



# SUMMER 2021



St Angela's Ursuline School Newsletter





## Dear Parents and Carers,

We have made it to the end of our year in education and the 2020/21 year I am sure will go down in history as one of the most unforgettable, difficult and challenging years in the history of the school.

I want to focus, however, on the brilliance I have seen around me this year. From the dedication of the Governors and Senior Leaders in meeting such challenges to the ever present passion and drive of the teachers to continue to teach when COVID measures made that all the harder, to the Admin and Site staff who have worked tirelessly to support the school. Then of course to the wonderful students of the school in following all the new rules to keep themselves and the staff safe and continue to learn and enjoy school.

It has been a year of isolating conditions and I know that our faith and the great community spirit of the school has got us through the hardest of times. The deep friendships both between staff members and amongst the student body has been the defining factor that made this possible and I commend them all for their maturity and resilience.

It is wonderful to see in such a year, the fabulous achievements of the school within this newsletter. This is a timely reminder of the wonderful talent we have at St Angela's and I want to thank personally the parents who have taken the time to email the school and thank either individual or the collective staff for all they have done this year.

We return in September to normality, albeit no doubt still having to live with the presence of the virus. This will at least unlock the school to its normal running and whilst there will clearly be some rebuilding to do in school routines, it will be a joy to have the school running as it should be, God willing.

I will of course update you further closer to our return but I wish you all the very best for the much needed summer break and in doing so we bid a fond farewell to Ms Rustham-Ali (Ma), Mr Jones-Alleyne (Bs/Ec), Ms Titem-Delaveau (Fr), Ms Savva (SEnCo), Ms Stevens (PE) and Ms Taylor (En & HoY) as they make their way on to other schools, or careers. We wish Ms Savva in particular a very happy retirement after many fantastic years in her career in education.

Have a safe and blessed summer all.

Regards

Headteacher



### Charity

A huge thank you to all of the families that supported the non-uniform day this term, which raised £900.

The monies raised were gifted to support COVID relief in India and education in Ethiopia. The fundraising truly reflected Serviam in Action and the themes were chosen by the Student Council teams.



**St Angela's hits the SuperSchools List**

We are delighted to say that St Angela's Ursuline School is one of the top-performing schools on HegartyMaths. Only a small number of the 1900+ schools that use HegartyMaths make the Super Schools list each year and it can only happen when the students in a school are inspired to apply serious elbow grease to their online learning. We received a bronze award for each student completing approximately 15 hours of work. Less than 5% of schools achieve this level of engagement and this is doubly impressive considering this is the first year we have introduced the platform. Well done girls!

*Mr Oyebanjo*

**Debate Mate National Win**

For the Debate Mate x Deloitte Futures Month during May, Debate Mate ran a pitching challenge where children across the country come up with innovative ideas to pitch to experts in technology, climate change and PR.

Our great Year 9 debate team; Laura, Leona, Janine Monica and Sharon, designed an app that is focused on wellbeing and mental health. They then had to pitch their idea to Deloitte. They made it to the final 4 on 27th May 2021, pitching their design for their wellbeing app called 'Talk to Me' to a panel of executives, entrepreneurs and technological professionals. Their pitch and app won the national competition and they will receive a session in the Deloitte Greenhouse Virtual Lab, £1,000 seed funding, and on-going mentorship from Deloitte's Business team to support them in bringing the idea to life.

The girls now have a wonderful opportunity to make a real difference by positively affecting the wellbeing of the students in St Angela's Ursuline School and beyond, once their Talk to Me app is completed.

They have since had their session in the Virtual Lab, beginning the initial real stages of development, planning and budgeting their design. It was noted by Hans, one of the the Production Team at Deloitte, that they managed to complete the work that trained professionals undertake in months of production during their 3 hour session. He was very confident that the girls' app will be a success and we all look forward to having their app 'Talk to Me' become a reality in the future.

*Mr Hector*



We had a very successful Mini Rise Up on Monday 21st of June, for Years 9 and 12.

Year 9 had a very interesting day based on safety and consequences with outside speakers from Prison? Me? No Way! They also had speakers from the London Fire Brigade and the Police. The students looked at potential risks and how to avoid them.

Here is just some of the feedback, stating what students learnt and enjoyed.

"Talking about how little arguments over little things can lead to a big stupid mistake and you need to think before you speak or do and maybe put yourself in their shoes before you say anything."

"That we should be careful what we choose to do and make the right decision and if you are not ok to seek help and always tell someone"

"The fire safety session because it taught me not to play around with fire otherwise I'll deal with pain and trauma for the rest of my life."

"I enjoyed the day very much, so if anything i wish it could have been longer :)"



### Careers Day Year 12

Year 12 had a careers day looking at future pathways. We were fortunate to have speakers from all different industries.

We had St Angela's alumni who currently work in the media (Fiona Makum – Presenter Westside Radio), The Civil Service (Samad Chowdhury- Cambridge graduate now at The Foreign and Commonwealth Office) and Early Years Mental Health Services (Nneka Patrick –Youth Practitioner – Newham Headstart). All gave inspiring careers talks about their experiences after they left St Angela's.

Mr Jarvis also arranged for speakers from Facebook (Strategic Partnerships), Clarion (Construction Professionals) and SAMDA (medical students) to give talks/advice with year 12.

The final session saw The Brokerage City Link -who work closely with St Angela's to place our students into internships, work experience and apprenticeships with major City employers -give a presentation on opportunities in the City within business and finance as well as help our Year 12s learn about the interview skills.

Year 12 comments about the day: "Really informative and interesting. I enjoyed hearing about the speakers' experiences within their careers"

"It was very informative, the speakers from St.Angelas really grabbed my attention and were good speakers"

"Inspirational, motivating and eye-opening especially when it comes to discussing extra-curricular activities."

"I learned about different areas of work and education and how to access these. I also know what I need to do to make myself stand out in regards to my university application"

"It was quite an insight into what people chose to do after sixth form and university itself and the careers they had gotten into, quite a few inspirational stories."

All students will enjoy 3 more Rise Up days in July.



### Court is in session!....

This term, the Young Lawyers in Year 10 completed their final assignment and graduated from the Club in spectacular fashion!

The sheer dedication and commitment to the Club is absolutely laudable as the sessions have taken place every week since October, including live sessions throughout the lockdown period. The students have been working tirelessly to develop their knowledge and skills in the area of Law and this culminated in a mock Supreme Court debate, judged by Mrs Siaw, Mrs Kennedy, Ms Pennock and Ms Kerridge.

The students had been working on their respective arguments for the case to debate the question of whether stop and search powers strike a fair balance between the rights of the individual and the interests of society. After deliberation, the judges concluded that the case presented in favour of stop and search powers had been more convincing. However, both sides presented an equally impassioned argument and the judges were particularly impressed with the level



of sophistication in the language used and points made.

After the courtroom debate, the students had a short graduation ceremony where they were presented with certificates and prizes by their Head of Year. We could not be prouder of their achievements and hope to now support them in entry to the national Magistrates Court Mock Trials next academic year. Watch this space..!

Congratulations to: Evelien, Suzanne, Ruth, Kemmisha, Anastasia, Josephine, Princess, Stephanie and Vesna.



## The Brilliant Club

The Brilliant Club provides pupils the opportunity to work with a PhD researcher to experience university-style learning, helping them to develop the skills, knowledge and confidence to apply to highly selective universities in the future. At the end of each cycle, they celebrate students' work by selecting the best 30 essays. These are then put forward to be published in the PhD tutor-reviewed academic journal, The Scholar.

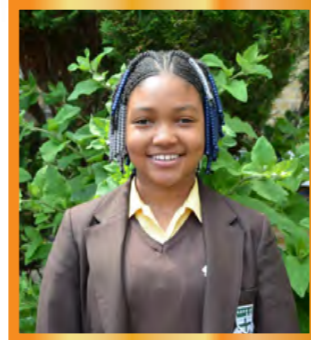
Nia's PhD tutor Toju recommended her essay for publication and it sailed through the review process - we are delighted that it has been published in the 16th edition of The Scholar. Toju had some amazing feedback for Nia and the rest of the group: "I had a great time mentoring Nia and other students in her cohort at St Angela's Ursuline School.

They were very committed to the programme and this was evident in the remarkable essays they submitted. Nia's essay was exceptional in many ways. Her engagement with a broad range of literature on the concept of war was proven by the depth of her analysis. Her essay was structurally sound, with ideas evaluatively articulated in paragraphs and backed up with relevant examples. It is one of the best essays I have assessed in my four years as a Brilliant Club Tutor."

*"I am extremely grateful to the Brilliant Club Scholars Programme for being able to take part in this wonderful experience. I would also like to express my gratitude towards my teachers and school community who encouraged me throughout this journey. Completing the 1500 word essay on What is War? unleashed a greater passion within me for history. Moreover, I believe history to be a subject that provides generations with an insight on how to innovate the future and learn and be inspired by the stories of influential figures of the past. Reading my essay in the Brilliant Club national magazine allowed me to relive the whole experience of writing my essay again.*

*I encourage all my fellow students at St Angela's to always try new things and persevere as you can never know what the outcome will be; the future is yours to create." Nia 9 LOC*  
Well done Nia!

The  
**Brilliant**  
Club



## Brilliant Club graduations

Congratulations to our year 8 and 9 scholars who graduated from this year's autumn and spring Brilliant Club Scholar's Programme. Despite the challenges of having virtual sessions, at times from home, they showed remarkable commitment and produced some amazing work. We are are incredible proud of their hard work.



## National Tutoring Programme

Selected students from Year 11 were our first cohort to benefit from additional weekend tuition in both Maths and English as part of the National Tuition Programme. This successful programme ran from January and was delivered virtually with students accessing it via their chromebooks. Students involved in the programme reported that the extra tuition really helped them with their studies as they prepared for their summer term mocks and in-class assessments. This small group tuition has now moved to providing additional support to some of our Year 10 students in Maths and

English. This takes place at the weekend with sessions running both on a Saturday and Sunday morning for an hour. We are looking forward to continuing this extra layer of support next year as we have already seen the benefits that the programme can offer to individual students in building their confidence in both Maths and English. Well done to all the students who participated this year. Your ongoing commitment to the weekend sessions was very much recognised.

National  
**Tutoring**  
Programme

## Well Being and Mental Health

Our students have recently participated in a Mental Health programme called On The Level. Here is a sample of what On The Level offers: [www.youtube.com/watch?v=yPW5jnXev8k](https://www.youtube.com/watch?v=yPW5jnXev8k)  
On The Level is an interactive online TV show presented by young people. Pupils interact with the programme using their digital devices. On The Level is made by Repezent, an award-winning youth development organisation and media platform that helps young people realise their full personal potential through core social, emotional and communication skills. Since 2017, Repezent has delivered Mental Health education and support to schools across London and Essex.

### MENTAL HEALTH SUPPORT:

During the On The Level show, our students learned how to sign up to and access Kooth.com, an online counselling service, and Woebot, an app which helps to challenge unhelpful thought patterns.

'Qwell' is a version of Kooth for adults. Here you will find instructions on how to sign up along with information about its services. Qwell is a safe and confidential space to share experiences and gain support from the Qwell community, including qualified professionals.

To sign up, simply go to <https://www.qwell.io/signup/where-do-you-live> and answer the enrolment questions.

Once you are signed in, there is an amazing selection of resources and advice.

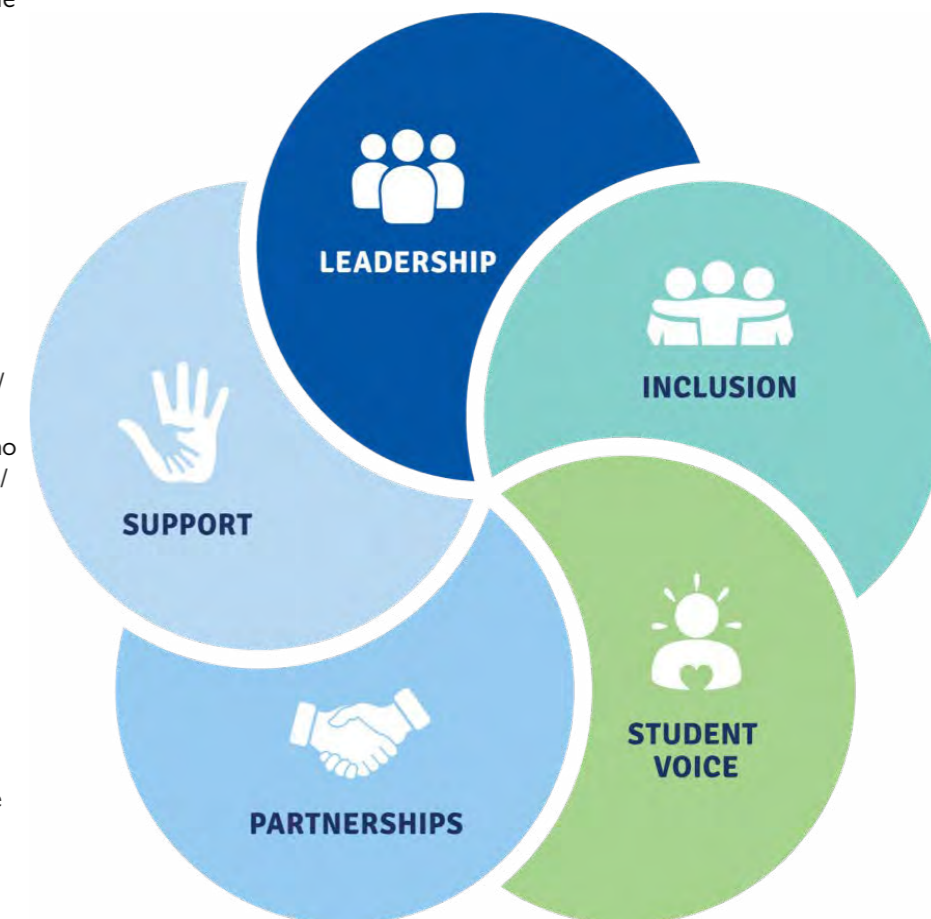
- You can find articles and community discussion around categories like Mental Health, Housing and Finance: <https://www.qwell.io/members.html/magazine/categories>.
- You can read articles written by real people who are experiencing challenges: <https://www.qwell.io/members.html/magazine?sort=recent>.
- You can write your own content for the Qwell magazine - they publish many different types of contributions, such as personal experiences, poems and advice for others: <https://www.qwell.io/members.html/magazine/contribute>
- You can create your own Mental Health goals and keep your own Mental Health journal.
- There are also helpful links from a wide range of organisations, including everything from online safety to eating disorders.
- There are also links to access urgent support from a crisis service such as The Samaritans or NHS Choices.

### WHAT FAMILIES CAN DO TO SUPPORT EACH OTHER'S MENTAL HEALTH AND WELL-BEING:

Mental Health affects everyone, but you don't have to be an expert to take some simple steps to improve the Mental Health of those around you.

Talking about Mental Health is an important part of identifying what you are worried about, and how others might be able to help. Try asking your young person:

- What did they learn during On The Level?
- What do they feel the challenges are to their mental health?
- What can you do together as a family to support each other's mental health?



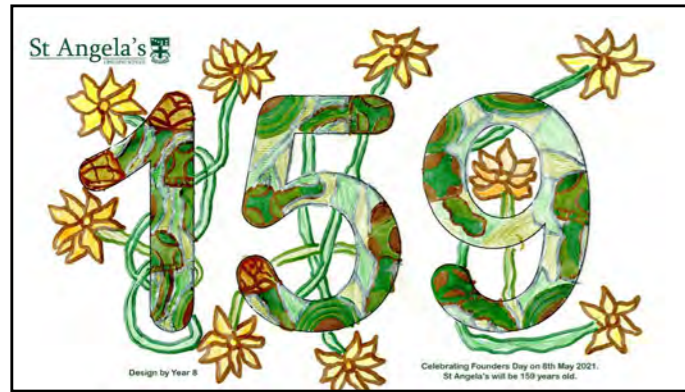
### Lateral Flow testing

As a school, we have continued to support the national effort with both staff and students taking part in lateral flow testing. We would like to take this opportunity to thank parents and families for their support with this process.

It continues to be very important that all families follow national guidelines that should a family member be unwell the family isolates while waiting for a full PCR test result. Should your child test positive with a lateral flow test please inform the school immediately and we will give full guidance.

# HEADS OF YEAR

This term, we have moved back to students being with their Form Tutor each morning. Students have really enjoyed being back with their form group and taking part in individual form activities each morning. We continue to have weekly assemblies online that celebrate key figures in our community and nationally for each year group. We hope you have had the opportunity to see your child's Chromebook screensaver. Each month we are having a student competition to design the Chromebook cover of the month and they are simply stunning. Please see a selection below, which will also be captured in the new school planner.



## Year 7

Year 7 have continued to settle in well to life at St Angela's Ursuline School. This term, students have undergone their first end of year exams, whereby they conducted excellent independent revision both during and in the lead up to these exams. Students have also fully immersed themselves into the extra-curricular activities that the school has to offer, in order to ensure they are well-rounded young women. During and prior to the examination period, students were committed to attending lunchtime homework club to support their learning and revision as well as sporting activities after school. I am pleased to see a range of talent across the year group ranging from football superstars to netball champions who recently beat Brampton Manor at their first netball game. It is a pleasure to see the students growing into confident young women and I am sure that this will continue as we move throughout their learning journey here at St Angela's Ursuline School. Well done, extraordinary 7!  
 Ms McKenzie-Gray  
 Head of Year 7

## Year 8

Year 8 are beginning to move around the school again as subjects return back to their department areas. It is lovely to see them in other areas of the building. As a year group, they are grabbing every opportunity given to them and it is fantastic to see so many of them avail of all the extra-curricular activities that the school has provided for them. From dance, netball, volleyball and rounders, to Friday football and lunchtime STEM club with Mr Soares in DT. So many of the year group have auditioned for the school musical this year and I am hoping that they land the leading roles! They are an incredibly talented year group and we are very proud of them.  
 Mr Mason  
 Head of Year 8

## Year 9

Year 9 have completed their end of year exams with great diligence as they are firmly paving the way to the GCSE courses that they have chosen. They have enjoyed getting back into familiar routines as form time is back and sports and extra-curricular clubs have started. Speaking of extra-curricular clubs, members of Year 9 have had great success in Debate Club, Science, Brilliant Club, and Athletics. It has also been great to see roles resume in Liturgy and School Council. We have students ready to take an active role in welcoming the New Year 7 who will join in September. We have also had Rise-Up Day with an outside organisation, Prison? Me? No Way. The year group got so much out of it, but equally the feedback from the facilitators was full of high praise of what focused, fantastic, compassionate, and mature students we have in Year 9. Well done.  
 Ms Taylor  
 Head of Year 9

## Year 10

Year 10 have worked incredibly hard this term to get themselves ready for their end of year exams. They have continued their excellent collaboration with their staff to tackle what and how to revise. In our year group assemblies we have been exploring different revision strategies to allow students to self select their preferred learning styles. This year is their first experience of completing GCSE-style exams in the exam hall and they have yet again excelled themselves - their punctuality to exams, entry into the hall and adherence to exam procedures is impeccable. As a cohort they are exemplifying our year theme of 'Dream Big, Work Hard and Be Kind.' They have prepared and planned for the exams, they have done their very best and they are looking after each other and have good self-care routines. We remain so incredibly proud of the Year 10 superstars!  
 Ms Kerridge  
 Head of Year 10

## Year 11

We wished Year 11 a fond farewell just before half term. The girls have worked unbelievably hard this year with two sets of Mock Examinations and in-class assessments. Their resilience and endless positivity has been outstanding. Though we were not able to have a Presentation Evening this year we said goodbye with a celebratory assembly including performances from our many talented musicians, dancers and actors. As they left students received a goodie bag of gifts along with a booklet of photos with messages from their Form Tutors to remind them of their years at St Angela's. We're looking forward to seeing many of the students return for Sixth Form next year but wish them all the very best for their futures.  
 Ms Peacock  
 Head of Year 11



Year 11 Leavers' Memories



## Year 12

The Year 12 Progression Programme started in the final half term of the academic year. It began with a fantastic Careers Progression Day on 21st June that included talks and seminars about a range of industries and professions, including medicine, architecture, the civil service, social work and the media, and from alumni students of our Sixth Form. The Careers section of the newsletter has more details of this day. The Progression Programme also includes weekly UCAS drop-in sessions for all students, including those who will make early entry applications to Oxbridge and/or medicine, dentistry or veterinary science, and subject masterclasses to give students a taste of what it is like to study specific subjects at university.  
 Mr Pleasant  
 Head of Year 12



## Year 13

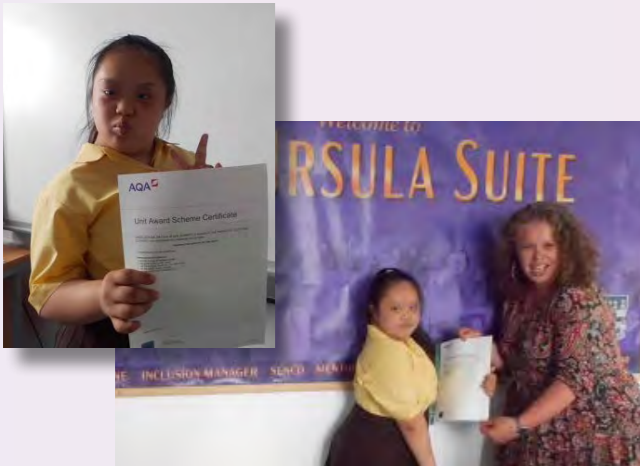
Year 13 have finally come to the end of their A Level journey and we celebrated with a beautiful Mass at St Antony's. The Sixth Form choir turned in an outstanding performance and it was wonderful to finally join together in thanks after a testing year. The year group have shown real tenacity and strength of spirit in their final term and put their all into the assessments and exams. Most touching has been their exceptional gratitude to staff - they have taken the time to write cards and create personal gifts for many of their teachers and their kindness has been lovely to see. The students had a lot of fun getting their yearbooks signed by their friends and teachers and hopefully will go forward with positive memories for the next step of their journeys.  
 Ms Kerr  
 Head of Year 13

# THE URSULA SUITE



## Congratulations Angelica !

Angelica has been presented with a certificate for knowing the months of the year and calendar knowledge. Well done Angelica - this is a fantastic achievement !



## Celebrating 100% Success

Congratulations to our Year 11 Alternative Pathways students who have achieved over one hundred certificates and qualifications. Phenomenal ladies !



## Our Budding Poets

Congratulations to our amazing Year 7.

Year 7 took part in a poetry project and have been awarded AQA Unit Award Scheme certificates. Year 7 read a selection of poems, identified and discussed particular features of poetry including figurative language, pattern and rhythm and produced a creative poetry book. Well done girls!



## A RECIPE FOR SUCCESS ! Carlota's Story

I studied the alternative pathways courses as my options and what a fantastic learning journey it has been.

*My recipe for success*

**Ingredient 1:** You must start with one heap of Serviam !!!

### Ingredient 2: ASDAN

Over the past two years I have gained so much knowledge on topics such as the environment, preparation for work, knowing my rights and diversity. This course has empowered me to be a successful ,confident, individual who is well prepared for the next step in my journey which is college.



### Ingredient 3: Arts Award

This course took me out of my comfort zone as I needed to lead a warm up and develop my communication skills . I was inspired by artists and put a portfolio together to showcase my work.



### Ingredient 4: BTEC Food

This unit gave me opportunities to gain some practical cooking skills, and further focus on developing an excellent level of culinary skills. I gained knowledge of different cooking methods and how to prepare dishes using a range of cookery skills.

### Ingredient 5: The icing on the cake - Jack Petchey Award

The icing on the cake for me was recently winning a Jack Petchey Award.



# THE URSULA SUITE

## Arts Award News

It's been a productive, creative and exciting year !

With the world at large experiencing an unprecedented situation, we were faced with challenging times and needed to adapt quickly. The girls had some imaginative ideas on alternative options to be able to provide evidence for their portfolio .

Where possible the girls adjusted and completed tasks remotely and online, for example, organising a virtual film club using Google Classroom and advertising the event.

To achieve a Silver Arts Award, our students collected evidence in an individual arts portfolio of their experiences of:

- Arts practice and pathways
- identifying and planning an arts challenge
- implementing and reviewing their arts challenge
- reviewing arts events/ experiences and sharing their views
- researching future opportunities and careers in the arts
- Arts leadership



Vanessa interviewing our Design and Display Coordinator - Researching potential creative careers



Favour interviewing Ms Ofori - Head of Drama - Researching potential careers in performing arts



A picture of Miss Murphy: Created by the talented Vanessa



**My Culture - Nigerian**

My culture is Nigerian we speak in different languages such as Yoruba and Igbo and of course English. We also wear traditional clothes when we are celebrating weddings or at birthday parties and we have lots of delicious food like jollof rice and chicken, egusi soup, beans and plantain and also fried rice. Our national flag is green, white and green.

**My Culture is Brazilian - By Laura**

My culture is Brazil both of my Parents were born there in different parts of South America. The languages we speak is portuguese I learned how to speak portuguese ever since I was 2 years old. I have been to Brazil to visit my cousin and auntie and grandpa who lives there. But I wasn't born there but a lot of people think that because I look like my mum and dad. I love the food in Brazil and my mum knows how to make some of the Brazilian foods that we can make at home. Something I like to do in Brazil is spend time with my whole family and make the most of my time I have there. I also like to go shopping and buy clothes and food with my family. I have never been to a festival in Brazil but I would love to go to one one day when I can go. I have only seen a festival on tv but it is not the same thing like actually going there I would really want to when I can. I can also speak portuguese fluent.

**My Culture - Ghanaian By Lawrenceia**

In my culture there are lots of different languages and music , clothing the most spoken language is english but in other cities some people across the country speak : twi , fante and asanti twi . There are all lots of food eaten for eg : rice and fish , fufu , banku and mostly starch food are eaten in Ghana. In Ghana we have a very special festival tribe called the asanti tribe they are the major ethnic group of the Akans . This is one of the most popular history in the world. One of the most important symbols in the asanti is the golden stool . This has never been sat on or touched by anyone . Ghana is a very busy country with many languages about 50 languages . The most popular dance is called the adowa dance , which is believed to have originated from mimicking the unusual steps of a sacrificial antelope

## Year 10 - Identity and Cultural Diversity

This term our fabulous Year 10 students have been looking at "Identity and Cultural Diversity". Students have learnt about the concept of cultural diversity in their local community and in a wider context. Students have looked at behaving in ways that show respect to different cultures and have produced some fantastic work including an "All about Me" project to explain all the different communities they belong to. Students have been taking part in group discussions and fed their curiosity by researching, asking questions and debating.

Well done girls!

**My Culture - Indian**

My family is all from Goa the culture there is amazing the beaches and the places you can go to.

Country : India / Goa

Language : Konkani

Food : Curry , Nanny , paneer buttery , we do well do eat fish too . such as fish

People : friendly , warmhearted , helpful , generous , helpful

Some special events / festivals in Goa / India are the Goa Carnival , Goa Carnival , Goa Carnival

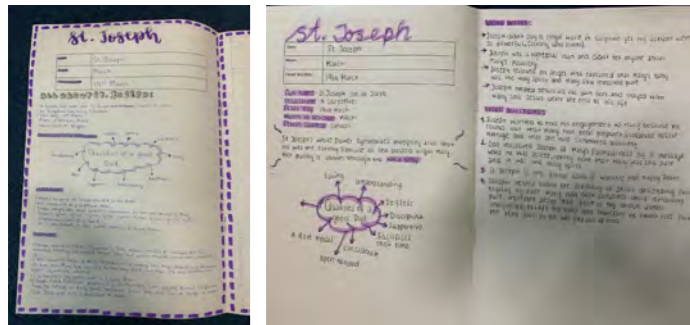
The Goa Carnival is one of the most famous and colorful festivals in the world. It is held in Goa, India, and is a celebration of the city's rich cultural heritage. The festival is held over a period of several days, and is characterized by its vibrant colors, music, and dance. The main event of the festival is the parade, which features floats, bands, and dancers. The parade is held in the city of Goa, and is a sight to behold. The festival is a great way to experience the culture and traditions of Goa, and is a must-see for anyone visiting the city.

# RE & Chaplaincy

The RE Department has introduced the opportunity for KS3 students to learn more about Catholic saints. Students have completed saints booklets this term, each month exploring a 'Saint of the Month'.

All students in years 7, 8 and 9 have explored the life and work of St. Joseph. This is in recognition of the papal 'Year of the Family' where Pope Francis has encouraged the worldwide Catholic community to remember the contribution St. Joseph made to the life of Jesus Christ. Joseph is regarded as the voice of the unseen, which is highly relevant during these current times.

Year 7 have learned about the lives of St. Bernadette, St. Barnabas and St. Benedict. Year 8 explored the contribution saints Anne, George, Peter and Paul made to the Kingdom of God. Year 9 meanwhile, looked at why St. Christopher is the patron saint of travel, how St. Mark the Evangelist contributed to the writings of the Bible and the Irish hermit St. Kevin.



We are absolutely delighted with the engagement of the students in exploring their Saints. We look forward to sharing booklets with parents in order to celebrate the students' wider learning and Faith Journey in RE.

During this past half term, KS3 lessons have also been focused on sex in Religious Education. Across Years 7-9, students have discussed the importance of caring for ourselves and others and forging healthy relationships with those around us.

Each year group had a biblical theme; Year 7 learned about how we are all 'made in the image and likeness of God' (Genesis 1:27), Year 8 discussed how 'love is patient and love is kind' (1 Corinthians 13), while Year 9 looked at how our bodies are 'a temple of the Lord' (1 Corinthians 3).

We were incredibly proud of how participatory and respectful all of our students were during these lessons and everyone enjoyed the debates and discussions held as part of these sessions.

## The Crowning of Mary - Chaplaincy

In the Catholic Church, May is recognised as the month of Mary the Mother of Jesus. Around the world, it is tradition to honour her grace by having a crowning ceremony. This year, for the first time ever, St. Angela's held a crowning of Mary ceremony at the newly refurbished school grotto. The ceremony was fully led by students from years 9 and 10 who proudly brought forward flowers to place before the statue of Mother Mary. The service was filmed and shared as a virtual assembly with the whole school during form time.



## SACRE

The Year 8 SACRE team met for the first time this term which was very exciting. They had the opportunity to virtually speak with several faith leaders including a rabbi, a buddhist monk, a humanist and an imam, about what their religion/belief system teaches about the environment. The students were able to ask the faith leaders questions and reflect on their own view of caring for the environment.

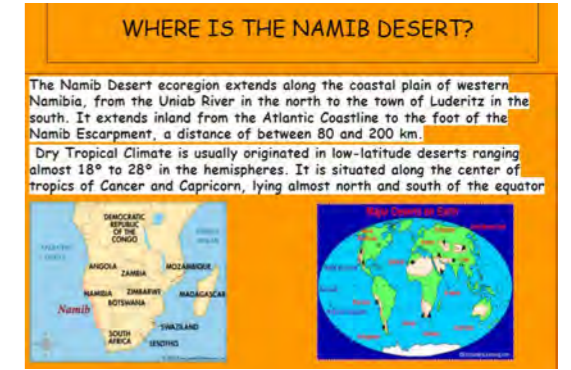
The organisers of the event commented on how well the girls participated and interacted during the zoom meeting, 'It was great to see the St Angela's students engaging so well. They were great!'



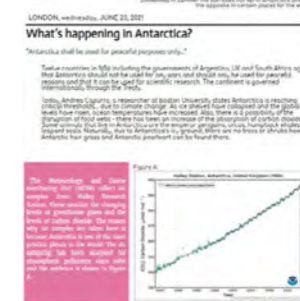
# Geography

Our fantastic geographers have continued to expand their knowledge and understanding of the magnificent planet they live on. This term we have covered essential topics such as weather and climate, factfulness, climate change, hot deserts and changing places.

Our Year 7 students have just completed a topic on weather and climate. They are now in a position to fully engage with the great British pastime of discussing the weather but from a privileged position of 'knowledgeable meteorologists' who are able to clearly articulate to the layman/woman why it is that our weather is so changeable.



Year 8 have had their preconceived notions about the world rocked through a study of Factfulness – a wonderful book that seeks to challenge our instinct towards having an over-dramatic worldview. The lessons have led to some eye opening moments for our students as they have been guided away from a negative perspective about the world which is often based on false narratives to one that showcases, using factual data, the wonderful developments that have taken place over the last 100 years or so.



During a period of time when the young have demonstrated through protest and social media campaigns just how much they truly are concerned about climate change, Year 9 began their study of the science behind climate change. They learned about both the human and physical causes of climate change, looked at historical and contemporary climate change, examined the impacts on people and the environment and explored what options are available to us in terms of management and adaptation.

Year 10 looked at the distribution, characteristics, challenges and opportunities of the world's hot deserts. Having worked really hard to complete that topic they were then given a series of revision lessons to ensure their remote learning knowledge and skills were secure in preparation for their end of year exams.

Having done amazingly well to put behind them the long and difficult exam period, year 12 were able to return to their A Level studies with an investigation into Keswick in the Lake District. They are tasked with a detailed examination of this historic market town to understand how places change over time. They will compare how this distant place contrasts to their local place study of Brick Lane, London.

## Maths

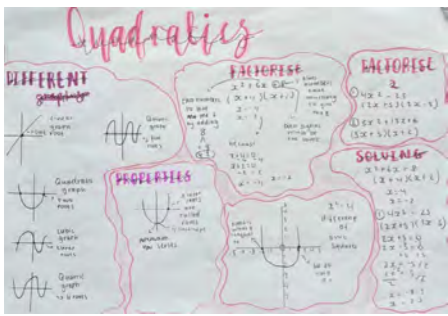
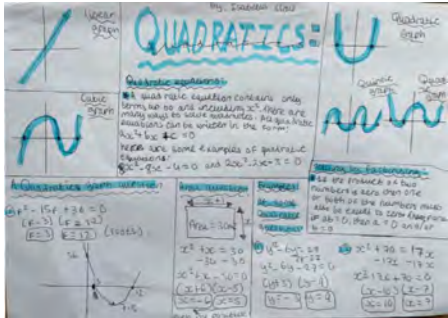
It has been a welcome return to a semblance of normality in the Mathematics department. Here are some of the brilliant activities the students have been doing.

Every week, students have been attending the **Year 7 Paper Polygons** lunchtime club. Students learn and develop skills in origami to fold and construct tetrahedra and cubus cubes. This activity has helped students broaden their understanding of solids in maths and helps them with abstract visualisation. Here are some snaps from the club:



**Year 9 and Year 10** have been working very hard at revision and completing their End of Year examinations. We'd like to take this opportunity to congratulate some of our Year 10 students who represented the school competing in the UK Mathematics Trust's Intermediate Maths Challenge and received bronze and silver awards. These students are Evelien David (Silver Award and Best in School), Jereen Jeyachristypaul (Silver Award), Angelina Bustos (Bronze Award) and Sarah Thaliyan (Bronze Award) - Well done girls!

**Year 8** have been studying quadratics and extending their learning to include solving and an understanding of roots. Students have extended this understanding to include higher order polynomials usually seen at A Level including cubic, quartics and quintic graphs. Here are a few examples of students' work in this area:



**Year 11, 12 and 13** have been working hard completing assessments towards this year's qualifications process. Since returning to lessons our year 12 students have been extending their understanding of trigonometry and differentiation. Above (right) is an example of some flipped learning produced by Denise Omoregie. We would like to congratulate Amandeep Singh, Navin Nair, Anointing Rueben and Amaan Sufi who formed a group



## Economics

Economics has opened the eyes of our students and allowed them to see the world like never before. Our young economists have looked at many issues across our nation such as supporting the NHS, dealing with the aftermath of the pandemic on our society and protecting our environment for future generations. We are proud of the way our pupils have managed to come up with potential solutions to these concerns using outstanding economic language and concepts, both written analysis as well as diagrammatical analysis. The sixth formers are now also able to critique their own ideas and evaluate what could go wrong with their potential solutions before making recommendations - our young economists really would give the government a run for its money!

Our students are now currently focusing on their personal development and solidifying their AS skills whilst adding A Level components to their learning. Since their assessments, they've not slowed down - Year 12 are looking to apply for work experience, university open days and other beneficial opportunities to improve their cultural capital. One student springs to mind when discussing extra-curricular activities -

Sefora in Year 12. This is her first year studying Economics and soon after starting the course she decided to change her career path and switch to the fast lane of Economics! Sefora has taken the subject by storm, using the language of economics fluently whilst profoundly attempting to solve national and global economic issues. This young economist has attended economics taster sessions at top universities including UCL, Warwick and is also participating in Target Oxbridge along with Young Women in Finance.

During this summer term in particular our entire cohort has been sitting exams and remained focused and determined during their assessment period. The resilience and determination they've shown during this unprecedented time has been inspiring. We are sad to see Year 13 go but we have provided them with a skill set that will allow them to succeed in their future endeavours. The skills our Year 12 pupils have gained during this term will be invaluable to their future success whether it be in the field of economics or not. We are proud to have such a resilient group of students in our department who should be proud of their achievements and progress during this year.

## Drama



It has been a busy term for the Drama Department! The GCSE and A Level students completed their final practical exams and delivered at a fantastic standard. We are incredibly proud of them all and wish them the best in their next steps. This term, students in Year 10 have been working towards their first practical exam. The topics being explored include beauty standards, the dark side of fame and peer-to-peer abuse. The students have navigated the genre of Physical Theatre expertly to create highly engaging pieces. The girls have worked incredibly hard on these well thought out performances and we know they will be fantastic.

Auditions for the school musical *Sister Act Jr* have taken place this term. What a fantastic turnout! Over 100 students came to showcase their wonderful talents in a bid to gain a spot in this high energy cast. Well done girls! The musical will take place in November and we look forward to seeing what our fantastic actors, dancers and musicians put together.



# SISTER ACT JR

"Want to be a part of the sisterhood?"

Monday 21st June  
**Year 7** - 3:30-4:30pm

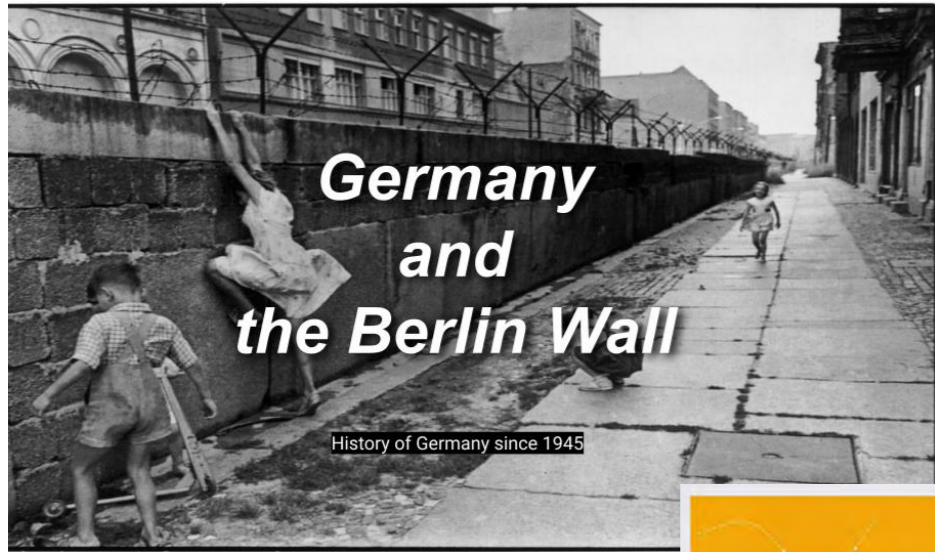
Tuesday 22nd June -  
**Year 8** - 3:30-4:30pm

Wednesday 23rd June -  
**Year 9** - 3:30-4:30pm

Auditions will be held in the Drama studio.  
Sign up in your year groups Google classroom

# AUDITIONS

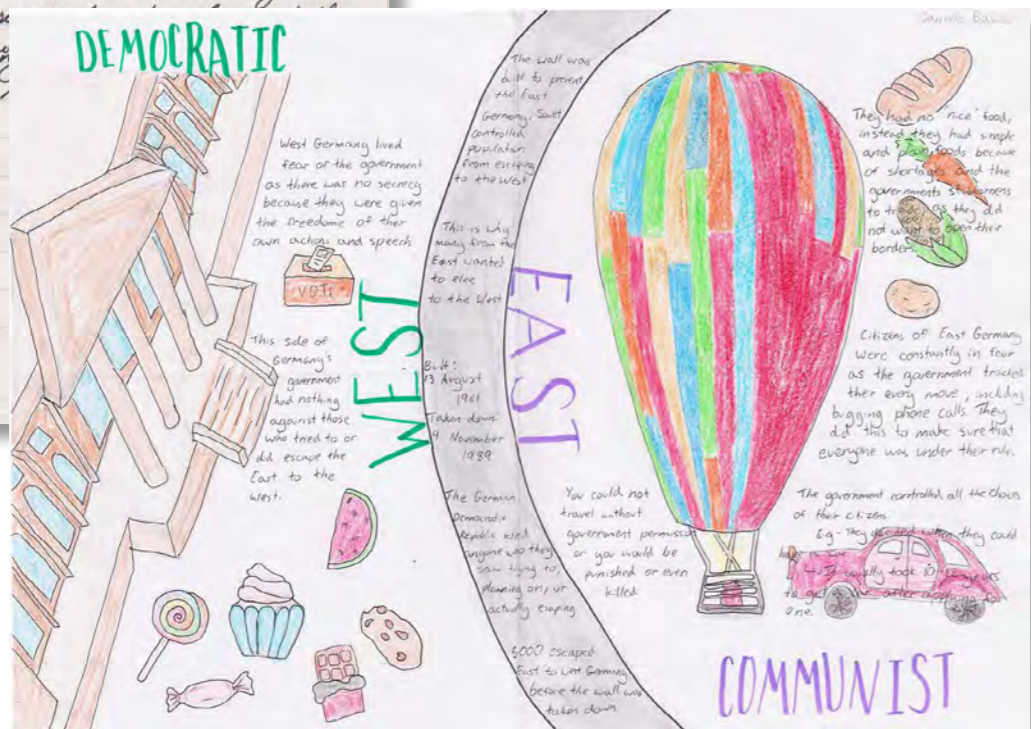
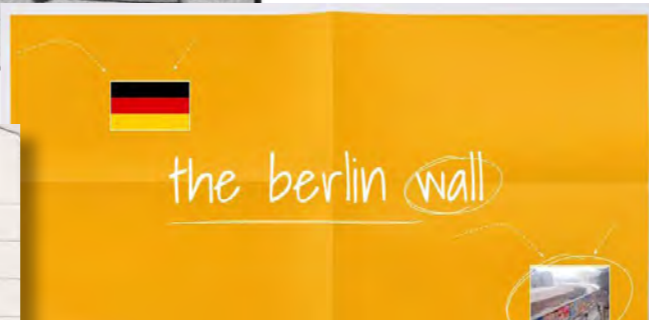
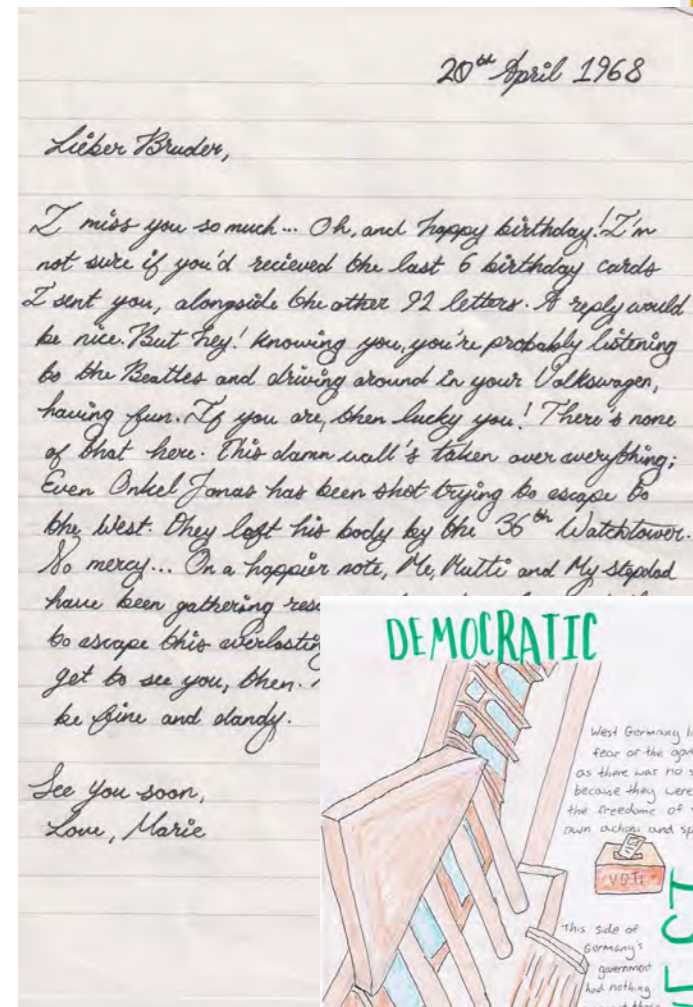




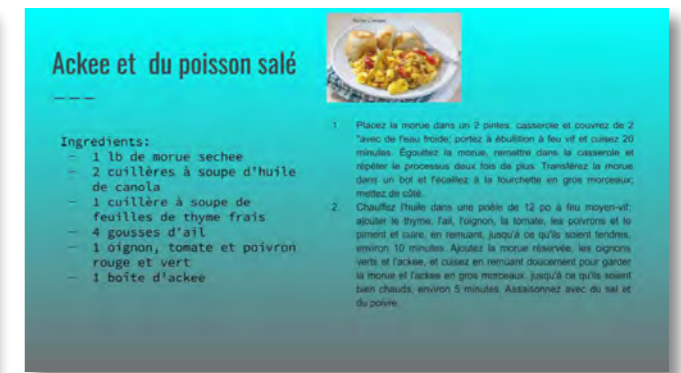
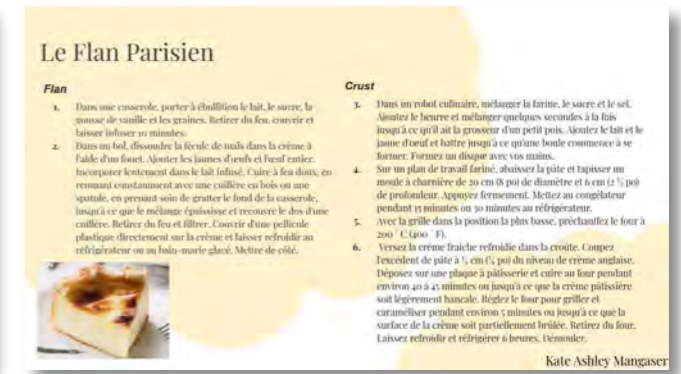
# Germany and the Berlin Wall

History of Germany since 1945

The summer term is usually packed with trips and excursions which have not been possible this year. Nonetheless, we have not let this prevent us from offering rich cultural experiences to our classes. Using our chromebooks we have been able to bring the countries we teach to the classroom. For example, **Year 9** have learned over a series of lessons about the fall of the Berlin Wall and what life was like for those who lived in the East and West. We also discovered the importance of the "perhaps bag" and the wild attempts to flee via air balloon.



**Year 11** have enjoyed exploring the rich heritage of << la gastronomie française >>, creating their own bilingual cookery book and debating the relative values of the Michelin star guide for chefs. We have also taken the opportunity to introduce Year 11 to the three important language films that are studied at AS Level: Les Intouchables, Good Bye Lenin and Pan's Labyrinth and hope that this will inspire them to pursue their language journey with us even further.



# History

This term students at St Angela's have continued to explore a wide range of history to develop their understanding of the past.

**Year 7** have considered significant women in History and deliberated over what history tells us about the different roles women have had through time. This study included the examination of women as warriors and defenders of their rights as well as why women have been accused as witches. Importantly, the students had the opportunity to research and present to their peers on women who they think have been inspirational from Britain and abroad. This led to girls creating some fantastic presentations as you can see below.

In **Year 8**, students have been analysing migration to Britain since the Romans. This has led to some fantastic discussions on the wide variety of groups who have moved to Britain and, more importantly, the influence they have had on British society and culture through history and right up to present times. Students have also been exploring the development of British civil rights and compared the Montgomery Bus Boycott to the Bristol Bus Boycott in order to assess the impact of protest-led movements.

**Year 9** have been examining the road to World War Two and in particular the Nazi dictatorship that developed in the 1930s. This has also included



an exploration of the steps towards the Holocaust. Students also have had the opportunity to explore other dictatorships in the 20th century and they presented their findings to their peers on a diverse range of different dictators.

**Year 10** have been focusing on the development of the American West. This has included exploring the life of cowboys, many of which were African American despite the popular myth that cowboys were all white males. They also examined the migration northwards of black communities following the American Civil War.



**Why has Claudette inspired others?**

LO: Can I explain and describe how Claudette Colvin had overcome segregation and racism?

LLQ: Explain the reason behind segregation.

**Key Words:**

- Segregation- The separation or isolation of other races, class or ethnic group.
- Discrimination- To unfair or unequal treatment or an individual based on certain characteristics or ethnicity.
- Prejudice- Someone's opinion that is not based on reason or actual experience.

**Noor Inayat Khan**

**Who was she?**

Noor was a Sikh pacifist British spy in WWII. She was born on 17 January 1914 to an Indian Muslim father and an American mother. It was said that she was born into a quiet peaceful household of Sikh pacifists. She then moved to Paris where she was able to learn about child psychology and paediatric speech children's books. But when 1932 in May 1932 came out, she said her brother knew they had to do something about it.

**What did she do?**

She travelled to England to continue for her education at St Clare's. There, she trained as a radio operator, where she also taught her own students. She was also a member of the French Resistance. In 1941, she was captured by the Gestapo and taken to Bletchley Park. She was held in the Highgate Hotel in London. She was executed by hanging on 19 September 1941 at the age of 27.

**YOU HAVE PROBABLY HEARD ABOUT ANNE FRANK.**

But here's more information about her

**By Kaitlyn Nancy**

**Mao zedong**

**By Kaitlyn Nancy**

**Who was Kim-II Sung?**

Kim Il-sung was a politician and the founder of North Korea, which he ruled from 1948 until his death in 1994. Kim Il-Sung was born on the 15th of April 1912. He held the posts of Premier (the highest state post in North Korea) from 1948 to 1972 and was President from 1972 to 1994. He was also the leader of the Workers' Party of Korea from 1949 to 1994.

**Idi Amin**

He was a dictator of the African country of Uganda and he was also the President of Tanzania at the time, he was famous for sending all Asians, mainly from India and Pakistan, out of Uganda. He was a convert to Islam, this was a positive act. He supported the cause of Palestine freedom, this was also another long term act. This caused the hijacking of an Air France flight that landed in Entebbe, Uganda.

Amin became known as a very brutal leader and in the 1970s he was compared to historical persons such as Caligula, Hitler, Beria and Himmler. In several of the neighboring countries he was stamped as murderer, fascist

## Year 12- Lessons from Auschwitz programme

Over the last few weeks we have had the opportunity to participate in the 'Lessons from Auschwitz' workshop which is run by The Holocaust Educational Trust. Their goal is to educate young people on the Holocaust and its contemporary relevance.

The Holocaust was the murder of approximately six million Jewish men, women and children by Nazi Germany and its collaborators during the Second World War. As a collective we unpacked this definition and delved deeper into the unfortunate events that took place in Auschwitz - one of the largest concentration camps.

In this journey, we engaged and took part in 3 live lessons and also carried out independent research on the Holocaust and its contemporary relevance. We listened to a testimony from Holocaust survivor, Janine Webber, in which she kindly shared her experience and the struggles she went through without her family. We empathized with her situation and felt even more deeply motivated to share our knowledge of the Holocaust with others as we were able to gain a first person insight into the events of the Holocaust. We were so lucky to have the opportunity to listen to Janine's story as there are so few survivors of the Holocaust left - which is why it is so important to continue learning about what the Holocaust is and what happened.

Due to the pandemic, we were unable to visit Poland to view Auschwitz-Birkenau and instead we used virtual reality to view key places of the camp. Using a virtual reality headset, we saw



the Barracks which were the sleeping arrangements for those who were imprisoned and we were able to get a look into the poor living conditions. In addition to this, we also saw the "Judenrampe", also known as the off-loading ramp, where Jews, Roman and Sinti, the disabled and black people were brought and unloaded from trains. We could not imagine how scared these groups of people must have felt - not knowing what was really going to happen to them.

Overall the programme allowed us to gain a better understanding of the Holocaust and it enabled us to form key ideas on the importance of the Holocaust and its history. A lot of people have misconceived perceptions of the Holocaust and by doing the programme we were surprised to uncover the true events of the Holocaust. From the Holocaust, we were also able to draw a range of historical conclusions. For instance, the perpetrators were not the only ones who played a part in the genocide, for instance collaborators such as the train drivers were equally responsible for the Holocaust. As Nazi collaborators drove the victims to the concentration and extermination camps such as Dachau. So, the whole experience opened our eyes to the scale and magnitude of the Holocaust and those who were involved.

We are very thankful to the Holocaust Education Trust and the History Department for allowing us to participate in this project.  
**By Savannah, Annabelle, Oriana and Dimaja**

## English



English is a subject that has a rich and varied curriculum. We teach pupils to improve their reading and writing skills; to understand, analyse and, hopefully, love books; to think about characters and themes and the world around us. On June 22nd as a celebration of Windrush Day the English department taught lessons based on the experience of the many people from the Caribbean who came to this country on the Empire Windrush and other ships after World War 2 to start a new life. Year 7 looked at accounts of coming to England from Baroness Floella Benjamin: exploring the excitement and sense of anticipation on the journey as well as the difficulties that the Windrush generation has faced. Year 8 focused on identity and heritage and year 9 read about and discussed the Notting Hill carnival. Reading can teach us many things and understanding the real life experiences of people from the Caribbean is very precious to us.



Summer term is always exam time for our key stage 4 and 5 students. In this very unusual year the exams were unusual too. Students in year 11-13 took their exams in school, sitting assessments in class as well as school mocks. We are very proud of the resilience and determination the students have shown. Although we are sad to see year 13 go, we know that they are ready for the next step in their education and that they will flourish.

# Science

The summer term kicked off with British Science Week. Students were invited to participate in lots of activities both in school and at home throughout the week. One of the stand-out activities that took place was the Tower Building Competition - students were tasked with using a single newspaper to build the largest and strongest tower that would support a mass for the longest duration. There were some fantastic creations with some amazing results.



The A Level Chemistry students entered a national competition run by the Royal Society of Chemistry The Chemistry Olympiad.

The competition is aimed at the best A Level students in the country and our students were up against schools from across the whole nation. With questions and problems well beyond the bounds of the normal curriculum, the girls proved that they could hold their own and went on to win several awards, including a Gold Award for Catherine in year 13, seen second from the right in the photo. Catherine and Syeda, in the middle of the picture, are off to university to read Chemistry this autumn.



Over the next two weeks, there will be a series of science lectures being run by the PTI. Students will be attending lectures titled 'The Development of the Adolescent Brain', 'The Universe', 'The Oxford Vaccine and how it works' and 'Green Chemistry: Beyond recycling and Greenhouse gases'.



International Day of Women in Science competition winners receiving their awards and prizes presented by Mr Rowlands and Mr Patel.

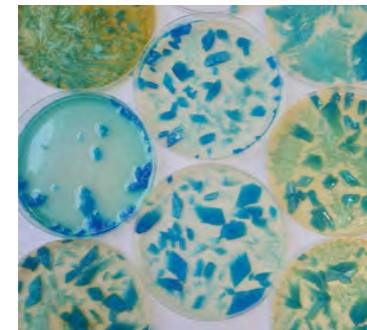
More recently, owing to changes in covid protocol, students have been able to return to science labs for lessons. As you can imagine this has induced large amounts of excitement and students have been supplementing their learning through discovery and observation. For many of our year 7 students, this has been the first time they have seen and used science apparatus.



## STUDENTS BACK IN LABS

**Year 7** have been learning all about lab safety and using apparatus. They have successfully used separating techniques to make crystals.

**Year 8** have been putting their investigative skills to the test - students have been exploring the solar system and looking at factors that affect crater size on planets.



**Year 9** began the term by taking their next steps in their science learning journey, embarking on the transition to their GCSE courses. They have been absolutely magnificent in rising to the challenge and have taken a mature approach to their learning.



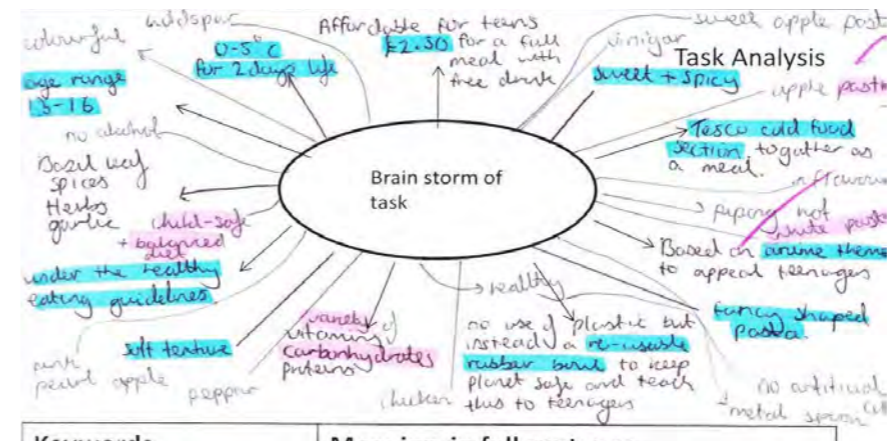
# Food Technology

I am very pleased to welcome the students back to school after lockdown. In Food and Nutrition the focus is to enable the students to engage in developing practical skills, understanding the importance of hygiene, health and safety. Students also study healthy eating and nutrition which empowers them to make appropriate choices to aid achieving a healthy lifestyle.

**Year 7** focused on understanding basic use of equipment and also engaged in developing skills to use fruits and vegetables in an interesting way.

**Year 8** have been analysing two case studies of food diaries. Using their healthy eating understanding they evaluate and make recommendations that form a healthy eating plan. **Year 9** focused on healthy eating, through practicals such as making different sauces/pasta and seasonal fruit-based pastry desserts.

**Year 10** focused on some fairly complex tasks which utilised scientific investigations, analysis and evaluations. We have managed to give students opportunities to proceed with controlled practical activities with appropriate risk assessments in place.



## HEALTHY EATING

**What is healthy eating?**  
Healthy eating is consuming the needed amount of different food groups. It helps to maintain and improve overall health. There are five different food groups and we get different nutrients from each of them. These five groups are broken down into macronutrients (protein, fat and carbohydrates) (read more of).

**Why is it important?**  
The variety of the main food groups that are needed for a healthy, balanced diet. It represents the overall balance of a healthy diet.

**The 5 food groups**

- Carbohydrate** - The two types of carbohydrate are simple and complex. Simple contains sugar which are snacks that provides us with quick but not lasting energy. Complex contains starch which are solid foods that provides us with lasting energy.
- Protein** - Needed for growth and repair.
- Fat** - Needed for general good health and helping us absorb some vitamins. Protects our organs.
- Dairy** - Dairy provides us with calcium which helps build strong bones and teeth. It also provides us with iron which is good for the blood.
- Fruits and vegetables** - Provides us with multiple vitamins, especially vitamin C which helps keep the cells in our body healthy and helps wound heal.

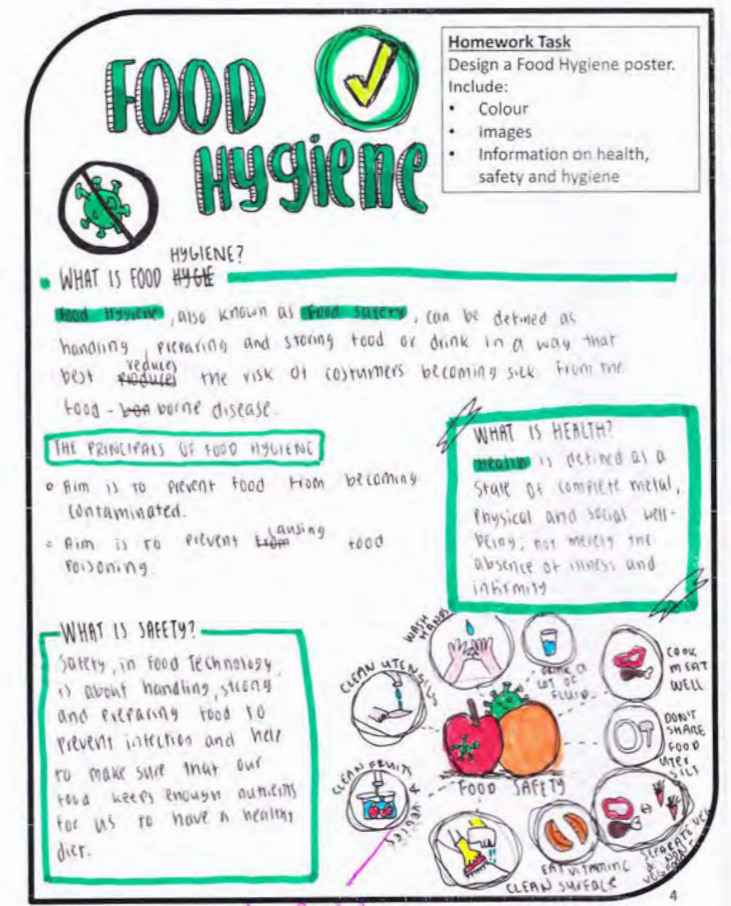
**The importance of Teenagers making a healthy choice when choosing what to eat**  
Teenagers as a whole need to have knowledge of what is good and bad for their body. Teens require extra nutrients as this is the time they see the most change in their body, although they need extra nutrients, they should not overindulge in the micro nutrients and fat. At this stage they require a lot of fruits and vegetables. Teenagers should try to never skip breakfast, drink water and limit highly processed food.

**BOYS**

- Boys develop more muscle tissue and so their protein requirements are higher than girls.
- They can get protein from: Lean meats, Fish and seafood, Poultry.
- They are usually bigger than girls, which increases their calcium requirement.
- They can get calcium from: Milk, Cheese and other dairy.

**GIRLS**

- Girls need more iron than boys due to menstruation.
- They can get iron from: Liver, Red meat, Dried fruits, Soybean flour, Or they could use iron tablets.



### Breads from around the world

Research breads from around the world and use the information to complete the following table, the first one has been done for you.

You can use this website to help you:  
<http://www.fun4kidslive.com/features/grain-chain/george-explores-breads-around-the-world/>

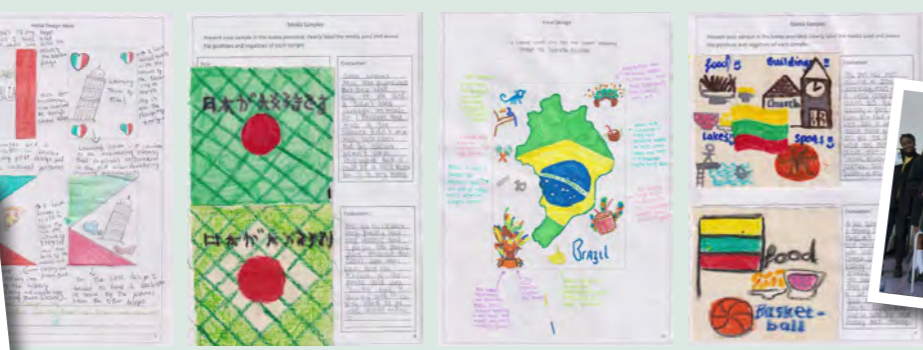
BREAD NAME	COUNTRY OF ORIGIN	DESCRIPTION
Baguette	France	A baguette is a long thin loaf. It is usually distinguished by its length and crisp crust.
BUMBYA	JERUSALEM	B. Bumbia is a traditional flat bread made from wheat flour and olive oil.
PRODISING BREAD	AMERICA	Prodising bread is a soft, fluffy bread with a slightly sticky texture.
SODA BREAD	IRELAND	Soda bread is a traditional Irish bread made with wholemeal flour, water and bicarbonate of soda.
NAAN	INDIA	Naan is a traditional Indian flatbread made with wholemeal flour, water and yeast.
POB QUILL	MEXICO	Pob quill is a traditional Mexican bread made with wholemeal flour, water and yeast.
RYE BREAD	GERMANY	Rye bread is a traditional German bread made with rye flour, water and yeast.
CHALLOH	ETHIOPIA	Challoh is a traditional Ethiopian bread made with wholemeal flour, water and yeast.

# Textiles

Wow! We have such talented students when it comes to Textiles at St Angela's Ursuline! This term has seen a new set of Key Stage 3 students introduced to the subject, creating a range of fantastic products!

**Year 7** have been learning how to use the sewing machine, tie-dye and applique to create a cushion cover. Students have really enjoyed seeing their designs come to life and it has been fantastic to see the students so eager to learn!

**Year 8** have been creating tote bags based on a country of their choice. We have been so impressed with their design skills, they really are amazing! They have experimented with fabric pens, pastels, hand embroidery and computerised embroidery to produce some excellent bags, well done year 8!



**Year 9** have been looking at traditional vs digital printing methods to create a printed pencil case. Students have been studying the work of Alexander McQueen, Mary Quant, Bisa Butler and Orla Kiely to create some incredibly eye-catching designs.



Our GCSE students have finished creating their hoodies that they designed during lockdown and have been receiving lots of compliments from a range of students and staff all around school! We have been very impressed with their dedicated efforts throughout this year despite the challenges they have had.

The students are now working towards their NEA based on the themes released by AQA this year. Overall it has been a fantastic term for Textiles!

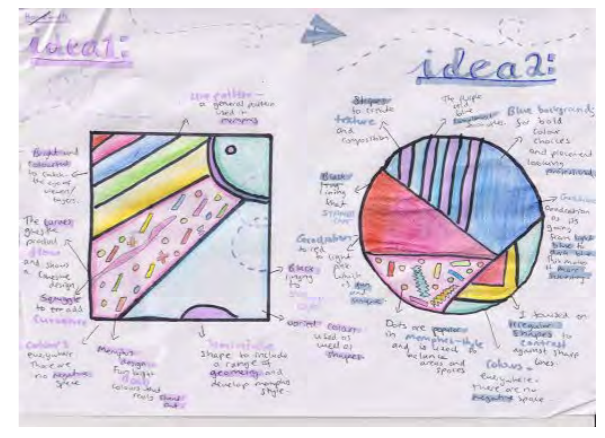
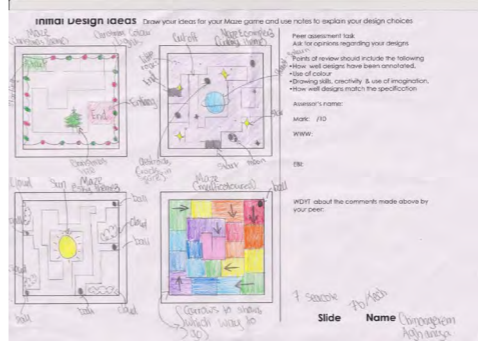
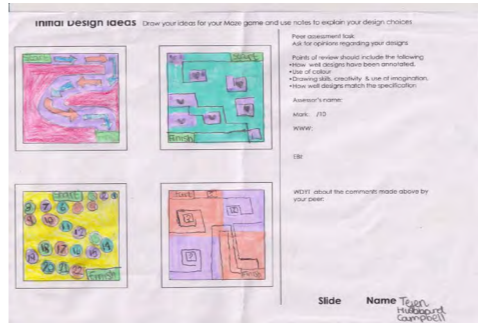


# Design and Technology and Product Design

The return to the workshops has been welcomed with some exceptional pieces of work being produced by every year group in the school. The Design & Technology Department has even more great ideas and prototypes to display around the rooms now thanks to the fantastic effort from KS3 & 4 students.

## Year 7

The students have been working on manufacturing prototype maze games & a board game made from recycled items. All the knowledge they have gained this year has been used to create their final designs seen below:



## Year 8

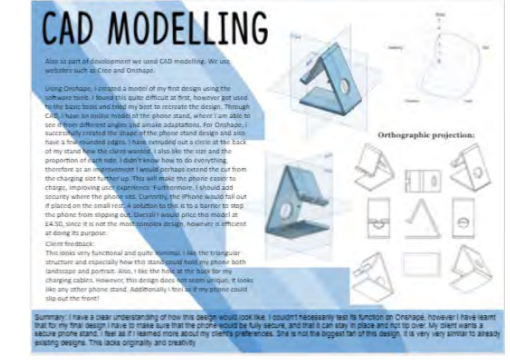
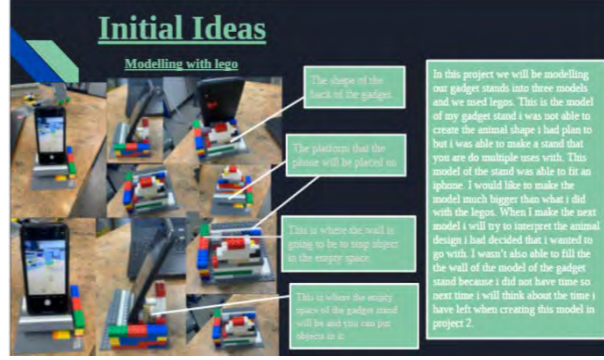
The money box project was in full swing on returning to school and students were creating some unique personalised designs.

## Year 9

Students have been focusing on designing and making clocks, inspired by the Memphis Design Movement.

## Year 10

This term year 10 GCSE completed their second project (a gadget stand for a phone or other device) with some amazing prototypes and high quality outcomes.



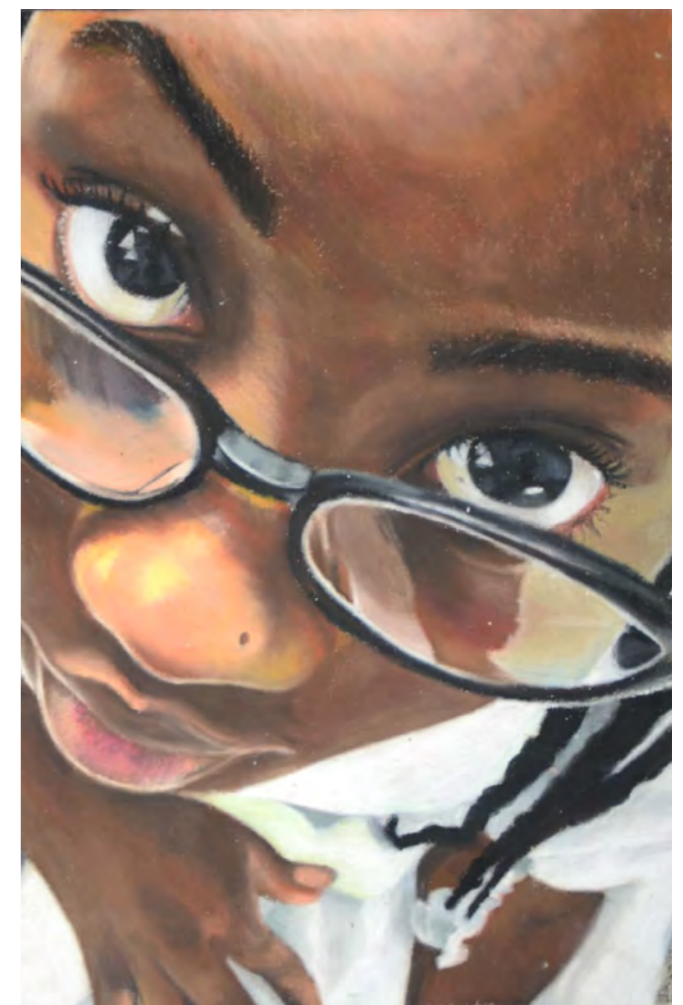
Once again, St. Angela's Art Department is proud to celebrate the achievements of our GCSE and A Level students. In addition to the artwork included in the newsletter, our students' outcomes are currently being exhibited as part of the Art Matters virtual exhibition. The exhibition, which celebrates the work of students from a number of Newham schools, went 'live' at 4.00pm on Monday 29th June and this year, can be viewed from the comfort of your home - just click on the link to view the artwork and perhaps leave a comment in the visitors book too: <https://www.artmatterslondon.org>

# ART MATTERS LONDON CIC

## SUMMER ART EXHIBITION

### St Angela's Summer Art Exhibition

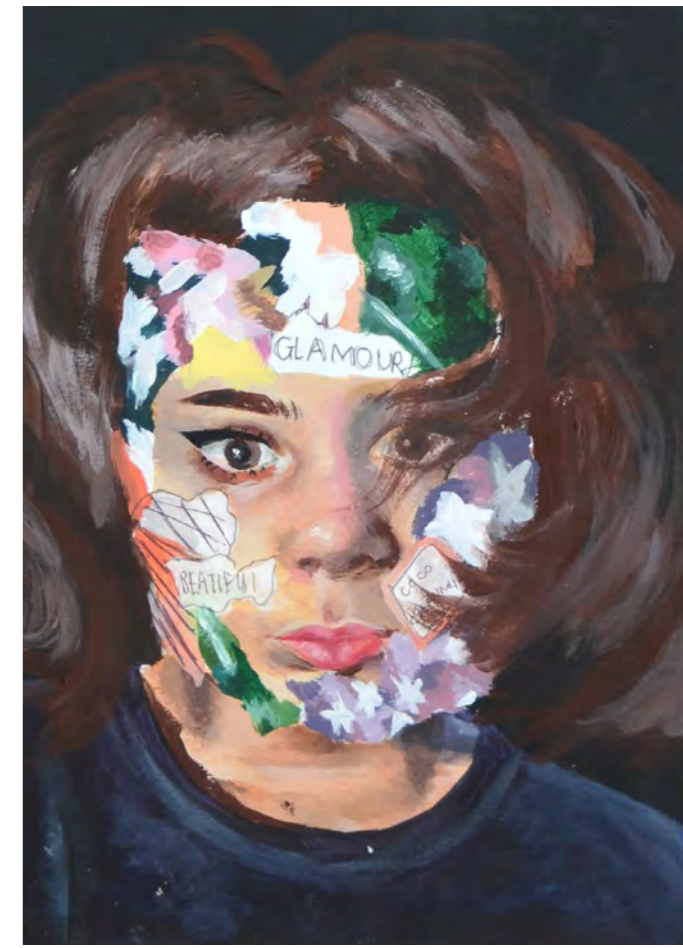
Work by the GCSE and A Level classes of 2021.



Art



Art





Our Year 10 students have studied the first half of their GCSE and have completed a full Unit 1 paper as part of their end of year exam. Year 12 are working on Theme 4 – Globalisation, with a focus on wider current affairs issues. We have also had lessons exploring cross-curricular issues including the Panama and Suez Canals, post- World War 2 Britain, global warming and the contribution of John Maynard Keynes and Friedrich Hayek to the modern economy and politics.

However, I would like to give some space to one of our Year 12 students as she and the rest of the group prepare for UCAS applications and the choosing of a career. This should not be viewed as the standard but the story of one amongst us.



**Nicole**

**Who is Nicole?**  
I am one of four children and the only girl. My family is of Columbian heritage and they do expect me to go all the way to University.  
**Why did you choose Business Studies for A Level?**  
I made the choice, upon advice of my elder brother. He did the subject at A Level and now has a degree in Business Management. It was not something I was considering before signing up for sixth form. However, I now know that

the subject is more than how to own and run a business as I have improved my financial literacy and have a better grasp of mortgages, interest rates and taxes to list a few areas. I can now speak to my parents on these issues.  
**Do you have a career choice in mind?**  
I would like to have a career in finance, international business or something along those lines.  
**Have you identified possible universities for your UCAS application?**  
I have started to look at a few - SOAS, University of Surrey. Generally, I look up the courses and universities with the following in mind – placement abroad, career prospects and course content. Please insert photo 2 here  
**Tell me about you and the Air Cadets**  
I joined in 2017 because my two elder brothers were members. I go two evenings a week for the core activities, but I am also a member of the marching band and I play the trumpet. I was also recently selected for the Lord Mayor's show.  
**What skills have you developed since joining the Air Cadets?**  
**Independence** – As a Sargent, I need to plan and execute activities. This allows me to become more of a self-starter.  
**Resilience** – I have worked under pressure as an individual and as a group leader to achieve positive outcomes which has made me a better individual.  
**Planning** – As I said before I plan and take the initiative to lead activities within the team.  
**Reflective** – This is evident after each activity where we feedback to each other.

**Interpersonal skills** – Air Cadets constantly build my communication and relationship skills which have made me a more confident individual.  
**Leadership** – As a Sargent, I am a leader within the core and have attended specific courses to develop my leadership skills.  
**Team-work** – Air Cadets is all about teams. A position where we are only as strong as the weakest link. What opportunities have you had since joining the Air Cadets?  
**Travel** – Costa Rica (2019) as part of a construction and conservation project with 'Projects Abroad'. I personally raised £2500 and a wider group £50K within 8 months. Later this year, I will be going to Poland to visit Auschwitz to learn the history and its impact on society.  
**Parachuting** - October 2021. This will be my first jump and will allow me to step outside of my comfort zone as I am afraid of heights.  
**Field crafting** – Military exercise involving tactical operations.  
**Attend high profile events** such as Royal visits and Pride of Britain Awards.  
**Socialisation** – development of character, meeting a wider cross section of peers.  
**Career insights** – opportunities to network and sample a variety of careers.  
**Complete Academic qualifications** – BTEC Level 2 in Aviation, Team-work and Music



## Music



### The return of KS3 to the Music Room

Years 8 & 9 returned to the Music Room last month, along with Year 7 who saw the Music Room for the first time! It was an exciting moment, as they were able to play musical instruments once again. Students were able to play on pianos, guitars and percussion instruments and it was brilliant to see and hear whole classes playing together in time and thoroughly enjoying this experience.

### Choirs and instrumental groups

This term saw the return of choirs; more choirs than ever before! Due to bubbles, we had SEVEN year group choirs running this term; Year 7 all the way through to Year 13. The chapel allowed our singers to socially distance themselves, and whilst the experience was very different to normal, they showed great resilience to showcase their talents and make their year groups proud. The Year 7 musicians also came together for the first time with flutes, violins, clarinets and drums all playing together.



### Virtual Summer Concert 2021

If you haven't seen the Summer Concert yet, look for the video on the school website! You will see what our singers and talented instrumentalists were able to put together in just a few short rehearsals, including our incredible Year 8 students Jana (piano) and Willow (saxophone). We're proud of every single one of our performers! [www.stangelas-ursuline.co.uk/news-and-events/latest-news/summer-music-concert](http://www.stangelas-ursuline.co.uk/news-and-events/latest-news/summer-music-concert)



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## Psychology

### Future Learn



Our Year 12 students have begun preparing for the next stage in their academic journey...university!

Our learners are inquisitive and keen to learn beyond their exam board specification, as such they have all selected an area of psychology that they are particularly interested in, and have enrolled on a Future

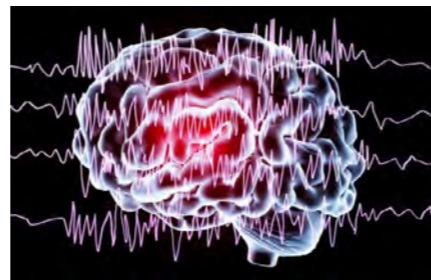
Learn course which will develop their knowledge and understanding in this area further.

For example, Allysha is currently completing a course accredited by the University of Glasgow entitled Epilepsy and Neuropsychology. This course will prepare her for the Biopsychology unit she will explore in Y13, as it provides her with an understanding of how healthy brains function and the use of sophisticated techniques which are used to identify dysfunctional brain wave activity and diagnose epilepsy.

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These courses have provided our students with the opportunity to develop their subject knowledge as well as their academic skills, as they were required to complete independent research, create intriguing presentations and complete the course assessments.



## PE

### Year 7 Lee Valley Outdoor School Cup

A great start to the athletics season this year! It was the team's first time taking part in an outdoor athletics competition and there were some brilliant performances. Congratulations to Eliora, Angeline, Princess, Keren, Martina and Sarah for being picked to be a part of the team and represent St Angela's. A huge well done to Princess for coming 2nd in her heat for 100m and to the 4x100m relay team consisting of Keren, Angeline, Princess and Eliora who came 3rd in their heat!



### Year 8 & 9 Lee Valley Outdoor School Cup

Congratulations to Alisha, Klaudia, Kady, Miriam, Selasie, Afua and Kaira for being picked for the athletics competition this year! Throughout the day the girls showed determination and motivation. They were resilient, encouraging and modelled sportsmanship well. A massive congratulations to Kady for coming 3rd in her hurdles heat!



### Year 7 Netball Team

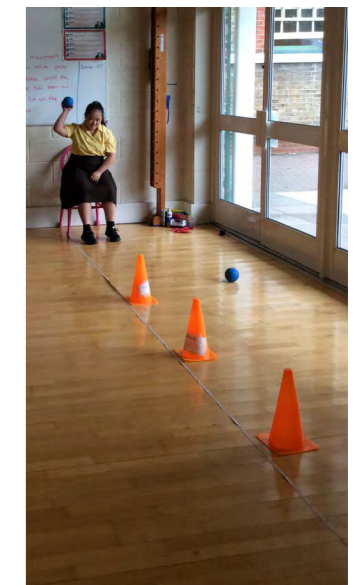
A huge congratulations to the year 7 Netball Team who represented St. Angela's in their first netball fixture against our netball rivals Brampton Academy winning 2-0!

On the day the girls played incredibly well by demonstrating some fantastic attacking and defending skills. We saw some shining moments of interception, and some amazing attacking drives towards the ball. In preparation for the game the girls had been training well at netball club every Wednesday after school. Well done girls; keep up the hard work at club and we can look forward to some more wins in the Newham Netball League next year!



### Panathlon Team

Well done to the Panathlon team who have all shown fantastic dedication to the Panathlon club. This term has seen the team take on the London Youth School Games Virtual Bocca Challenge! Each week the girls have been taking on a number of different challenges such as Target Challenge, Moving Target and The Scoring Zone! In each challenge the girls demonstrated fantastic determination and teamwork. Well done girls!





## YEAR 7 ESSEX ATHLETICS

Ten students from St. Angela's represented Newham at the Year 7 Essex Athletics Championships on 30th June. This high level competition saw the athletes compete against others from the whole of Essex and East London. The pupils acquitted themselves well and for them it was only their second competition of the year. Most of the athletes improved their personal best and placed as follows in the Essex Championships:

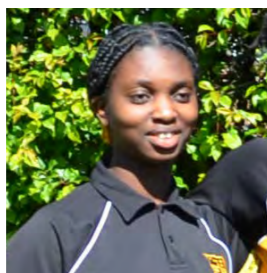


Hurdles - Eliora 13th and Angeline 15th	1500m Sarah 17th
100m - Janet 8th and Princess 14th	High Jump - Eliora 15th and Princess 16th
200m - Keren 19th and Esther 20th	Long Jump - Sarah 9th and Rochelle 14th
800m - Martina 18th	Shot Putt - Iri 10th and Angeline 14th



## St. Angela's Junior and Senior Sports Personality Award

This is a prestigious award that is hotly contested each year with a winner from KS3 and KS4. To be selected as the winner, the pupils must show commitment, dedication and a flair for Physical Education. Congratulations to Karita who wins the Junior Sports Personality Award. Congratulations to Rayna who wins the Senior Sports Personality Award.



### Netball Club

A huge well done to all of the St. Angela's girls who have shown fantastic dedication to the netball club over the past 15 weeks! Each week the girls arrive with incredible energy and enthusiasm for the game. Well done girls; make sure you keep it up next academic year!



## PHYSICAL EDUCATION EXTRA CURRICULAR CLUBS

It's been fantastic to see so many pupils returning to PE Clubs at lunchtime and after school since March. Competitive events are starting to return. It's important that pupils have had the opportunity to develop and hone their skills in an array of physical activities such as badminton, dance, football, netball, panathlon, rounders, volleyball, athletics and volleyball.



## NATIONAL JUNIOR INDOOR ROWING COMPETITION

NJIRC is an annual competition which would normally take place at the Copper Box however this year it went virtual. All classes from Year 7 to 11 took part and the top five rowers in each category were entered in this national competition. Year 11 rowed for 6 minutes, Yr 10 for 5 minutes, Yr 9 for 4 minutes, Yr 8 for 3 minutes and Yr 7 for 2 minutes. It is an intensive row on the ergo machines as the rowers try to sprint for as long as possible. Two rowers Martina (Yr 11) and Ekene (Yr 8) achieved a silver

and bronze medal respectively at the National Champions in the KS4 and KS3 invitational races. Other team members performed exceptionally; for some it was the first time they were competing at NJIRC and many of the experienced rowers achieved personal bests. Results featured below. The best 4 rowers' results were entered for the sprint relay with the Junior team placing 18th with a time of 2:12.9/500m and the Senior team placing 11th with a time of 2:10.3/500m. A fantastic achievement by all the rowers - well done!

### KS3 INVITATIONAL - 2 min row

Ekene rowed 396m - Bronze medal  
Abigale rowed 378m - 4th  
Sheriska rowed 320m - 8th

### KS4 INVITATIONAL - 2 min row

Martina rowed 478m - Silver medal  
Manuela rowed 349m - 7th

### YEAR 7 - out of 593 rowers

Elsie rowed 450m - 70th  
Amira rowed 434m - 117th  
Davida rowed 433m - 20th  
Evelina rowed 432m - 122nd  
Tejen rowed 425m - 146th

### YEAR 8 - out of 359 rowers

Theresa rowed 688m - 40th  
Erin rowed 654m - 85th  
Tyra rowed 652m - 89th  
Hanneil rowed 651m - 96th  
Malia rowed 645m - 115th

### YEAR 9 - out of 325 rowers

Jeanette rowed 917m - 48th  
Afua rowed 880m - 90th  
Adanna rowed 867m - 112th  
Maryanna rowed 860m - 118th  
Karita rowed 856m - 123rd

### YEAR 10 - out of 133 rowers

Vesna rowed 1137m - 47th  
Emmanuella rowed 1076m - 61st  
Allegra rowed 1057m - 69th  
Everita rowed 1055m - 70th  
Alicja rowed 1044m - 71st

### YEAR 11 - out of 55 rowers

Bethany rowed 1400m - 15th  
Chioma rowed 1376m - 18th  
Brume rowed 1348m - 21st  
Peace rowed 1319m - 24th  
Ashanti rowed 1309m - 25th

### GCSE PE Lessons:

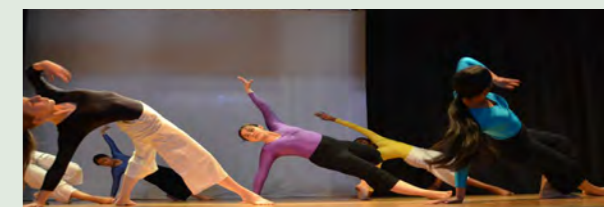
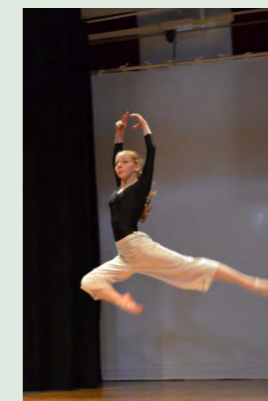
On returning to school it's been fantastic to see GCSE PE students participating in practical lessons. Over the term the students embarked on a series of badminton lessons to improve their skills in service, overheads, underarm, net shots, smash as well as playing singles and doubles matches. It was fantastic to see the students back in the sports hall and working well to develop these skills and take on tactical and strategic advice.

### GCSE Dance Lessons:

One of the focal points for this term was looking at a professional dance work called Infra choreographed by Wayne McGregor. Some of the choreographic processes that the professional dancers went through were explored by the dancers to create a group dance.

Firstly they created solos which were referred to as 'physical signatures' as these embodied the individual way each dancer expressed themselves. These were then developed by the use of dynamics, changing the speed, weight and flow of the movement. Each dancer created a motif based on four actions (for example: Word Set 1: Extend, Sideways, Controlled. Word Set 2: Ripple, Circular, Quick. Word Set 3: Kick, Forwards, Sudden. Word Set 4: Push, Diagonal facing, Explosive) and shared it with another dancer who created their own response to this. The dancers continued to develop the material further to create 'paragraphs of movements'. Finally movement was shared within pairs and developed to create a sextet.

Please use the following link to watch this work: <https://www.stangelas-ursuline.co.uk/news-and-events/pe-news-and-gallery/pe-news/gcse-dance-lessons>



## LONDON YOUTH VIRTUAL DANCE COMPETITION - NEWHAM WINNERS

This competition has been a little different this year with it moving online. Rehearsals started back in October but were disrupted by the lockdown and resumed once the dancers were back in school in March. Janet, Jayla, Vitalija and Shallet were very dedicated during the creative process rehearsing after school. The dance was then videoed and sent to be judged, with the dancers winning the Newham Dance Competition. St. Angela's dancers then went forward to represent Newham at the London Youth Games with these results being published mid July.

The dance choreographed was called "We Take to the Streets" and here is the choreographic intention of the piece: As individuals within society we can be expected to conform and adopt certain roles. As we start to learn more about ourselves we learn that some of us will not be accepted for who we are. We then have a choice – do we lie to everyone to protect ourselves or do we stand up and confront them, risking losing loved ones? Moments of unison show that we are able to conform but we break out to show our true self by the use of counterpoint. The

elevations demonstrate a sense of pride - of who we are and the growth we have undertaken. Our journey will still have struggles but belief and with the support of others we can stand up for what we believe in and walk tall.

Costumes - The different coloured shirts worn in different ways expresses us as individuals. The black trousers and hairstyles represent conformity. This dance can be viewed by using this link: <https://www.stangela-ursuline.co.uk/news-and-events/pe-news-and-gallery/pe-news/london-youth-virtual-dance-competition>



### YEAR 9 SPORTS LEADERS

A huge well done to the twelve year 9 students who were selected to take on leadership duties at St. Helens' Primary Sports Day. During the competition the St. Angela's sports leaders officiated in both track and field events. During this role the leaders were responsible for organising the children into groups, teaching and demonstrating some of the events as well as recording the results. Mr Hicks, a PE teacher at St. Helens', said the leaders were a credit to their school. They led their stations with confidence and were all really encouraging towards the children and helped tidy the equipment away at the end'. Congratulations Rotimi, Emily, Ashleigh, Audleigh, Karita, Carla, Reanne, Luiza, Micaela, Janelle, Jessica, Generose.

### YEAR 8 ROUNDERS TEAM

Well done to the year 8 Rounders Team who took part in their first ever rounders fixture against Forest Gate Community School winning 16.5 - 10!

On the day the girls executed fantastic fielding skills making it really difficult for Forest Gate to gain many half rounders. The girls stayed consistent in their performance when batting with

many big hits! After the first inning it was clear that it was to be a close game with St. Angela's having secured 7.5 and Forest Gate on 6. But the girls didn't let the close score worry them - instead they gave it their absolute all and stormed the second innings by securing a further 9 rounders before continuing to demonstrate their effective fielding and conceding just 4 rounders. Well done girls!

## TRINITY LABAN CONSERVATOIRE OF MUSIC & DANCE

### THE CENTRE FOR ADVANCED TRAINING AUDITIONS

The Centre for Advanced Training (CAT) at Trinity Laban is an innovative scheme offering young people with exceptional talent and potential in dance the opportunity to access high quality dance training. The programme of classes provides intensive and rigorous dance training taught by a highly experienced team of professional dance teachers and artists. Ms Jarvis encouraged two students to audition for this prestigious programme and they were successful in gaining a place for September. Congratulations to Tessa (Yr 11) and Janelle (Yr 9) and here are their thoughts on the audition process:

#### Tessa:

*My experience with the CAT programme was so exciting as it allowed me to challenge myself when doing creative work, it helped me develop my technical skills as well as social skills especially when having to dance in an environment with other different*

*talented dancers. When I attended my first taster class, I was quite nervous whether or not I was going to be capable of picking up choreography but by the end of the day I was able to just do my best and genuinely have fun in the love I have for dance. I really enjoyed my experience with CAT which I am so grateful for and I can't wait to be part of it again in September!*

#### Janelle:

*The whole audition process excited me because I had never taken part in anything like it before. I explored styles of dance I didn't previously know of, took part in workshops led by professionals, made friends with the other auditionees, and recognised the expressiveness of dance and how to interpret dance, so regardless of the outcome I would be grateful to be able to experience such an environment like CAT. All of this I gained from 2 days of auditions which makes me look forward to what CAT can provide for me in the future.*

## Psychology

Our Year 12 students have begun preparing for the next stage in their academic journey...university!

Our learners are inquisitive and keen to learn beyond their exam board specification, as such they have all selected an area of psychology that they are particularly interested in, and have enrolled on a Future Learn course which will develop their knowledge and understanding in this area further.

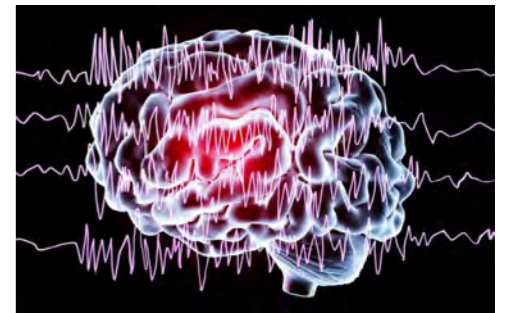
### Future Learn



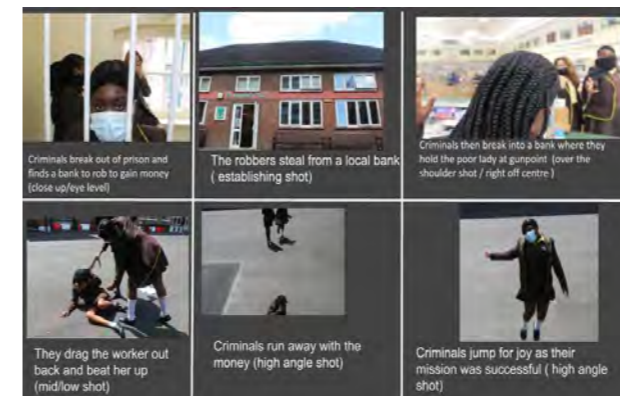
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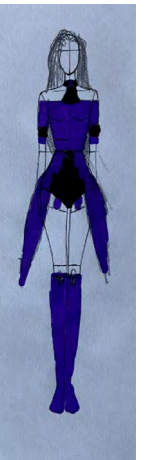
## Media



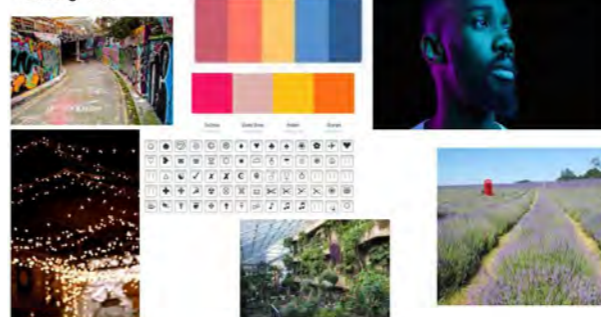
In Media Studies our Year 10 cohort have begun working on unit 2, which requires the students to experiment with a variety of media techniques and skills including using photography to create a photo story.

Year 10 have also used this term to record voice overs on Garageband and have designed their own superhero costumes!

Year 12 have been busy working on ideas for their NEA coursework where they have begun the research and planning phase to create a music video and website. The students are required to select a song by a Universal music artist to rebrand and create a cross media product.



#### Branding Ideas



#### Potential Logo Fonts



Website: 1001 fonts

#### Potential Artist Name

- kae
- kay(e)
- soleil - french for 'sun'
- lustre - soft glow
- kismet - fate/destiny

#### Potential Logo Symbols



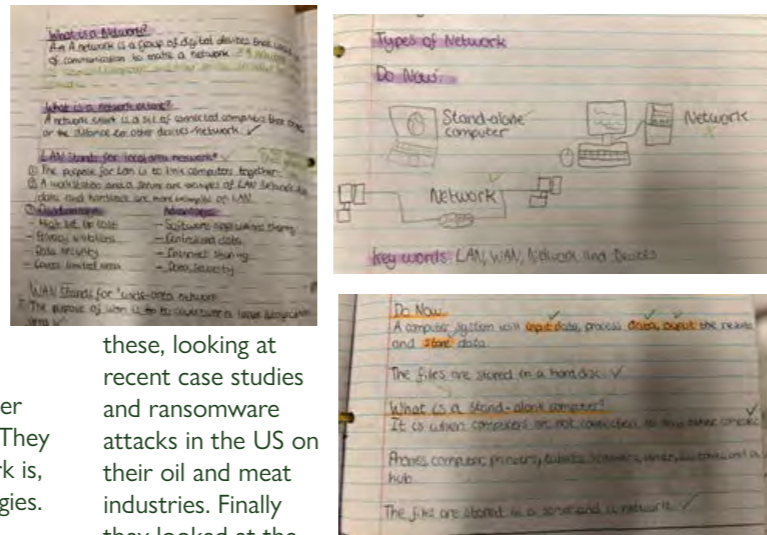
## Computer Studies

After such a turbulent year we are happy to have welcomed back all year groups into the computer science classrooms.

**Year 7** have been building upon previous knowledge and using the topics taught to design and create a spreadsheet that allows users to calculate the cost of a computer system and even a network. The spreadsheet allowed students to look at a wider range of input, output and storage devices and the price of each. The spreadsheet would then calculate the cost of the computer system and allow for any adjustments based on budgets. They then moved onto networks and looked at what a network is, what defines a network and the different types of topologies.

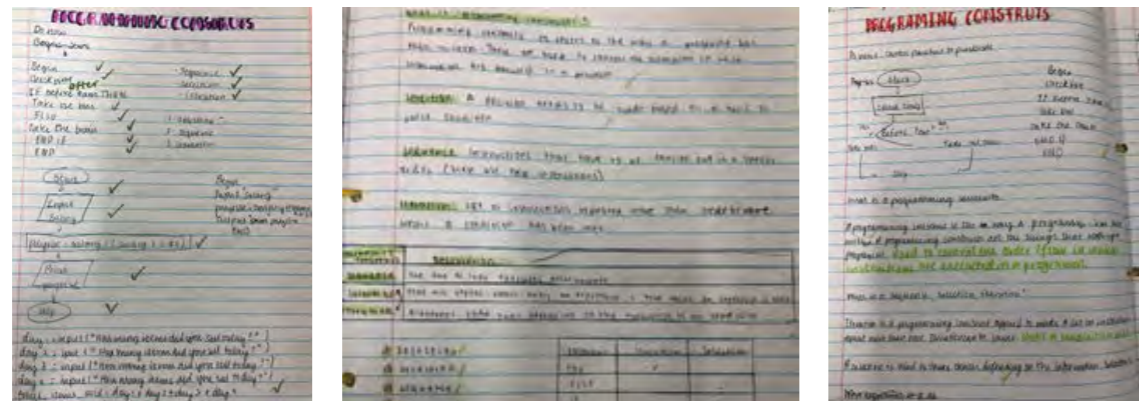
Both **Year 8 and 9** have been building upon their algorithm knowledge and converting flowchart algorithms into pseudocode algorithms. From this they have been studying the different types of programming constructs that can be used when creating software and how they can use algorithms to help design how their code is going to run. Year 8 have been focusing on programming software using the sequence construct and year 9 have been using both sequence and selection. Both year 8 and year 9 have been using the python coding language to code their solutions which is free to download from the python website.

Students in **Year 10** have now completed component 1 of the specification. They have been looking at computer networks, connections and wireless networks. The hardware required to create a network, how each of these work and the advantages and disadvantages of different network topologies. They then moved onto network security and the threats that could attack a network and how we could minimise



these, looking at recent case studies and ransomware attacks in the US on their oil and meat industries. Finally they looked at the ethical, legal, cultural and environmental issues that relate to computer science and how these could be both negative and positive for individuals and large organisations.

**Year 12** have been working incredibly hard after completing their AS exams. They have been looking at the content for A Level and started their programming project. They have had to come up with their own idea for a complex problem that can be solved by software, which they need to design, develop, create and test. This is a huge amount of work and they are doing extremely well and have some fantastic ideas, from games that will help others when learning new topics within computer science to crypto currency tracking and have made a brilliant start to the project.

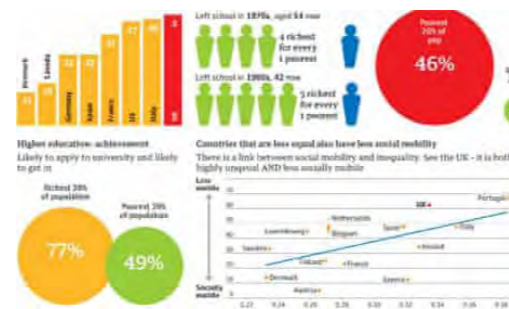


## Sociology

Sociology students have been working extremely hard to embed their Sociological skills using empirical data.

**Year 10** have started to look at the Sociology of Education, investigating the factors which can impact our achievement.

**Year 12** have continued with the bridge material, looking at inequalities caused by Age and Ethnicity. Students have researched the social areas where people may face inequalities and have started to discuss solutions.



## Team Up

## Team Up



Team Up, like an unsinkable ship, has continued on for a third term this year, once again with a dedicated and enthusiastic cohort of Year 7 at the heart of it. The invisible (to me) group of tutors, many themselves dealing with the challenges of 6th form and university examinations, have worked very hard to keep the girls engaged and interested for an additional hour and half of education every week.

Fuelled by apple juice and a varied biscuit selection, the students have taken to the online forum well. They have built strong relationships with their tutors, and the

forum provides a great opportunity to work on digital etiquette and building relationships remotely, which may well be a valuable skill for the future in and of itself.

But the purpose of Team Up is to develop students' progress in Maths and Science: progress has remained high, with all participating students demonstrating good results in regular assessments. Well done to all the girls who have attended, who are a delightful cohort and a joy to see each week. Thank you to:

## TLC

Lockdown and bubble learning introduced challenges as to how we as a school could support our students to continue reading, especially at a time when reading for many became one of the few activities they could still engage in whilst working from home.

The introduction of ePlatform, combined with the chromebooks offered the opportunity to access over 1,500 e-books that could be read immediately and, reflecting back, it has been amazing to see that almost 2,000 books have been read online so far. The service has proved to be popular and students will be glad to know they will have full access to the service over the summer plus the opportunity to borrow books using the TLC Click and Collect service before the holidays.

*"I think that the TLC Click and Collect service has helped me a lot during this pandemic because I've been able to easily order books from the TLC. The TLC has definitely enhanced my experience here in St Angela's. It has helped me in my learning, but also to entertain myself during the pandemic. There is a wide variety of genres and authors' books to enjoy so I am fortunate to have the TLC when it comes to books."*

*I am looking forward to being able to borrow books for reading at home over the summer holiday. It's great that we can take up to 10 books home using the Click and Collect service or read as many e-books as we want on ePlatform." Elsie 7GAN*




# EXAMPLES OF APPRENTICESHIPS, WORK EXPERIENCE AND CAREERS INSIGHTS FOR OUR STUDENTS THIS TERM

## Apprenticeship success stories for St Angela's Year 13s!

Four Year 13s have been successful in their applications for very competitive apprenticeship and pre – apprenticeships with major employers, as follows:

- 1 x Project Management Apprenticeship – with Arup Group Engineering
- 1 x Flying Start Audit Degree Apprenticeship– PwC– Price Waterhouse Coopers – Chartered Accountancy
- 2 x Pre- Apprenticeships with Nat West Bank for Data Analyst and Software Developer roles.

 **HSBC Work Experience** – via icanyoucantoo Mentoring Project - July and August

 Twelve Year 12s will take part in two Day Summer work experience taster in July with

HSBC Bank hearing from professionals working in different roles with the bank and learning how a mortgage works and interest rates. This has been set up by icanyoucantoo - who run a careers coaching and mentoring programme for our Year 12s and put our students in touch with major City employers.


**icanyoucantoo** – also ran briefing sessions earlier this term to help our students go through the process of applying for a whole week of paid work experience with HSBC in August and as a result a further Four Year 12s have been successful getting this sought after one week work experience at HSBC.

 **Bart's Health NHS Trust** – NHS Careers Work Experience weeks April and August

Nine Year 12s who are aspiring to either medicine, nursing or midwifery have been lucky to access 4 days of virtual work experience for medical and healthcare professions. Four of our Year 12s undertook this in April and another 5 will take part in August. This is via our compact with Bart's Healthcare Horizons team.

**Barts Health NHS Trust** - run hospitals in London including The Royal London, St Bartholomew's, Newham University Hospital, Whipps Cross and Queens Romford. This invaluable medical work experience gives insights into the day to day roles of healthcare professionals, what patient journeys look like and professional practice.

**Engineering Development Trust** / Industrial Cadets Summer Work Experience- July and August  
Four Year 12s have places on the Insight into University and Virtual Routes into STEM programmes with EDT to give insights into engineering, tech and STEM careers. This will include a series of sessions from employers including- Glaxo Smith Clyne, Balfour Beatty, Babcock, BP and BAE Systems. University STEM departments at Cambridge, Southampton, Liverpool, Loughborough, UCL and others will also run online lectures. Topics will include: Biopharm, mechatronics, AI, careers in Tech, Bioengineering, aircraft design and more.


 **CFC Insurance Underwriting and Bank of Montreal**

8 week Mentoring programmes  
One Year 12 and one Year 13 took part in these mentoring programmes with a leading specialist insurance firm and an investment Bank. Again run with The Brokerage City Link.

Arpon Year 12: "I had an amazing experience in the CFC Underwriting programme for the past 8 weeks. My mentor helped me develop my skills and knowledge, provided many interview techniques and very helpful feedback.

Mr Jarvis – School Careers Adviser

I am grateful to have been given this opportunity to be more confident in my aspirations towards the financial sector"

 **Trowers & Hamlins** – Law Work Experience- June  
Nine Year 12s were selected for 4 days of legal work experience through our School partnership with leading City law firm Trowers & Hamlins. They were able to learn about many areas of law from commercial and corporate to real estate and dispute resolution.

**Nuffield Foundation Science and STEM** – two week Summer Research Placements  
Five Year 12s selected for STEM research placements working alongside scientists, technologists, engineers or mathematicians. Our Year 12s will complete an online research project. They will be linked to placements with university research departments such as Imperial, Kings and UCL, research institutes or industry employers.

 **University of The Arts London Art & Design** – One week Summer School  
Taster courses  
Three Year 12s took part in the UAL Insights 5 day taster courses visiting their prestigious Art Colleges, for higher

education tasters of Art & Design specialisms. Two Year 12s did this at **Central Saint Martins for Architecture** and one Year 12 for **Film Making at The London College of Communication**.

**Maths in The City Careers Workshop with Nomura and The Brokerage City Link**  
Fourteen Year 12s were given a place on this webinar via our partnership with **The Brokerage City Link**, who along with Nomura a global investment bank, introduced them to how Maths is used in the world of financial services

 **EY Ernst & Young Smart Futures** – 3 weeks Work Experience and follow up Mentoring  
One Year 12 successfully applied for 3 weeks paid work experience at EY London offices for this Summer via our links with the EY Foundation. EY are one of the big 4 global Accountancy and Professional Services companies. Our student will also benefit from EY mentoring in Year 13.

**Young Professionals – Three days Year 11 Virtual Work Experience - June**  
Twelve Year 11s completed 3 days virtual work experience learning about a wide range of industries from a great range of major employers including: Sky, EY,

PwC, Capgemini, IBM, HSBC, Berkeley Group, Glaxo Smith Kline and the RAF. Our Year 11s took part in skills based workshops and interactive tasks with these employers.

Each company workshop was opportunity focused and covered next steps after school. Our Year 11s were also able to learn about CV's, Interviews, Assessment Centres and Networking. All our participants gained a Young Professionals Work Experience Certificate.

**Speakers for Schools Experience – Virtual Insight Days + Work Experiences – Summer term**  
Eighteen Year 12s and five Year 11s completed Insight Days and work experiences with the following employers: NHS (nursing, health professions, NHS tech and apprenticeships days), Caxton (finance/hedge funds), Ofcom (tech + engineering), The RAF, British Airways (women in engineering), Santander (banking), Pozzoni (architecture), Bentley Motors (business and engineering), L'Oreal (digital), Kainos (intro to coding), Turner & Townsend (real estate/project management), Reed Smith (law), Tesco (CVs + interview skills) and Portland (PR and Communications Summer internship).

Mr Jarvis – School Careers Adviser

## Thirty St Angela's Year 12 students get a place on Realising Opportunities Russell Group Universities Mentoring Project 2021/22!

Realising Opportunities includes taster lectures, events and mentoring for sixth formers provided by fifteen of the country's leading Russell Group research intensive Universities. The Universities are: Birmingham, Exeter, King's, Lancaster, Leeds, Leicester, Liverpool, Loughborough, Newcastle, Nottingham, Queen Mary, Sheffield, UCL, Warwick and York. Those completing Realising Opportunities are guaranteed UCAS degree offers from Russell Group Universities - 2 A level grades lower than their standard offer. St Angela's have now been working in partnership with RO for 8 years through our host university Kings College, University of London. In April we had the fantastic news that thirty of our Year 12s have been

successful after applying to take part on this year's programme, with Realising Opportunities informing St Angela's that we now have the highest number of Year 12s on this major Russell Group Universities initiative than any other London School! All eight of our Year 13s who completed the 2nd year of Realising Opportunities received fantastic RO reduced UCAS offers at Russell group universities, examples of offers received as follows:  
Politics - Warwick - ABB (instead of AAA)  
Politics - Queen Mary – BBB (instead of AAB)  
Economics- Exeter - BBB (instead of AAA) plus a £1500 RO Scholarship  
International Relations-Birmingham – BBC (instead of ABB)  
Pharmacy - Kings College University

London - ABC (instead of AAB)  
RE & Philosophy - Kings College University London -BBB (instead of AAB)  
Psychology - Kings College University London - AAB (instead of A\*AA)  
English - Kings College University of London - ABB (instead of AAA)  
Maths - Kings College University of London - AAC (instead of AAA)  
Maths - UCL University College London - A\*A\*C (instead of A\*A\*A)  
With St Angela's excellent track record of working closely with this project going from strength to strength - we are looking forward to really high numbers of our current RO Year 12s making it into these prestigious Russell Group Universities in 2022!

Mr Jarvis – School Careers Adviser

## Year 8s take part in an Insight into Chemistry – EDT Challenger Experience Careers Workshop

All of our Year 8s took part in an Insight into Chemistry – EDT Industrial Cadets Challenger Morning- run by the Engineering Development Trust with The Royal Society of Chemistry.

This was delivered in our Science labs via Zoom with presentations from EDT and contributions from STEM Science ambassadors.

The session started with a video on why study Chemistry with an introduction to EDT Industrial Cadets and The Royal Society of Chemistry.

The challenge focussed on looking at Chemistry and Climate Change. Our

Year 8s were able to investigate ways of reducing our carbon footprint using green Chemistry and worked on tasks to propose new ways of using Chemistry to help solve the climate emergency.

They heard from three female STEM Scientist Ambassadors who work in the pharmaceutical industries. This included a Clinical Trials Researcher, a Pharma Development Clinical Safety expert and a Clinical Trials Project Manager who work for Roche and Bayer Pharmaceutical companies who develop and test new medicines. All studied Biochemistry or Pharmacology degrees at University.

Joanne Bakewell from EDT commented on how good the questions were from our Year 8s which included:

"How was your first year working in lab?"  
"Is it challenging working as a woman in a male dominated industry?"  
"Will you be involved in the development of future covid medicines?"

It was good to hear that there are so many well paid careers for Scientists working in industry and also interesting to learn that actually in the pharma industries there are more women scientists than men.

A big thank you to all of our Year 8s who took part and participated so well during the morning. And to our Science Department who hosted the event.





# 6TH FORM NEWS



Clearly it has been a difficult time for the school and Sixth Form, but we have found a strategy of moving forward during the various lockdowns and the pandemic.

Since January, Year 12 and Year 13 have had both virtual and in-person 'Rise Up Days', involving an emphasis on university (Year 13) and progression to university (Year 12).



Year 12 have had a host of Careers and Higher Education opportunities offered to them by Mr. Jarvis, Mr. Pleasant, Mr. Jones, Ms. Hooker and Mr. McGowan in order to aid their progression pathways into university/apprenticeships. On Monday 25th June, there was a very well received careers event, where a number of alumni and important people from a variety of professions spoke about what they do and how our students can access these various and extremely interesting careers.

We are delighted to see our students in their 25 minute Form Time every morning with their assigned form tutor. The Year 13 Leavers' Mass occurred in late May and it was a joyous celebration of their time at St. Angela's Ursuline Sixth Form, in spite of the problems of the worldwide pandemic. Year 13 students were particularly happy with the year book and gift bags. Well done to all of them - it was my complete pleasure to oversee it and myself and Ms. Kerr was very proud indeed.

**UCAS** The first three days of the new term will focus on Year 13 and progression pathways. Our focus for Year 13 (2020/2021) will be to ensure that we support students through the UCAS process or their chosen pathway.

We know it has been a demanding year, but we also truly appreciate the support that parents, carers and students have shown us since September. The Sixth Form wishes all parents, carers and students a very happy, peaceful and enjoyable summer holiday and we look forward to seeing you in September.

Mr McGowan  
Assistant Headteacher / Head of Sixth Form



## My Summer Prayer

As I begin the summer months, gracious and loving Jesus, remind me of Your ever present guidance and love.

Give me confidence in Your presence, remembering all that I have been taught this year and let me live it in my summer experiences.

As I work, play and enjoy my family and friends this summer, may I feel Your love within me, guiding me toward all that is right and just.

Let me be grateful for the gift of summer, Jesus. Allow me to enjoy it safely and remind me daily of Your love for me. Amen.

**AUTUMN TERM BEGINS  
FRIDAY 3RD SEPTEMBER 2021**