans Road and Tyburn Road) when dropping off and picking up your child and walking a short distance with them to and from the school. This can help them develop their road safety skills for future years. We encourage children to walk or cycle to school.

Students may cycle and leave their bikes at the school. We do have spaces for bicycles and encourage children to use these with parental permission, but cannot accept responsibility for bikes stored on school premises. Bikeability sessions are provided in school to promote the safe use of bikes.



To keep our students safe please regard the following:

Please don't turn into the main entrance to drop off children.



Please don't drop your children off in the visitors entrance. This is for staff, visitors, those registered disabled and the school taxis.



Please don't park anywhere in the driveway.



FACT

Research shows that 1200 children a month are involved in collisions within 500 metres of the school gates. 'School run' child casualties, defined as accidents occurring between 7.30 and 8.58am and 3.00 and 4.59pm accounted for roughly one third of all child casualties in the year. Of the 6645 school run casualties in 2011, 804 were deaths or serious injuries.

Car Parking

Please ensure your child accesses and leaves the school via the student gate.

This gate is open as follows:

8.00 – 9.30am

3.15 – 4.30pm

If your child arrives or leaves school at any other time, please ensure they go through the pedestrian gate and walk along the pathway.



Q - I'm dropping my child off at school after 9.30am. Do the same guidelines for parking / dropping off still apply?

A - The guidelines remain the same at any given time.

Q - Where should I park if I have a meeting in school?

A - Please park in the visitors car park.

Visitors car park



Q - I don't have a meeting arranged but I need to talk to someone. What should I do?

A - If it's not an urgent concern please call the school to arrange a conversation or meeting. If it is urgent come and park in the visitors car park.

Q - My child is about to be late for school. I don't want them to get a punctuality Restorative Intervention. Can I drop them off at the main entrance or bring them into the visitors car park?

A - The same guidelines apply and unfortunately your child will receive a punctuality Restorative Intervention.

Student gate

Q - It's pouring with rain, I don't want my child to get wet so can I drop them off at the main entrance?

A - The same guidelines apply and your child must use the student gate.



Q - I have made an arrangement with school to pick my child up early from school. Can I wait in the visitors car park?

A - You can use the visitors car park.

Q - Where can I pick my child up from?

A - You can pick your child up from safe places on Deans Road and Tyburn Road.



Tyburn Road



Deans Road

INDEPENDENT STUDY

We are changing what we are doing with homework. We want our students to develop their independence and how they remember important information. Homework will now be called 'Independent Study'.

So, what is the thinking behind this?

GCSE qualifications have changed and nearly all of the examinations taken at the end of Year 11 are 100% exam based. This means that there is very rarely any coursework that counts towards a final grade- it all comes down to the final exam. In order to be successful our students need to remember lots of different things from lots of different subjects. This requires a good long-term memory.

Research tells us that a very effective way of helping students remember more is something called 'retrieval practice.' Often when we think about learning, we usually focus on getting information into students' heads. What if, instead, we focus on getting information out of students' heads?

'Retrieval practice' means trying to remember material you have been taught rather than simply re-reading it and hoping for the best, which doesn't work!

So, what might this look like for our students and their independent study?

Students could do the following:

1. Make a list of all the information they need to know from each topic in a particular subject e.g. solutions to desertification on the fringes of a hot desert for geography.
2. Close their book or revision guide and make a quiz using flashcards or an app, such as Cram or Quizlet.
3. Try to recall (retrieve) everything they remember.
4. Go back and check what they remember against their answers.

We want 'Independent Study' to be about our students quizzing themselves about what they have learned. Recalling information from memory will help build and strengthen the long-term memory of our students. This will help massively with remembering all the things they need to be successful in tests and exams.

It is also important that these independent study tasks are manageable too. We are suggesting that the tasks be 20 minutes long. Research tells us that short sharp tasks that are done often and spaced out over a period of time are also effective in building long-term memory.

So, a day of 'Independent Study' tasks might look like this:

Time	Task
20 minutes	Write up notes on the Great Depression
5 minutes	REST
20 minutes	Brain Splat- poetry
5 minutes	REST
20 minutes	Make flashcards- maths
5 minutes	REST
20 minutes	Create questions on immune system

So, how will teachers know that these tasks are being completed?

Students will be quizzed in lessons to check their understanding and their memory.

You can help at home with this too:

- Practising retrieval practice at home can be as simple as asking children at some point after school about what they have learned that day.
- It's ok if you don't know much about the material they are describing- just let them do most of the talking! If you can encourage your child to describe and explain the information from memory, then you are helping them practice retrieval and reinforcement of what they've learned.
- You could also get your child to write about what they know on a blank piece of paper, help them make flashcards or help them make their own questions for retrieval practice. Just make sure that your child is actively bringing the information they have learned to memory.

Let me know if you have any questions or would like to know more about the idea behind 'retrieval practice' and 'Independent Study'. We believe it can make a big difference for the learning of our students.

Mr Paterson

MOBILE DEVICES UPDATE

The introduction of our new Mobile Devices guidance has been hugely successful. This is due to the way in which our students have responded and the excellent support from families. The impact in school has meant that there are fewer distractions in lessons and significantly less incidences of negative use of social media. This has meant we've been able to concentrate on supporting students in other ways.

The only incidences of negative social media have happened out of school and we continue to ask families to closely monitor how their children are choosing to communicate. Again, this can be a distraction in school but as it has happened out of school we are limited in how we can resolve these issues.



New Mobile Device Guidance

THE USE OF MOBILE PHONES AND IPADS IN LESSONS

Students must not:

- Search any sites or topics other than those specified by staff
- Send any communications or post any material other than that specified by staff
- Film or take photographs without permission from staff
- Listen to music

THE USE OF MOBILE PHONES AND IPADS AROUND SCHOOL

Students must not:

- Use their Mobile Phone or iPad at any other time apart from when specified by teachers during lessons

This means Mobile Phones, iPads or headphones should **NOT** be seen or heard at any point during the school day apart from in lessons when specified by teachers.

Consequences

The Mobile Device will be confiscated and will need to be collected by an adult.

School cannot accept any responsibility for any lost mobile devices. If we can, we will try and help your child find their device. We will not replace it. In PE, students are requested to hand their mobile devices in so that they can be locked away safely. Please advise your children to hand them in so that they are secure.

FOOD ALLERGIES

Students with severe or multiple allergies need to have specific menus created to their needs. Any student with multiple allergies or a dietary preference (such as a vegan) that requires an exclusion menu must complete and return an Allergy Menu Request form and provide a photograph. Following receipt of the form AiP catering company will create an exclusion menu with parents and agree food choices for the student.

Nut Allergies

Children with nut allergies only do not need to complete a form. The school kitchen operate nut free kitchens.

Diabetic Students

Parents need to complete the Carbohydrate Request form and return it to the school. AiP catering company will provide carbohydrate counts and portion sizes for all menu options. All forms and information are available on the school website

<http://www.st-matthias.com/> or from school reception*. If forms are not returned the school nor AiP catering company cannot take responsibility for the management of your child's allergies.

The school kitchen have listings highlighting the 14 EU regulated allergens present in their menu. Further extensive ingredient lists are present on site or with AiP Quality and Nutrition Manager. This information is available from the Quality and Nutrition Manager at allergens@ainp.co.uk.

* By returning this form you are providing AiP consent to hold your personal information. This will be held in a secure place until they no longer require the details. This information will not be shared.

GCSEPOD IS BACK!



I am pleased to announce that St Matthias has recently relaunched GCSEPod with KS4.

Your child has created their own personal account, which gives them individual access to award winning digital GCSE content and revision.

As a subscriber, your child now has access to over 6,000 'Pods' - 3-5 minute videos designed to deliver knowledge in short manageable bursts. All Pods are linked to our specific exam boards, so you can be assured that they contain the correct facts, keywords, quotes, dates and annotated diagrams that your child needs for GCSE success.

Currently, GCSEPod is available for English Language, English Literature, Maths, Combined Science, History, Geography and Spanish.

One of the most effective things about GCSEPod is that

you can download any Pod to your child's mobile device, and they can access them in any place, at any time - even when they are offline. It is like having a teacher in your pocket wherever you go! To access this feature, your child must download the GCSEPod app from the Apple/Android store.

However, this is not the only way you can support your child's learning. Please talk to your child about this online resource, and encourage them to browse the available resources and keep up to date with any Independent Study tasks that your child's teachers may have set.

For more information about how to support your child using GCSEPod, please visit www.gcsepod.com/parents.

Watch this space for further updates and upcoming GCSEPod competitions!

Merry Christmas and a Happy New Year.

Mrs Jones

ST MATTHIAS STUDENTS TO PERFORM HAKA AT TWICKENHAM

Mr Humphreys has put students through their paces as part of a competition that will see them grace the turf at the home of English rugby.

Twenty pupils from St Matthias will compete against four other schools in a competition to see who can perform the

best haka. This fantastic achievement was front-page news on the Express and Star. If you haven't read the article yet, you can do so here: <https://www.expressandstar.com/news/education/2019/12/07/watch-wolverhampton-students-to-perform-haka-at-twickenham/>



A VICTORIAN CHRISTMAS



Before you read, have a think about the questions below:



1. Why do people think traditions are important?
2. Do you think traditions, like Christmas traditions, have become more about spending money?
3. What tradition (at Christmas or any other time of the year) would you most like to see each year (in your family/ Wolverhampton /England)?



It's hard to imagine now, but at the beginning of the 19th century Christmas was hardly celebrated. Many businesses did not even consider it a holiday. However by the end of the century it had become the biggest annual celebration and took on the form that we recognise today.

The transformation happened quickly, and came from all sectors of society.

Many attribute the change to Queen Victoria, and it was her marriage to the German-born Prince Albert that introduced some of the most **prominent** aspects of Christmas. In 1848 the *Illustrated London News* published a drawing of the royal family celebrating around a decorated Christmas tree, a tradition that was **reminiscent** of Prince Albert's childhood in Germany. Soon every home in Britain had a tree **bedecked** with candles, sweets, fruit, homemade decorations and small gifts.

In 1843 Henry Cole commissioned an artist to design a card for Christmas. The illustration showed a group of people around a dinner table and a Christmas message. At one shilling each, these were pricey for ordinary Victorians and so were not immediately accessible. However the sentiment caught on and many children - Queen Victoria's included - were encouraged to make their own Christmas cards. In this age of industrialisation colour printing technology quickly became more advanced, causing the price of card production to drop significantly. Together with the introduction of the halfpenny postage rate, the Christmas card industry took off. By the 1880s the sending of cards had become hugely popular, creating a **lucrative** industry that produced 11.5 million cards in 1880 alone. The commercialisation of Christmas was well on its way.



Another commercial Christmas industry was borne by Victorians in 1848 when a British confectioner, Tom Smith, invented a bold new way to sell sweets. Inspired by a trip to Paris where he saw bon bons - sugared almonds wrapped in twists of paper - he came up with the idea of the Christmas cracker: a simple package filled with sweets that snapped when pulled apart. The sweets were replaced by small gifts and paper hats in the late Victorian period, and remain in this form as an essential part of a modern Christmas.

Decorating the home at Christmas also became a more **elaborate** affair. The medieval tradition of using evergreens continued, however the style and placement of these decorations became more important. The old custom of simply decking walls and windows with sprigs and twigs was sniffed at. Uniformity, order and elegance were encouraged. There were instructions on how to make elaborate synthetic decorations for those residing in towns. In 1881 *Cassell's Family Magazine* gave strict directions to the lady of the house: "To bring about a general feeling of enjoyment, much depends on the surroundings... It is worth while to bestow some little trouble on the decoration of the rooms".

Gift giving had traditionally been at New Year but moved as Christmas became more important to the Victorians. Initially gifts were rather modest - fruit, nuts, sweets and small handmade **trinkets**. These were usually hung on the Christmas tree. However, as gift giving became more central to the festival, and the gifts became bigger and shop-bought, they moved under the tree.

MACMILLAN CANCER CARE

& WEAR IT PINK BREAST CANCER AWARENESS CHARITY DAYS

I just wanted to say a massive well done to all the students that helped, bake, pack, sell and support both of these charity days. We have some amazing young people here that simply want to help and make a difference.

Also, thank you to the many staff that also supported with goodies and helped in so many ways. It is always massively appreciated and all for such good causes.

As a result, we have raised a total of £332 for Wear It Pink and £293.90 for Macmillan Cancer Care with more to be sent off via gift aid forms. My mother always supported and helped me run and organise a plethora of charity days and events over the years and in particular

she always appreciated the hard work and kindness of the MacMillan nurses throughout her illness, right to the last.

Thank you to everyone that has played their part in trying to make a difference. The Julia Baker Tribute Fund is added to continuously in my mom's memory thanks to all the support of staff and students here amongst others. She would be ecstatic and so proud knowing that other people can continue to be helped in her name and through the memory of her.

Love From My Mom and I xx

Mrs Baker



YOUTH COUNCILLORS

It was definitely a proud night for St Matthias as our Year 10 students, Aaliyah and Kayden, picked up their certificates at the Council Chambers and now are part Wolverhampton's Youth Council. Certificates were presented by Madam Mayor Claire Darke.

Aaliyah and Kayden enjoyed the experience and were taken aback by how official the ceremony was.

We wish them luck as they embark on being the voice of young people in Wolverhampton and marking their mark. Let's hope they maximise this opportunity and make a positive difference for their city.



WHY IS VOCABULARY IMPORTANT?

At the most basic level, having a large vocabulary makes you smarter. Knowing words frees up space in your working memory to understand concepts, which in turn helps new learning to stick. Educational experts throughout the world consider vocabulary size as the best predictor for educational attainment.

This year we are widening and improving the vocabulary of our students through the teaching of root words. Root words are words that have a meaning of their own but can be added to, either with a prefix (before the root) or a suffix (after the root). Root words can often be helpful in finding out what a word means or where it is 'derived' from.

The roots and parts of words unveil meaningful knowledge about their origins. If you are teaching mathematics or science, you are drawing upon language with the same Latin and Greek roots. This offers lots of useful mental hooks to understand not just the origins of words, but to deepen your understanding of their meaning. Knowing that the root of 'scop' means to see/watch gives lots of mental hooks when a child faces new or unfamiliar words like 'microscopic', 'scope' or 'horoscope'.

Each week we will be learning a new root word. Knowing lots of different root words will allow us to increase our vocabulary even further. The root words that we will be learning come from the language of Latin and Greek. **60% of words in English have Latin or Greek roots!** Think of the Greek root word tele, which means "far," and inventions that travel long distances, such as the telegraph, telephone, and television.

Each week students are introduced to the new root word during form time. Here is an example of how we are introducing the root words to our students:

Step 1: introduce the root word and the definition to the students: **Auto: self, acting on its own** (Greek word root)

Step 2: students are provided with an image that is linked to the word. This visual clue is useful in helping students recall the root words that they are learning. Each week the visual clue from the previous weeks is displayed so that students can retrieve the new vocabulary they have been learning.

Auto: self, acting on its own (Greek word root)



Step 3: students are given examples different words that can be formed from the root word. Students say the words aloud. We can use a call and response method where the teacher says the word, and then the students repeat it. Students then use the words in a sentence.

- **Autobiography** – a story of someone's own life (they wrote it)
 - Hint: 'bio' means life
- **Autocracy**- a government where one person or organisation has all the power
 - Hint: 'crat'/'cracy' means rule
 - Video explaining the difference between democracy, oligarchy and autocracy:
- <https://www.youtube.com/watch?v=1bXLv5X73a4>
- **Automate/automation** – to put in machines that can do the work instead of people

Sometimes we can provide some information about the history of the word and where it came from. This is called etymology.

Did you know? (Etymology) In ancient times, some coins had the word 'autocrat' written next to the image of the ruler's head to celebrate the power of the ruler and his ability to do what he wanted to do.

Step 4: to develop their understanding students are asked questions about the root word.

Word use questions

- Why was the root 'auto' used for the word automobile?
- An autopsy is a medical investigation of a dead body by a doctor (usually a pathologist). Why might the word have the root 'auto' in it?

Step 5: students are then asked some 'thinking questions' that will again develop their understanding of the root word.

Thinking questions – use the target words in your response

1. What sports star or celebrity would you like to write an autobiography? Why?
2. Do you think automation is a positive or negative development?
3. Are there any advantages to living in an autocratic country? Explain using one of these words: because, but, so

Step 6: students are provided with a 'super challenge'

- Super challenge: What does **autonomous** mean?

Each week we will update our root words of the week. At home, you can support our vocabulary focus by using these root words of the week in conversations with your son/daughter.

Thanks for your support.

Mr Paterson.

RECIPES

Speculaas Biscuits

A biscuit from Europe, in particular Belgium, Holland and Germany. They were baked in moulds with different designs on them. They have been known as Dutch Windmills cookies.

Ingredients:

100g plain flour
2 teaspoon mixed spice
½ teaspoon baking powder
50g soft brown sugar
1 tablespoon milk
75g butter/margarine

Optional

2 tablespoon candied peel, finely chopped
flaked almonds, to garnish (optional)

Method:

1. Preheat the oven to 180°C/350°F/Gas 4
2. Collect a baking tray that is lined with baking paper.
3. Mix together all the ingredients using a fork (flour, margarine, sugar, baking powder, mixed spice) until well combined.
4. Add 1 tbsp. of milk and candied peel then stir. Using your hands bring the mixture together to form a dough.
5. Onto a lightly floured surface, roll the dough in a sausage and divide into 12 equal pieces using a table knife.
6. Roll each piece into a ball and place on the baking tray, use a fork to press and create pattern.
7. Place in the oven and bake for 15-18 minutes, or until golden-brown.



Leek and Potato Soup

Ingredients:

1 large leek (washed and chopped)
1 large onion (finely chopped)
2 large potatoes (washed and diced)
750ml chicken or vegetable stock
1 tablespoon oil
Salt and pepper
1-2 teaspoons mixed herbs
100ml milk

Method:

Heat the oil in a large saucepan, add the leeks and onion, cook until soft but not browned. Add the potatoes, stir to ensure they are covered in the oil.

Add the stock, season and bring to the boil. Partly cover and then simmer for 15-20 minutes or until all the vegetables are cooked.

Puree the soup with a hand blender, add the milk, reheat gently and season to taste. Serve hot with crusty bread.



MENTAL HEALTH

Mental Health Awareness Assembly

A group of young girls took the responsibility of raising awareness of mental health during whole year assemblies to explain why it is important and how to cope with mental health illnesses. In our recent school ballot led by the student council our students voted that the government should prioritise raising awareness on mental health issues in young people. Our students wanted to play a part in this and lead an assembly to raise awareness whole school about student stress, anxiety and depression. They gave ideas for strategies that can help students to recognise signs and symptoms. The students did a great job in sharing information on why mental health is important, what the symptoms and conditions are and how and where to get help!

Ms M Iqbal (RE/PSHE) Teacher



MOCK EXAMS

The exam timetable for the summer exams is very busy with some students having to take two exams in one day. As we all know, examinations are very important but it can also be a challenging and stressful time for our students. We want to support our students so that they have the best opportunity of being successful in their summer exams. One of the ways in which we are supporting our students is by giving them a complete exam experience before their 'real' exams in the summer. Year 11 will be sitting their mock exams in January. The exams will take place over a two-week

period. We believe that our students will benefit from sitting these mock exams in a variety of different ways:

- Practising effective revision strategies
- Time management
- Motivation
- Practising under exam conditions
- Teachers will also be able to identify strengths and areas for development of their students.

Below is the exam timetable for Mock Week. Thanks for your support.

Date	Start Time	Duration	Exam Board	Subject	Exam Title
20/01/2020	09:00	1hr 45mins	Edexcel	Spanish	Papers 1 & 3 - Listening & Reading (Foundation)
20/01/2020	13:30	1hr 45mins	Edexcel	Spanish	Papers 1 & 3 - Listening & Reading (Higher)
21/01/2020	09:00	1hr 45mins	AQA	Sociology	Paper 1 - The Sociology of Families and Education
21/01/2020	13:30	1hr 30mins	Edexcel	Mathematics	Paper 1 - Non-Calculator
22/01/2020	10:30*	1hr 45mins	Edexcel	English Literature	Paper 1 - Shakespeare & Post 1914 Literature
23/01/2020	09:00	1hr 10mins	Edexcel	Combined Science	Biology - Paper 1
23/01/2020	13:30	1hr 30mins	Edexcel	Mathematics	Paper 2 - Calculator
24/01/2020	11:00**	1hr 10mins	Edexcel	Combined Science	Chemistry - Paper 1
27/01/2020	09:00	1hr 30mins	Edexcel	Geography	Paper 1 - The Physical Environment
27/01/2020	09:00	1hr 20mins	Edexcel	History	Paper 3 - Modern depth study
27/01/2020	13:30	2hrs	Edexcel	Health & Social Care	Component 3: Health & Wellbeing
27/01/2020	13:30	1hr 30mins	WJEC	Hospitality & Catering	Unit 1 - The Hospitality & Catering Industry
27/01/2020	13:30	1hr 30mins	Edexcel	Drama	Theatre Makers in Practice
28/01/2020	09:00	1hr 45mins	AQA	Sociology	Paper 2 - Crime and Deviance and Social Stratification
28/01/2020	09:00	1hr 30mins	WJEC	Media Studies	Component 1
28/01/2020	13:30	1hr 30mins	Edexcel	Mathematics	Paper 3 - Calculator
29/01/2020	13:30	1hr 30mins	Edexcel	Geography	Paper 2 - The Human Environment
30/01/2020	09:00	1hr 10mins	Edexcel	Combined Science	Physics - Paper 1
30/01/2020	13:30	1hr 20mins	Edexcel	Spanish	Paper 4 - Writing (Foundation & Higher)
31/01/2020	09:00	2hrs 5mins	Edexcel	English Language	Paper 2 - Non-Fiction & Transactional Writing

Morning exams start at 09:00 with the exception of * (10:30 start) and ** (11:00 start).
All afternoon exams start at 13:30.

	CNAT
	BTEC
	WJEC L1/2
	GCSE



HAPPY HOLIDAYS WORD SEARCH



Created by
Sue Lindhart
Grand Forks Herald
2011

P	O	J	A	H	S	E	N	A	C	Y	D	N	A	C
R	S	S	H	O	P	P	I	N	G	M	F	K	A	S
E	E	H	W	L	J	B	L	X	M	A	F	L	H	O
S	I	I	E	I	K	C	F	N	M	D	F	F	G	S
E	V	R	R	D	L	P	O	I	M	A	P	O	S	N
N	O	T	T	A	M	O	L	I	W	L	O	N	X	O
T	M	U	Y	Y	N	Y	U	K	E	O	O	U	A	I
S	O	L	U	S	B	L	W	H	T	I	L	N	T	T
C	H	R	I	S	T	M	A	S	T	I	O	S	N	A
M	P	J	O	W	V	K	A	A	T	U	J	A	A	R
J	A	N	P	Q	L	Q	C	O	O	K	I	E	S	O
B	G	G	Z	I	C	A	O	L	A	T	A	O	P	C
S	X	N	M	S	V	Z	F	R	I	E	N	D	S	E
L	U	D	J	D	Z	M	P	H	O	W	M	P	M	D
F	M	S	K	Y	P	P	A	H	I	E	N	D	S	W

See how many of these words you can find in the puzzle. The words can be forward, backward or diagonal.

- | | | | |
|--------------|----------------|-----------------|------------|
| 1. Happy | 5. Family | 9. Shopping | 13. Santa |
| 2. Holidays | 6. Friends | 10. Candy canes | 14. Songs |
| 3. Christmas | 7. Presents | 11. Cookies | 15. Movies |
| 4. Vacation | 8. Decorations | 12. Milk | 16. Fun |



Find the differences!



MEDICATION IN SCHOOL

Most students will at some time have a medical condition that may affect their participation in school activities and for many this will be short term. Other students have medical conditions that, if not properly managed, could limit their access to education.

Most children with medical needs are able to attend school regularly and, with some support from the school, can take part in most normal school activities. However, school staff may need to take extra care in supervising some activities to make sure that these students and others, are not put at risk. The school is committed to ensuring that children with medical needs have the same right of access as other children.

There is no legal duty that requires schools and staff to administer medication, this is a voluntary role. The 'duty of care' extends to administering medication in exceptional circumstances, and therefore it is for schools to decide their policy for the administration of medication.

Parents should, wherever possible, administer or supervise the self-administration of medication to their children. It is helpful, where possible that medication be prescribed in dose frequencies which enable it to be taken outside of school hours. For example, medicines that need to be taken 3 times a day can be managed at home. Parents should be encouraged to ask the prescriber about this. However, this might not be practicable and in such a case parents may make a request for medication to be administered to the child at the school.

Following a couple of incidents in school where students have taken paracetamol without the knowledge of staff or their parents please see below guidelines regarding medication:

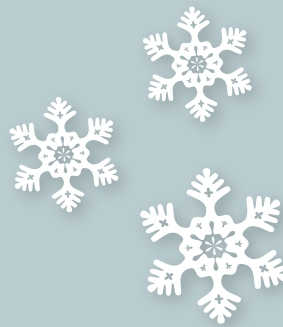
- **Prescription Medicine** - Parents must complete a parental agreement for the school to administer medicines. Medication should be provided in the original container dispensed by a pharmacist and include the prescriber's instructions for administration. The container should include the full name of the child, name of medicine, dosage, written instructions provided by prescriber and the expiry date.
- **Non-prescription medication** - the school will only administer medicines when specific written permission has been obtained from parents / carers and the administration documented. If a student suffers regularly from acute pain, such as migraine, the parents should authorise and supply appropriate painkillers for their child's use, with written instructions about when the child should take the medication. A member of staff should notify the parents that their child has requested medication and supervise the student taking the medication if the parents have agreed to it being taken. Under no circumstances should students carry non-prescription medicine with them in school.

CHEWING GUM

Our school is owned and managed by a private company. It is no longer owned by the local authority. One of the company's rules is that no chewing gum is allowed on site. Students have been informed of this and are reminded in form time and assemblies.

During the holidays the cleaners spend a large amount of time cleaning chewing gum from under chairs, under tables, carpets, vinyl flooring, etc. We have been informed that our school will be charged for removal of chewing gum in the future.

Please ensure that your child refrains from bringing chewing gum



IMPORTANT DATES

END OF TERM ARRANGEMENTS

Friday 20th December 2019

End of school - 12.30pm

Lunch will be available for students if required.

CONSULTATION EVENINGS

Year 9 - Monday 16th December 2019

Year 7 and 8 – Wednesday 18th December 2019

Year 11 – Thursday 27th February 2020

Year 10 – Thursday 5th March 2020

Parent consultation starts at 4.00pm and will finish promptly at 6.30pm, last entry into school at 6.00pm



GUIDANCE EVENING

Year 8 – Tuesday 31st March 2020