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Welcome from Jenny Nimmo, Principal



Dear Parents and Carers,

I firstly hope that you have some time over this week to recalibrate with friends and family as we approach the second half of the spring and summer terms. As we await the Government's directives in relation to what the next phase will look like, I hope you are able to enjoy more facilities fully opening up this half term and hope our young people are also able to see friends and family in a variety of settings.

Students have continued to work diligently this term from starting points and it has been a real pleasure to take around the school setting and the children's home a number of visitors ranging from prospective parents, to candidates for vacancies, to Local Authorities. Visitors have commented positively on students' relationships with peers and staff, aptitude in lessons, and the warm welcome in both the school and children's home. I'm very proud of this, and I am also proud of our students' welcoming stance to visitors; I know some can find this challenging at times, but the social progress I witness every day is a real testament to individual development.

This is the first year we have implemented GCSE mocks in the Sixth Form alongside Year 11 (on different weeks) following on from exam preparation lessons and exam theory to prepare our students. Mock exams were sat under JCQ (Joint Council for Qualifications) conditions so that our students would be fully supported in preparations ahead of the actual exams in May and June. Students did themselves real justice and individuals should be commended for their efforts, attitude, and outcomes which pave the way for positive grades in the summer. It is worth mentioning that every Year 11 and 12 student in the country is sitting exams for the first time following on from the pandemic, hence it is important that we have fully prepared our young people for the exam season ahead.

Our data reflects that positive behaviour incidents have increased and negative behaviour incidents have declined this term due to our new classroom rules and aligning points system. Student voice reports better outcomes in lessons and individuals being clear on rewards and sanctions to actions. I am aware that you are continuing to support our new systems at home, and I am very grateful for your contributions to the success of the new system.

Due to Covid regulations being eased students in the children's home and school setting have been able to utilise off site venues as part of our curriculum offer. For example, during Friday's enrichment we now have an established group that attends a local Gym as part of individual fitness programmes, alongside a group that enjoys walking with staff as part of their wellbeing and fitness regimes. Students have also attended a local eatery and trampoline park as rewards for individual hard work during the exams alongside rewards for progress in lessons and aptitude to learning. We look forward to expanding extracurricular opportunities next term.

Unfortunately we are still experiencing staff absences due to Covid and unforeseen absences that included five members of staff being off in school just before half term. While staff are due to be back after half term I would continue to ask for your understanding when situations occur which are beyond our control. Leaders continue to prioritise students being on site with safe staff ratios and have combined classes or had different staff leading sessions. While this is challenging for our students it is only ever a last resort so that we can defer students being directed off site. The new half term starts on Monday, 21st February 2022, until then my very best wishes to you all.

Jenny Nimmo

Principal

Primary Update:

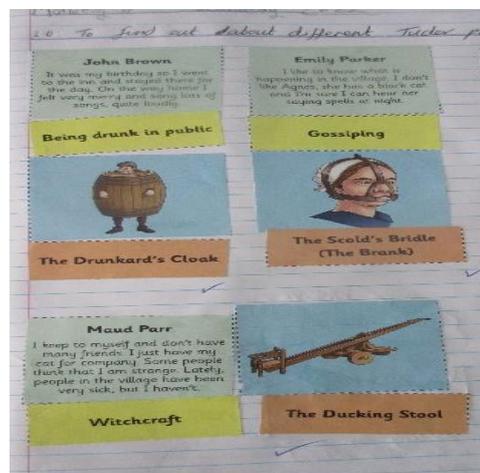
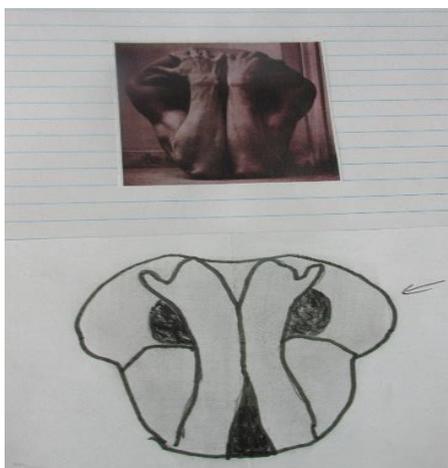
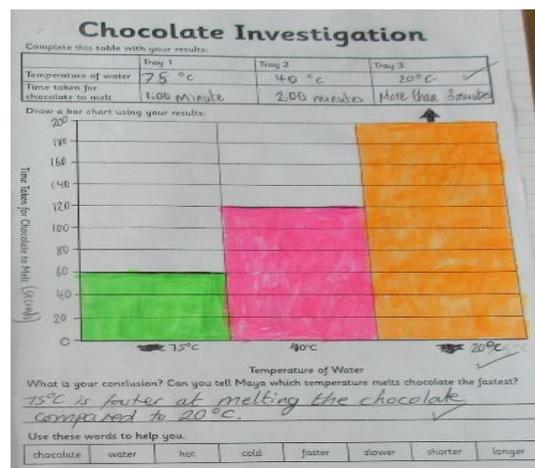
In the KS2 department we have continued to develop our understanding across a wide range of subject and topic areas.

In English, we have been looking at Myths and Legends focusing our lessons around the story Romulus and Remus the founders of Rome. Through looking at this story we have been able to complete poems, recounts and character analysis.

In Mathematics, we have been focussing on Multiplication and Division, Measurement and Area. As well as learning or recapping the basic strategies we have also been applying these concepts to "Real-Life Situations"

As part of our Topic curriculum, we have been looking at "Crime and Punishment" For this area we have cited the justice systems through history. We have looked at crimes committed and punishments implemented during the Roman, Anglo-Saxon, Tudor and Victorian Eras. We also found out about "Dick Turpin" and researched other famous highway men.

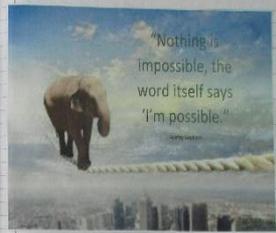
Scientifically, we have investigated states of matter. We have discovered how and what matter is comprised of, and how some materials can actually change from one state to another!



What Makes a Good Learner?

Read the statements and tick the boxes according to what you think.

	Agree	Not sure	Disagree
1. I enjoy school more when I am with my friends.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I usually get things done on my own.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I usually get things done on my own.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I usually get things done on my own.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I usually get things done on my own.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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9. I usually get things done on my own.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I usually get things done on my own.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. I usually get things done on my own.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. I usually get things done on my own.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. I usually get things done on my own.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Thought Superhero

Imagine having your very own tiny thought superheroes in your head! This little superhero will defend you against unhelpful thoughts and talk back to them with positive words and phrases, making you feel better. What will your thought superhero look like? What powers will they have and what will they do and say? Draw your thought superhero below and add some super positive, helpful thoughts in the thought bubbles.



'The Two Dots in the Snow'
By Jack Hibberd

The fierce wolf was eating by the frosty white trees
Something in the water caught her eyes
She sniffed the cold air with her sensitive nose
Interested
Confused
She walked slowly towards the babies
Interested
Swiftly
She Wolf opened her jaws
|

Next term we look forward to studying Geography (from around the world), Light, British Artists, Science and Inventors, Food and Fasting due to Religious or Cultural Traditions.

In Music we are also going to continue playing the recorder so that we can play more than just Three Blind Mice!

Mr Kemp

Subject Updates:

Maths:

This has been a very busy half term for the Maths Department with Year 11 and Post 16 students preparing for, and experiencing for the first time, a mock exam week. Mr Mackey and Miss Gresty would both like to extend huge congratulations to these students for participating and achieving the grades that they were awarded. Across Year 7 to 9 our students are continuing to work diligently and making good progress from individual starting points; Sebastian (Year 9) has shown a huge amount of determination and excellent progress in lessons to achieve almost 100% on all his end of topic assessments for this half term which is a highly impressive achievement! In Year 8 students have been starting to learn algebra, focussing on equations and inequalities for the first time, where individuals have ably transgressed to letters from numbers; students are to be commended on their ability to put the theory into content so quickly.

Mr Mackay and Miss Gresty

English:

Our Year 11 students have been working diligently in preparation for their exams next term, and the English department extends their congratulations to all of the students for getting through their first official mock exam period; we are incredibly proud of our students! The Year 11s have been finishing work for their English Language exam, practising the application of language analysis and comprehension skills in exam answers. Our Year 10 students have also been tackling skillsets for this exam, looking at how to critically compare two sources whilst considering the author's voice and perspective. Year 9 have been considering the art of rhetoric through devising their own speeches and analysing some of the most significant and influential speeches of the 21st Century. Year 8 have also been engaged in creative writing, but through writing their own autobiographies: there is some real exemplary work going on with these classes, who have really embraced writing about their lives. Finally, Year 7s have been exploring newspaper articles, considering what is newsworthy, what an article or report looks like, and how to deem its trustworthiness. A crucial skill moving into adult life!

Mrs Buchan

ICT:

In ICT and Computing this half term, Year 10 and Year 11 students have been learning about Computer Algorithms and the Computer Programming Fundamentals while also looking at Variable types and List types using Python (programming language) as part of their portfolio for the Level 1 and 2 Vocational ICT Qualification.

The Year 8 students have continued exploring aspects of Binary but have mainly been working on Spreadsheet applications and Databases. In Year 9 students have been learning about Databases, Binary Logic and the use of ICT in Business Solutions. In Year 7 students have been working on ICT Functional skills, exploring different tools and applications within the Microsoft Office range of applications to complete specific tasks. Students are engaged in lessons and I am pleased to witness all the positive work that students are producing in their portfolios.

Mr Fanning

Food Technology:

In Food Technology, the Year 8 students have been looking at safe and hygienic working practices in the kitchen, and learning about nutritional values and different sources of carbohydrates and proteins in food alongside their practical lessons. Year 10 and Year 11 students have continued learning how different factors affect individuals' food choices, and evaluating nutritional values of specific food groups, as well as how

different foods are preserved using various methods. As part of their externally assessed portfolios our Key Stage Four students have been exploring various types of African cuisine and have made strides in their write ups and research.

Mr Fanning

Personal Development:

Throughout both Key Stage Three and Key Stage Four, students have been learning about sex and relationships this term. We understand that this can often be a tricky topic for young people to talk about, however our students have produced outstanding work, and dealt with this topic with respect and maturity. Within Years 7 to 9, we have been focusing on respectful relationships and how to stand up for the people around us. Students have gained a strong understanding of community and how a sense of community is important to people's wellbeing. At Key Stage Four students have focused on forming healthy relationships with a focus on communication and consent. Students have extended their own learning with classroom debates and engaging with the classroom Q&A box. I would like to commend Troy (Year 10) for working exceptionally hard all term and achieving a high level in his end of unit assessment, it was thoroughly deserved.

Miss Harvey

Religious Education:

Key Stage Three students this term have been expanding individual thinking by exploring philosophy. We have been assessing the purpose and value of philosophical thinking, working through ethical thought experiments and assessing how well we think and how useful thought experiments are. Students have enjoyed learning about "The Wisdom of Solomon" and "The Pig That Wanted To Eat Herself"! Students have come up with some amazing ideas about resolving conflict in reference to The Wisdom of Solomon and challenged each other's opinions within controlled classroom debates. At Key Stage Four, and within the GCSE syllabus, we have begun to look at Judaism focusing on the nature of God, with a particular focus on viewing God as one, and God the creator. I would like to highly praise the GCSE group for taking part in their first ever mock examination that took place earlier within the term. Well done for all your hard work!

Miss Harvey

Physical Education:

Key Stage Three – During Physical Education lessons students have been learning about the importance of team work in a variety of games and sports to understand how this important component is needed for success, and to learn from situations in free play. Students have started to show their understanding of teamwork, and the key skills around communication and support from peers. Students have taken on different roles within the lesson well (eg – coach, player, and umpire) and have managed to apply rhetoric to challenges that arise in game situations as an individual, a team member, and a coach to firstly strengthen performance and deal with arising situations.

I would like to commend Josh (Year 8) for his efforts in Physical Education, he always tries his best within lessons and looks to overcome barriers to progress; Josh will listen to feedback given and will continuously try and improve himself or the skill he is learning.

Key Stage Four – During Physical Education lessons the students have been engaging in a number of different sports in teams they were assigned at the start of the year. Students gain varying points for the following; participation, good sportsmanship, helping to set up equipment, a win, a draw and a loss, good tactics and good attendance. The students have worked well in their teams, and it has been rewarding to witness individuals encourage each other within the different sport being played. I would like to give a special mention to Sidney (Year 10), Sidney has attended all his Physical Education lessons this term and is

continuing to make good progress from his starting point and previous terms; I am delighted that he is enjoying being a key member of the group and participating fully – keep it up Sidney!

Miss Rock

Psychology:

Our Year 12 students have studied Perception this term where they have discovered how the brain interprets visual cues both psychologically and biologically, whilst critically considering how visual illusions work. Students have also been introduced to Early Development, where they have learnt about Piaget's stages, and debated whether nature or nurture plays a bigger part in who we are today. Students researched how a foetus develops in the womb, and how a child's thinking qualitatively changes from birth to eleven years old. A fascinating, yet difficult topic! In the new year, this group will be sitting a mock GCSE and get a chance to show off their knowledge. Our Year 10 group have studied memory this term, looking at different types of memory, how we learn and what affects our recall. It's been a great topic, as it is one we can easily practically demonstrate with the help of some willing students! It is also transferrable to other studies, as our students are more cognizant of effective ways to revise.

Mrs Buchan

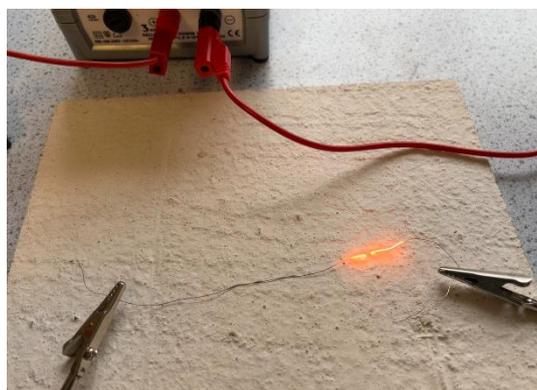
Science:



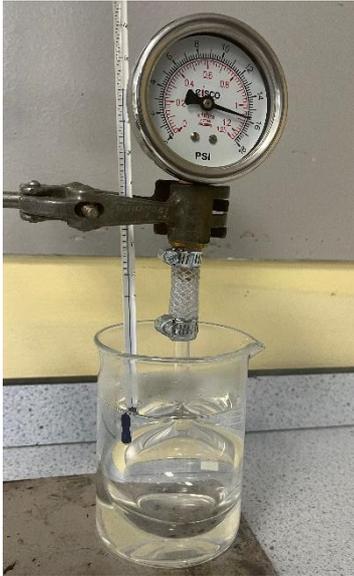
This half term, Year 7 students have investigated how the properties of the compound iron sulphide are different from those of its elements iron and sulphur.

One of the topics covered by Year 8 students has been Space. They have learnt just how vast Space is and how spread out...with lots of "space" in between the planets and stars! They also watched the moon changing every day and learnt how to name the phases.

Year 9 students have started to learn about chemical bonding. This is a complex GCSE unit and students have been impressive in making so much progress this term.



Year 10 students have been studying Electricity in the Home. Students observed how a fuse works when a fine wire heats up and melts, and many managed to wire a plug expertly.



Some of the students in Year 11 completed all practical work and assessments to gain the Entry Level Certificate qualification already and should be congratulated. Others investigated how the pressure of a gas is affected by the temperature and explained this using ideas about the movement and internal energy of particles.



Our Physics GCSE student has been learning about Forces and Motion. This has included measuring the acceleration of a trolley down a ramp and investigating how this is affected by the angle of the slope.

Ms Goodgame

Head of Key Stage Updates:

Key Stage 3:

Firstly, I hope that January and February 2022 has been kind to you all. In school, Year 7, 8, and 9 students have worked hard, shown great resilience, and are enjoying their new spring term learning journeys. As Head of the Key Stage I am delighted to witness the progress of each and every young person together with the learning journeys and personal growth and development of every pathway.

At the start of this term, we began our new reward and token system within school. I would like to say thank you to all the Key Stage Three students who have made a real effort to engage with the new system.

I would like to praise Thomas (Year 9) for being the first student within Year 7, 8, and 9 to gain a token for his kindness shown around school to his peers and staff, well done! I would also like to say a big congratulations to Maxwell and Josh (Class 8A) for being the highest performing Form Group with the most tokens being awarded this term, keep up the good work!

Within tutor time, students have been involved in activities that range from World Religion Day and Storytelling Week. Students have shown great teamwork and we hope to see this enthusiasm continue. Next term will be even more exciting with Red Nose Day and World Book Day fast approaching.

Miss Harvey

Key Stage 4:

This term has been challenging but rewarding for our Year 10 and 11 students. With mock exams being a key part of our preparation for the summer series of exams for our young people, they have conducted themselves well through the examination weeks. I would like to commend the efforts and aptitude of all our students; despite these unprecedented times, our young people have continued to shine, achieving some notable results from starting points, and are a true credit to themselves and their families, who have been busily supporting individuals throughout the process.

The Key Stage Four Team would like to commend the following students this half term:

Monty (Year 10) for his engagement and aptitude in lessons, and for demonstrating focus and determination across his studies in his quest to achieve the optimum grades for each of his subjects. Well Done.

Alex (Year 10) for his outstanding effort in lessons this term across all subjects and for his resilience to challenges in the GCSE syllabus, which has seen Alex progress well from his starting points to achieve some highly pleasing outcomes. Well Done.

Kacey (Year 11) for his resilience this term across all lessons. He has shown maturity in handling challenging situations and taking responsibility as the Student Council Lead. Kacey approached his mock exams with determination and made a real effort to showcase his best in each paper. Kacey has made commendable progress in all lessons. Well Done.

Miss Rock

Key Stage 5:

A warm welcome from the team and students in Key Stage Five!

Students have made a sound start to the year; individuals have been focused on their mocks and course work in vocational subjects; students are now focused on how to build upon mock results in order to achieve individual target grades in the summer, to secure places on first choice college courses, and apprenticeships.

Unfortunately, Covid continues to impact greatly and has not permitted our students to explore the world outside of Potterspurty Lodge as much as we would like to but plans are in place for careers, work experience, and pathway to adulthood ventures. With the start of spring and Covid restrictions easing to allow more travel and engagement, we are planning for a series of visits off site over this term and into the summer term.

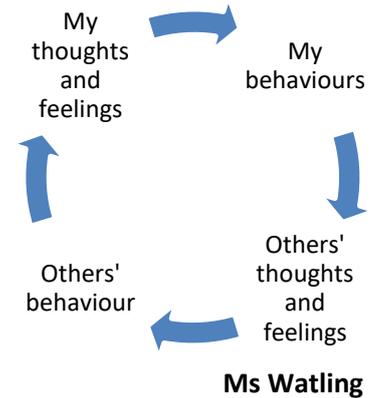
Students continue to be proactive in researching and looking to secure their first choice of provision after the Sixth Form by engaging in college visits, meetings in EHCP reviews and planning for individual pathways. Students are also ably supported by a core Careers programme where we ensure that Gatsby Benchmarks (career programme template for all state schools which is in Ofsted regulations) is afforded to our students to ensure that all avenues are explored.

Miss Mulvaney

Clinical Update:

Social Thinking

For much of this term, students have been discussing 'thoughts and feelings' and the impact of our own behaviour on what others may think and feel about us. This has led to some great conversations about Jedi mind tricks and the infamous Lady Gaga meat dress! Students have advanced their understanding by learning about social emotional chain reactions.



Occupational Therapy

Deep Pressure

This half term, I have been delivering deep pressure workshops in class. Deep pressure is a brilliant sensory intervention, which can be delivered in many ways. It has several benefits and can be both a calming and alerting experience. Using deep pressure techniques wakes up the proprioceptive system – letting the brain know where our joints and limbs are in space, a little bit like a massage – a very reassuring and calming sensation for children (and adults!) with sensory processing disorder.

In these workshops, staff have been trained to deliver therabrushing techniques, joint compressions, peanut ball 'squishes' and hand massage under clinical supervision. Next half term all our LSAs will be trained to deliver deep pressure therapy.

Mrs Herriot

Student Voice:

Recently within Student Voice, our School Council completed a series of consultations with the wider student body regarding the Potterspurry Lodge Curriculum offer.

This process involved our students who are members of the School Council establishing a questionnaire process. School wide students answered the provided questions, offering interesting additional written feedback at the same time. The Curriculum Offer is a specific set of qualification courses and curriculum choices made available to students, and it was both fantastic and informative as well as valuable to have student feedback on the Curriculum Offer process.

The information and feedback gathered as part of this consultation is continuing to be actively referred to as part of the on-going curriculum planning processes, and we thank Student Council for this vital input.

Recently, it has also been very pleasing to observe that Potterspurry Lodge School has installed all-weather exercise equipment in the outside grass area, external to the Turing building. School Council had formally requested this kind of exercise equipment to be installed as part of the Student Voice feedback process, and it is most gratifying to see that School Council requests continue to be put into place in such a clear and active manner. School Council is very proud to have made this direct contribution to the day-to-day school experience of Potterspurry Lodge students.

Mr Richards

Term Dates 2022:

Monday 14th February – Friday 18th February – Half term holiday
Residential students back Sunday 20th February between 6-8pm
Monday 21st February – Friday 1st April - Term 4
Monday 4th April – Monday 18th April – Easter Holiday
<u>Summer Term 2022</u> Tuesday 19th April to Friday 22nd July 2022
Residential students back Monday 18th April between 6-8pm
Tuesday 19^h April – Friday 27th May – Term 5
Monday 2nd May – Bank Holiday (For students and staff)
Monday 30th May – Friday 3rd June – Half term holiday
Residential students back Sunday 5th June between 6-8pm
Monday 6th June – Friday 22nd July – Term 6
Monday 25th July – Staff Training Day
Start of summer holidays for students Monday 25th July

* Teacher Training days are subject to change but parents will be notified in advance

Staff Update:

At the end of term we sadly had to bid goodbye to members of staff who are moving onto pastures new. Our school community would like to thank all individuals for their dedication and commitment to Potterspurty Lodge School and Potterspurty Lodge Children's Home during their time with us.

Mrs Kerry Barker – Mrs Barker moves onto a Primary School setting after just under three years of service with us to take up a support role in a setting closer to the family home. Mrs Barker has been a key member of the Learning Support Assistant team during her time with us, and has supported students school wide, but most notably in Key Stages Two and Three. During her time with us Mrs Barker successfully passed her Level 3 Teaching Assistant qualification and was pivotal as the Deputy Exams Officer during the last academic year. We wish her well in her new position.

Mrs Pam Eastabrook – Mrs Eastabrook moves on after just over two years of service to the school. She leaves us to spend more time with her family who are based around the United Kingdom as well as abroad, during work assignments. Mrs Eastabrook will be very familiar to all of our stakeholders and children as a key member of staff in the busy office environment who has ably supported with finance and administration matters, alongside helping our students on a daily basis with their enquiries. She was promoted to Exams Officer last year and ensured a smooth and thorough process in entering our students for their 2021 qualifications; Mrs Eastabrook also led the Results Day celebrations, which was incredibly well received, by the students, their families, and our staff. We wish her well in new endeavours and in time with her family.

Mr Monir Idrissi – Mr Idrissi leaves us after 14 months of service to the school. Mr Idrissi joined the school from a different sector and quickly established a rapport with students and staff as a dynamic LSA who could work across all key stages. Mr Idrissi supported the Maths department, and particularly the GCSE students due to acquiring a strong mathematical background but could also be found coaching basketball in the sports hall at lunchtime. Mr Idrissi developed an interest in pursuing an educational career from his experience with us, and has been promoted to a pastoral position in a mainstream school. We wish him well in his future career.

Mrs Sinead Keller – Mrs Keller leaves us to take up a new Learning Support Assistant Post in a Primary and Early Years Setting after three and a half years of service to the school. During her time with us Mrs Keller

developed her skillset as an LSA and became a well-respected and experienced member of the team. Her experience developed with Key Stage Two in particular was key in acquiring her Level 3 Teaching Assistant qualification and she was voted in as Cambian's Learner of the Month across 38 settings; a real feather in her cap. We wish her well in ventures new.

Mrs Danielle Roberts – Mrs Roberts, a House Manager and leader in the Children's Home leaves us to begin her maternity leave as she, and her family look forward to welcoming a new addition to the household. We all wish Mrs Roberts well in the days and weeks ahead and look forward to hearing how she and her family are keeping.

New Appointments:

From a series of internal interviews, I am pleased to announce the appointment of Mr Marley Brittain to House Manager (Maternity Cover) in the Children's Home. Mr Brittain will be deputising as House Manager while Mrs Roberts is on her maternity cover. Mr Brittain completed a comprehensive handover from Mrs Roberts and is ably supported by Mr Chris Pearce (Registered Manager) and Mr Robin Ackroyd (House Manager) in his duties. We wish him well over in his role.

Ms Romi Maddix-Asiamah – Ms Maddix-Asiamah joins us as a part time Residential Support Worker in the Children's Home, we are delighted to welcome her to the staff team, and look forward to working with Ms Maddix-Asiamah over the spring and summer terms.

Following internal interviews, I am delighted to announce the permanent appointment of Mr Henry Parker to the promoted position of Team Leader in the Children's Home. Mr Parker has a decade's worth of experience and service to Potterspurty Lodge and has already made a positive impact across the three homes and with his team in his new role which he has taken up from the new year. We wish him well in this key role.

In the past two weeks we have also made successful appointments to the position of Head Chef, Assistant Cook, and a House Manager which we will update you on in due course.