

CHRISTMAS 2020



St Angela's Ursuline School Newsletter





Dear Parents and Carers,

So we made it! Just! It certainly feels that we have just about got to the end of term and in all honesty given the huge challenges facing all schools we are in need of the Christmas break.

We have as ever a huge amount to be thankful for. With the purchase of chromebooks for all and the ability to teach remotely the disruption to attendance at school was minimised and I want to begin by thanking you as parents for all your hard work in helping to ensure that your daughter or sixth form son has stayed on track with their work.

I want also to be completely honest with you in what I hope is our shared admiration for the staff of the school. They have been superb. When you consider that they are coming to work each day and in doing so are risking infection to a virus that could have much more serious impact on them than on our students they have demonstrated just how amazing the profession of teaching really is. I could not be more proud of them all from the senior staff who have been immense in meeting this challenge to the leaders and teachers in departments and to the support staff not least of which has been our brilliant site staff. It has been a huge team effort to keep the school running safely and smoothly and I commend them all to you this Christmas.

It has also been a very sad term for us as a school. Firstly in the loss of Mr Thompson whose life we celebrated, albeit remotely, by joining his family as he was laid to rest and also in the very tragic news of the death of Kayjon from year 11 at St Bonaventure's. As we approach Christmas and focus our minds to the birth of our saviour we are reminded that our faith is there for us not only during the good times but also crucially at times like these when life seems at its hardest. We wish the entire school community at St Bonaventure's the best at this difficult time and we take forward with us also the best of memories of Mr Thompson in recognition that we were blessed to have known him as a teacher, friend or colleague in his years at the school.

Though the term has felt challenging I am also proud that we have not forgotten to help those in need this Christmastide. With lots of hampers en route to the local churches to help feed the vulnerable, it is equally pleasing that through donations and non uniform days the toys purchased for the Samaritans and others have supported parents to ensure presents for their children this Christmas. In addition all the contributions from all year groups and staff (from the Snowman appeal) have gone to St Margaret's Church to support the needy in the local community. Well done all!

I hope you enjoy the many articles in this bumper newsletter and the precious time of family life during the break and I wish you all a happy and holy Christmas and a Happy New Year for 2021.

Mr M Johnson
Headteacher.

We are delighted to have sent home over **14344** reward texts this term

HEAD OF YEARS

Year 7 have settled into life at St Angela's really well and are continuing to engage with their learning.

Year 8 continues to make excellent progress in all areas. They have embraced all areas of school life and are working very hard. They contributed so much to the study of different cultures and heritage on our Rise Up Day - we all learnt something new. We are very proud to be part of such a diverse group of young ladies!

Year 9 are beginning to think about their GCSE options, they have taken on board the Year Group theme 'The Future is Yours To Create' and have appreciated what an exciting year of responsibility this is. They have adapted well to new school routines and are to be commended.

Year 10 have made a fantastic start to their GCSEs, they are collaborating brilliantly with their staff and demonstrating an excellent work ethic.

Year 11 have shown excellent focus and effort this term in the lead up to their Mock GCSE exams. They have been working hard in lessons, after school Study Support and revising at home. We have no doubt that this hard work will be rewarded with excellent results in January.

Please congratulate your daughters for their excellent efforts this term, we are very proud of them!



Fast, pray and give

Soup day- Cafod harvest

On Monday 19th October we hosted our annual cafod harvest fast day. This was launched at the start of the week with a virtual assembly for the whole school.

Students were given the opportunity to dress in non uniform and contribute £1 which was donated to the charity CAFOD. Lunch on this day was also a soup served with two rolls. The students were to pay and pound for this lunch which again supported the money raised for non uniform. More importantly than raising money is raising awareness. The purpose of the soup is to symbolise the idea of sacrifice and fasting to understand that some people in our world do not have the luxury and choice of food that we have.

School Masses



Although many Churches have been affected during this current time as a school we have been blessed with being able to celebrate mass within year group bubbles. Throughout the Autumn term students in Years 7 and 8 have been attending Mass with their period 1 teachers which is celebrated with the Brothers from St Anthony's Parish. The girls are always so reflective and respectful and all the priests who have celebrated mass have highly complimented the students.

Debate Club 2020



This half term we were able to start Debate Club in Year 7, 8 and 9. We are very fortunate to have a 17-week programme and work with Debate Mate with an aim to increase speaking and listening skills and improve a range of higher-order thinking skills and non-cognitive abilities such as confidence, teamwork, and leadership through debating.

Daniela BRHO:

"Why do I like Debate Mate? Well the most common reason is because it's fun. Every single week I look forward to the activities planned, learning new techniques of how proper debating works, even just socialising and collaborating with the people there. This association is a place to express what you are feeling about that particular topic. That's what makes it so unique- the most important part is all the supportive people there, the teamwork, the collaboration and how everyone is passionate about discussing the FOR and AGAINST for a particular topic, e.g Homework should be banned."

Avril 8PAC:

"The reason I love debate mates is because it enables me to come out of my comfort zone and allow myself to think about other people's opinions. It also helps. I get to make friends with other people. I also learn that not every argument has to be loud and have people shouting I know that we can express my feeling and opinion in a different matter"



REMEMBRANCE DAY



This year has been a very unique one as we have been unable to come together as a school community for worship services. Traditionally the whole school would come together on the playgrounds and stand in silence for two minutes in honour of those who have fought in the wars. However this year we observed this occasion using a remote video service that was filmed by the school grotto and participated by year 10 students who lead the service incredibly respectfully and reverently. This service was shown in all classrooms on 11th November and ended at 11am with the sound of the last post playing around the school whilst pupils Years 7-13 stood in silence in their classrooms.



On Friday 13th students were also given the opportunity to wear red and black for non uniform to become 'living poppies' as this year we were unable to sell and distribute the paper poppies. The money donated for this went directly to the British Legion charity.



Virtual London Youth Games Cross Country Competition



Congratulations to St. Angela's Cross Country Team who took part in the Virtual London Youth Games Cross Country Competition.

This year the London Youth Games decided to make their competition virtual to give young athletes the opportunity to represent their school by competing in the regional competition. As a school we made this possible by creating our very own St. Angela's Cross Country route within the school grounds!

Congratulations to the Year 7 cross country team who competed in the 2000m race; Tejen (7 Franklin) who placed 3rd, Jessica (7 Ganguly) who placed 2nd, and Fatima (7 Cavell) who placed 1st. Throughout the competition the girls demonstrated fantastic resilience and determination. The girls' times will now be sent to the London Youth Games to find out where they placed in the regional competition.

- 1st place: Fatima - 13:56
- 2nd place: Jessica - 16:53
- 3rd place: Tejen - 18:19

Congratulations also goes to the Year 8 team who ran 2500m. During the race all athletes demonstrated their fantastic positive attitudes and determination resulting in some fantastic personal bests. Well done to: Alisha (8 Wang), Tyra (8 Burton), Ana (8 Wang), Daniela (8 Rhodes), Klaudia (8 Okpo), Rianne (8 Rhodes), Whitney (8 Okpo) and Eira (8 Wang).

- 1st place: Alisha - 14:42
- 2nd place: Klaudia - 15:29
- 3rd place: Daniella - 15:33

The Year 9 cross country team equally demonstrated fantastic determination and resilience throughout the race. All athletes kept a positive mindset throughout the competition and also resulted in some of the girls improving their personal best!

Congratulations to Rancel (9 Lockwood), Elizabeth (9 Wells), Janelle (9 Fawcett), Madelaine (9 Lockwood) and Afua (9 Lockwood).

- 1st place: Afua - 14:31
- 2nd place: Janelle - 15:07
- 3rd place: Elizabeth - 15:55

Finally a huge congratulations to the year 11 cross country team who ran 3500m around the school grounds. Throughout the competition all athletes demonstrated fantastic teamwork by encouraging each other throughout the race, they also demonstrated fantastic dedication and motivation. All athletes kept to an effective pace with some even managing to execute a sprint finish at the end of the race!

Congratulations to Bethany (11 Lin), Janet (11 Jiricna), Rayna (11 Brady), Shekinah (11 Sejima), Bynum (11 Sejima), Cian (11 Brady), Maria (11 Lin), Ola (11 Merrick), Chinazo (11 Hadid), Eanna (Hadid), Joyce (11 Sejima) and Daphne (11 Lin).

- 1st place: Chinazo - 20:03
- 2nd place: Janet - 22:26
- 3rd place: Shekinah & Daphne - 23:24



Virtual London Youth Games Sportshall Athletics Competition

Congratulations to those of you that took part in the Virtual Sportshall Athletics Competition. The London Youth Games adapted to the current circumstance but this did not stop our girls from persevering! The sportsmanship was commendable and I look forward to the events to come. One of the first competitions that you had the opportunity to be a part of this year and you should all be very proud of your efforts! The



pentathlon was successful and you all showed great motivation and resilience.

Well done year 7 as this is the first event you have participated in since starting at St Angelas. You all showed determination. Congratulations to Michelle,

Janet, Reina, Honey Nifemi, Eliora, Deborah, Rochelle, Angeline, Irie, Keren and Princess.

We saw an amazing effort from year 8 girls, we saw some brilliant performances from all of the girls. Congratulations to Alisha, Temi, Eira, Chiamaka, Angela, Sarah, Christine, Vicky, Whitney, Klaudia, Valerie and Marvelle.

Virtual Panathlon Competition



A huge congratulations to the St. Angela's Panathlon Team who represented both St. Angela's and the borough of Newham by taking part in a variety of Multi Skill Challenges.

The competition ran over the course of two weeks and the team undertook activities such as Speed Bounce, Standing Long Jump, Direct Hit, Loopy Basketball and Stick Slalom. Throughout the competition all girls demonstrated fantastic dedication, determination and all round good sportsmanship by helping and supporting each other.

A special mention to Natasha (7 Franklin) for jumping an incredible 1.82m in the Standing Long Jump and to Sarah (7 Cavell) for scoring an impressive 12 points in Direct Hit, however, all the girls played a huge part in contributing to the year 7 teams enormous total of 830 points! Very well done

to; Natasha (7 Franklin), Sarah (7 Cavell), Cherise (7 Ganguly), and Nicola (7 Franklin). Other pupils that contributed to this event would include the year 8, 9 and 10 team including; Sheriska (8 Wang), Ekene (8 Quant), Abigail (8 Wang), Marcella (8 Quant), Angelica (9 Fawcett), Victoria (10 Roberts) and Lawerencia (10 Johnson). All pupils demonstrated fantastic determination and competitiveness! Finally, thanks to the most experienced members of the team; Vanessa (11 Lin) and Manuela (11 Jiricna), who stepped up again in their 5th year of undertaking the competition. Both athletes worked incredibly hard and contributed a further 705 points between them! A huge congratulations to the entire Panathlon team, combining all year group scores together give us a staggering total of 2,914 points!




Departmental Teaching and Learning

RE

Year 7 completed their St Angela's project. This project is a long-standing tradition for all year 7 students who join the school. It is an opportunity for them to explore the heritage of the Ursuline community, looking at the life of St Angela as well as her favourite saint, St Ursula. The girls also look at the worldwide Ursuline communities and explore the story of the serviam badge, which is one worn on most continents around the world.

In preparation for Advent and the charity season all students in KS3 participated in RE lessons that explored the true meaning of Advent and Christmas alongside understanding the need to help others through charities, especially during these most challenging times. The lessons helped them understand the value of what was being collected for charity week and how it would help those in the local community.

THE DUKE OF EDINBURGH'S AWARD

Being able to participate in the Duke of Edinburgh bronze award was an amazing opportunity for me. I have learnt many new skills throughout the expedition and it was a very fun experience for both me and my friends.

My group and I had times when we went the wrong way and that ended up with us getting lost. However, it allowed us to use the new skills that we learnt so that we can get back on the right track.

As lockdown happened, it has made it harder for some of us to complete our sections. Doing DofE has been a huge support to us. The Duke of Edinburgh programme has given us an opportunity to experience the world and improve our mental and physical wellbeing. It has also encouraged me to do the things I love.

In the Duke of Edinburgh programme, we had to complete different sections and go on an expedition. For the skills section, I chose to play an instrument. This was extremely fun for me because I really enjoy playing guitar. During

the lockdown, I felt very discouraged and unmotivated to do anything. However, by being a part of the programme, it has encouraged me to start playing guitar again and it has even motivated me enough to learn new songs and improve my playing.

By Kate (Bronze Award, Year 11)



Retreats at St Angelas

Two year groups had their retreat this autumn term which takes place during the school rise up days.



Year 11 had their retreat on September 25th and the theme was 'answering God's call' Throughout the day they participated in workshops where they explored ideas linked to life choices and future goals. They then

explored the idea of life being like a puzzle and how they are growing in this life's puzzle. The USP session was an opportunity to design a face mask which related to them and the issues going on the world today. They produced some fantastic work and ended the retreat with a spiritual liturgy and meditation.

Year 10 had their retreat on November 26th and the theme was 'being a voice for social inequality'. Like year 11, they participated in workshops. However the ideas were linked to the concepts of poverty both globally and locally and what could be done to help others facing this issue. One big theme focused on the issue of fair trade, where they were asked to devise a campaign poster for fair trade. They completed a creative task and decorated candle holders which symbolised them being beacons of light and standing up for justice in the world. They also had a meditation and liturgy service which gave them all a chance to pause and reflect on the bigger world social issues.



English

As English teachers we love books! We love to read them and teach our students about them. It was a great relief to come back in September post national lockdown and be able to actually see the St Angela's girls react to some of the great literary classics and modern novels we teach them at the start of the academic year.

Year 7 began with a play adaptation of the classic *Frankenstein* by Mary Shelley. They grappled with some of the big questions posed by the play: what does it mean to be human? Does Frankenstein "play God" and is he guilty of scientific hubris? For whom does the playwright want us to feel more sympathy - Frankenstein or the creature? This led us seamlessly into the study of the gothic genre and various extracts from other literary classics such as *Dracula*, *Wuthering Heights* and *Jane Eyre*. We have also had plenty of welcome opportunities to create our own examples of gothic fiction using some of the techniques which we have studied; we are now experts in the use of dramatic irony, figurative language and pathetic fallacy.

Year 8 developed this knowledge of the gothic genre by reading the whole of *Jane Eyre*. We have built on our existing knowledge by exploring the novel as a bildungsroman and looking at the way that the Victorian context has affected the way that the novel was written. *Coram Boy* has been their second text of the year and it is a play set in the 1800s - once again context is important but as we are studying a piece of drama we have also been looking at the dramatic techniques



employed in the theatre when the play is performed.

Year 9 have studied two texts that were formerly on the GCSE syllabus: *Martyn Pig* and *Kindetransport*. We aim to foster a love of these texts but also to teach them as they would be taught at GCSE. We focus on three main objectives: knowledge and understanding of the text; analysis of the

writer's methods and techniques and the effect of these; the relationship between the text and the context in which it is set and/or received.

As the first year of GCSE English language and literature **Year 10** students begin with *An Inspector Calls*. This play is a firm favourite with all classes as it is an engrossing piece of drama but also explores major political concepts such as socialism, capitalism and gender to name a few. Now that we are closer to Christmas students have studied Dickens' classic *A Christmas Carol*. We all know the uplifting story of Scrooge and his transformation however at this level students are required to understand attitudes to the poor in Victorian society and how contemporary economists thought they should be treated.

We believe (and hope) that our students have loved studying these books as much as we have.

Drama

The GCSE Drama students have made an impressive start to the year by completing their first examinations to an incredibly high standard. The students were challenged with how to create engaging theatre at a time where physical contact and closeness on stage were not possible. They excelled and created interesting, engaging, high energy pieces of theatre, of which they should be very proud!

Students at KS3 have been exploring different topics and working hard to hold on to their creativity as they adapt to drama lessons in a new setting. Students have become experts in their use of voice and how physical theatre can be used to story-tell.

Students in Year 7 have been working on an excellent project about Anansi the Spider and reinterpretations of his famous

stories. Students have enjoyed working practically with their peers and have created their own fantastic adaptations of *Anansi the Spider*!

Students in year 8 have created incredible radio plays about prejudice and discrimination, which will be available for students and staff to listen to. Students in Year 9 are back in the Drama studio and working on a fantastic play called *DNA* and continue to explore how different styles of theatre can be used to interpret a play. Well done all!

The Drama department is working hard on some exciting pieces of theatre and cannot wait until they can stage another whole school musical!

MFL



YEAR 7 PROFILING SPANISH SPEAKING COUNTRIES

Year 7 and 8 pupils got into the Christmas spirit early this month as they learned about the tradition of St Nikolaus, which is celebrated on December 6th. German children leave out their shoes in the hope that they will be filled with treats in the morning. Unfortunately St Nikolaus could not make a personal visit so classes made their shoes, which were filled with a suitably German treat. Thankfully everybody had been very good this year and so did not get a visit from Knecht Ruprecht!



French Chocolate Bûche de Noël Cake



A chocolate bûche de Noël features a light-as-air, vanilla genoise cake rolled into a cylinder with a rich homemade chocolate buttercream frosting. The origin of the Christmas Yule log cake can be traced back to the Middle Ages, when simple cakes were created to mimic logs that were traditionally burned during the solstice and then later on Christmas Eve, with the advent of Christianity. The

bûche de Noël was cleverly created in the late 1800s by Parisian pastry chefs, who embellished the Yule log tradition with elaborate decorations. The new, gastronomic tradition caught on in spectacular fashion, and the Christmas dessert is now celebrated worldwide.

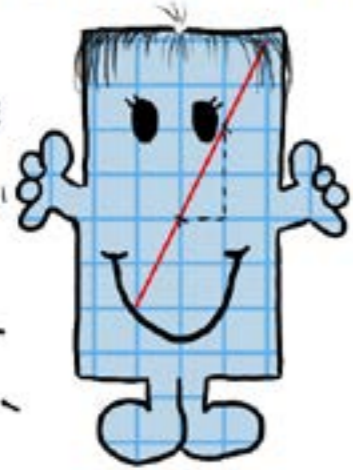
<https://www.bbcgoodfood.com/recipes/buche-de-noel>

LITTLE MISS GRADIENT

I'M THE SLOOOOPE OF A LINE!

$$m = \frac{y_2 - y_1}{x_2 - x_1}$$

the gradient



THE HIGHER THE GRADIENT THE STEEPER THE LINE SLOPES.

It was so wonderful to get back into the classroom and see the students engaging with mathematics live. During the period of distance learning, students developed fantastic skills in independent learning. It has been great to witness students retaining these skills and using them to enrich their learning further now that they are back in the classroom. We are particularly impressed with how well Year 7 and 8 have engaged with the new digital learning platform, Hegarty Maths, in this first term!

Year 9 students have been exploring one of the most famous mathematicians and philosophers, Rene Descartes. Students engaged in a research task to discover the story behind one of his

greatest contributions to mathematics and the world. To cut a long story short, it involves a fly landing on Descartes's ceiling and him wondering how best to describe the fly's location. He decided that one of the corners of the ceiling could be used as a reference point and this led to the cartesian coordinate system that we use to describe position today.

Our KS4 students have been working hard to secure knowledge taught during the period of distance learning. Year 10 have been creative in producing Mr. Men revision resources and Year 11 have been working hard to prepare for their mock exams. Our KS5 students have embarked on their journey to develop scholarship in

the field of mathematics, independently exploring all sorts of weird and wonderful mathematics. Some students have even completed online modules from first-year university courses. We have four teams of students across year 12 and 13 currently entered for the 'Ritangle' completion which is a national competition aimed at developing problem-solving at KS5. Our Year 12 and 13 students also competed in the UKMT Senior Maths Challenge and we are very proud of Amandeep who achieved a silver award.

LITTLE MISS MODE

A VERY POPULAR LADY IN SCHOOL, BUT HAS VERY AVERAGE GRADES. LIKES TO HANG OUT WITH POPULAR GIRLS SIMILAR TO HER. VERY KIND, UNLIKE MR MEAN.

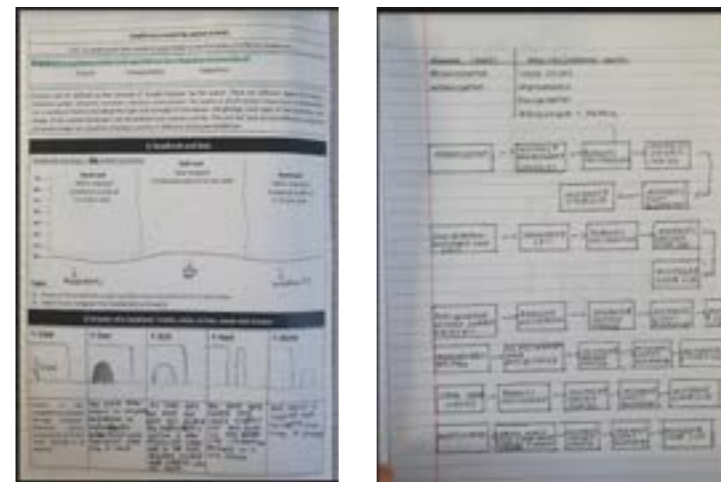


The Geography Department welcomed back students with some new topics and quizzes to excite and challenge them after a long summer. We continue to push our students to become global citizens and to explore beyond their own doorsteps, broaden their horizons and look at the interconnectedness of global concepts and issues.

Our **KS3** students have been 'following the money' as they investigate topics ranging from tropical storms to development around the world, with particular focus on the continent of Africa, southeast Asia and the UK. They have been producing outstanding pieces of work, some of which can be seen below.



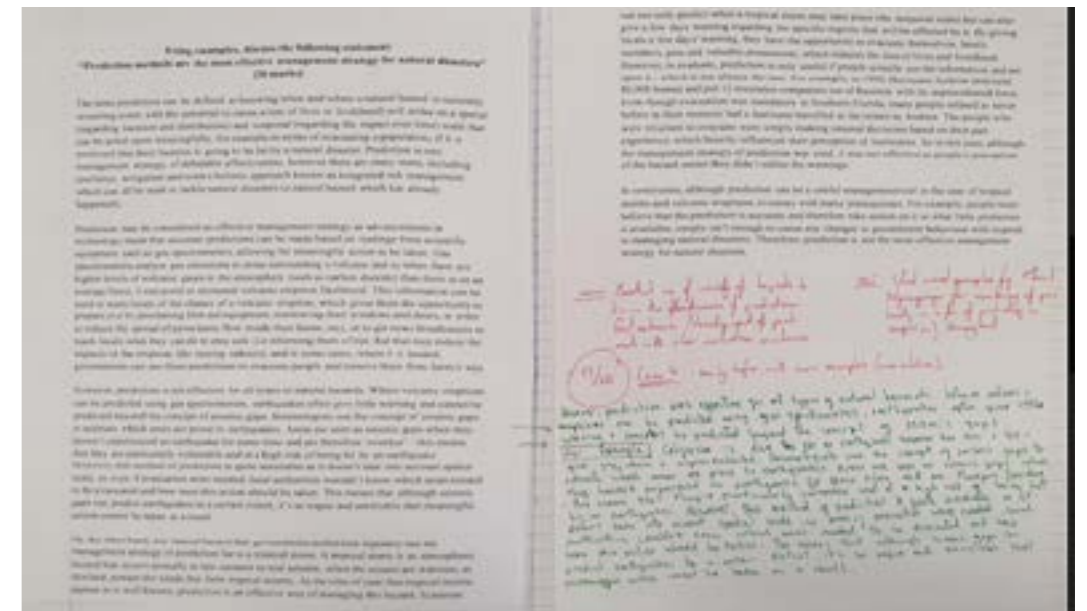
KS4 students have worked extremely hard and we would like to commend them on all that they have achieved. Keep up the excellent effort! They have been continuing with the AQA GCSE curriculum covering the Changing Economic World (Nigeria and the UK) and Physical Landscapes, including rivers and coastlines in the UK. See below for some great examples of their work:



Finally, **KS5** students have been encouraged to keep a firm foot on the accelerator as they continue to navigate the route of their A Level Geography course, with our new cohort of year 12 students adjusting to KS5 extremely well. Students have completed 4 topics; Year 13 Coastal landscapes and Global Governance and Global Systems, Year 12 Hazards

and Water/Carbon Cycles. Students have also been taking advantage of all the additional resources available online including fantastic learning resources offered by the Seneca learning website, and online lectures delivered by university professors including Professor Iain Stewart.

Well done to all the students and teachers for their hard work and effort this term! Take a well-deserved break and Merry Christmas.



History



It is clear that 2020 has been a momentous year and will clearly merit study by history students in the future wishing to discover the causes and consequences of the global pandemic. So, whilst we wait for 2020 to be consigned to the history books, our historians at St Angela's Ursuline School have been busy exploring local, British and global history in their quest to discover how the world changed in the past. In Year 7 students found out about the history of the local area with students examining real census documents to make inferences about the changes within their local historical environment. Moving on, students examined a key turning point in British history - the events of 1066 and explored who the different contenders to the English throne were and the brutal events leading to the Battle of Hastings. In Year 8, students have had the opportunity to analyse the bloody and turbulent reigns of the Tudor kings and queens. This has included exploring how Henry VIII changed England forever, why people were burnt at the stake and the awesome power of female queens of the period. Exploring Tudor England has also allowed students to understand the role played by ethnic minorities in Tudor society. Finally, at KS3, Year 9 students have been examining the British Empire. In particular, students examined the slave trade and the lives of slaves. Students have also had the opportunity to evaluate the causes of the end of the slave trade in the British Empire and in particular the role played by slaves themselves in fighting for freedom. Moving on, students have examined case studies on the British Empire including India and the Scramble for Africa



in order to make judgements on how the British Empire should be remembered. Students in Year 9 have also had the opportunity to share stories from their own family histories which have been so impressive to read.

At KS4, Year 10 students have been exploring the grizzly history of crime and punishment over the last thousand years. In particular, students have been examining the different crimes that were introduced, how awful punishments really were and how the local community was involved in policing in the past. Whilst Year 11 students have been examining the economic, political and social developments in Germany between 1919 and 1939. In particular, students have had to evaluate the reasons why Hitler came to power and how he was able to create a dictatorship - making links to warning signs in modern society.

At KS5, Year 12 students have considered the extent to which Britain was transformed between 1918 and 1979. This has included an examination of the changing position of women, the development of race relations and popular culture. Whilst Year 13 students have considered the causes and consequences of the American Revolution which has developed their understanding of the origins of the American political system which was exciting to explore especially with the recent presidential election taking place.



Science

It will come as no surprise that the Science teachers love a good experiment, and the same is true of our students. In normal times practical work forms the bedrock of our teaching. However, the new national restrictions have meant that many of our year groups are now being taught outside of the Science labs, throwing a bit of a curve ball to our normal practices!

Both staff and students have adjusted to the changes brilliantly. Practical work has understandably been more limited but continued across the curriculum, with particular highlights being the amazing chromatography hair styles created for trolls by our year 7 students, and the year 9 microbiology practicals which were designed and completed by the students to identify the most effective plant compounds for preventing microbial growth.

The arrival of the student chromebooks was particularly exciting for the Science department. This has allowed us to continue developing the students practical enquiry skills by running virtual experiments with the students, such as displacement reactions in Year 10 GCSE Chemistry. The students have done fantastically well adapting to these changes, and we are very proud of their engagement, resilience and continued enthusiasm.

Our Year 9 students have recently started studying a new and challenging curriculum designed around the important work of female Scientists. We were amazed that not a single female Scientist is identified in the government's Key Stage 3 curriculum, and we do not feel that this is right! This half term the students have been learning about Mary Seacole and the important work that she completed during the Crimean War. This has then led to developing the students understanding of a number of very topical Science concepts, including pathogens and the spread of disease, and immunisation and vaccination.

We would also like to congratulate 3 of our A level Science students for securing interviews at Oxford university to study Science-related courses and wish them the best of luck for their upcoming interviews.



Art

Art students at KS4 and KS5 have worked with commitment this term to develop their personal portfolios. Personal research into the work of a range of artists can be seen to inform their own self-expression and creativity. Students are demonstrating the ability to make informed judgements as they explore the world around them before making aesthetic and practical decisions. High levels of technical skill are evident as pupils work in a broad range of media and techniques. Independent investigations made in connection with set themes continue to inform each student's understanding and enable them to present original, exciting and ambitious outcomes.

The staff of St Angela's Art Department continue to be impressed by the talent and commitment of our students. Pupils at KS4 & 5 are now confidently presenting final pieces as part of their coursework. KS3 students are currently developing work in preparation for a final study and their work will be celebrated in the next newsletter - so watch this space.

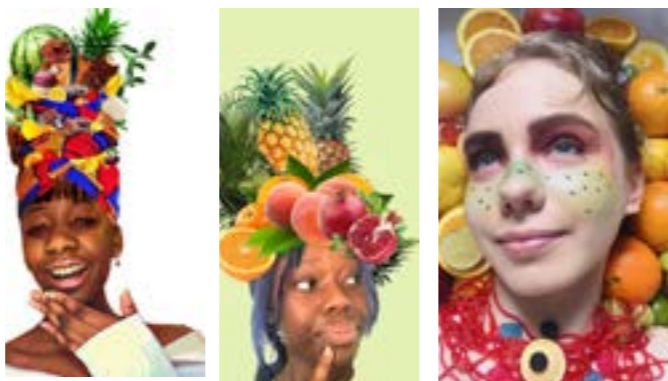
Rivers of the World: Art Project

I was delighted this year that despite lockdown, the department was once again invited to take part in the Rivers of the World art project. This external project encourages young people to explore and reflect on local and global issues through gathering ideas that are channeled creatively into drawings, paintings, photographs and other visual media. These are then transformed into a collection of large-scale works of art. Completed artworks are curated and exhibited in galleries, along the River Thames walkway as part of Thames River Festival.

Under 'normal' circumstances, a practising artist would run a two day workshop in school working with our pupils. However this year, an initial brief was shared by the artist Shona Watt and Year 11 pupils worked remotely, submitted digital artwork from home. All projects are linked to World Rivers and this year saw our students focusing on the area of Silver Town on the Thames. The history of this area and its association with imported sugar resulted in the inspiration for the brief: 'Sugar!' The Keiller & Sons jam factory, which produced Dundee marmalade, occupied Tay Wharf from 1880 until 1997. Fruit arrived at the factory by ship, while sugar was supplied by the Tate & Lyle refinery almost next door. Students who took part were given an image from a 1950's advert for lemons and asked to create a self-portrait which with reference to sugar and fruit.

A ROTW google classroom was set up as a platform for ideas to be shared and work to be submitted for review, discussion and development. The Year 11 artists maintained regular contact with Ms Schofield-Brown as they worked to develop digital self portraits inspired by the brief. Work was submitted to the ROTW team in July 2020. The artist manipulated the final images to present a large scale banner which was displayed outside Tate Modern in September as

part of the Rivers of the World exhibition. The art department was extremely disappointed not to present the annual Summer Exhibition to celebrate the exceptional work and achievements of students, particularly those in Years 11 and 13. However, as a result of the students' engagement with the ROTW project, the work of a number of our pupils was showcased not just to friends, family and the school community but instead to the general public in London. Well done to the Class of 2020.



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Year 9: Portrait

Elena, Avital and Nicole have successfully experimented with mixed media techniques to create these bold, imaginative portraits, clearly inspired by Cubism while Gloriana demonstrates her excellent observation skills and technical ability when developing a tonal portrait study.



Year 10 & 11: Natural Forms



Chelsea May in Year 10 (below right) can be seen to experiment with new techniques when working with colour media while Airelle has confidently selected complex natural forms to include in her ambitious final outcome in connection with the theme StillLife

Year 11: Portrait

In Year 11 students are developing work in connection with the theme Portrait. Independent research is essential as exploring the work of other artists helps inform each student's own ideas.

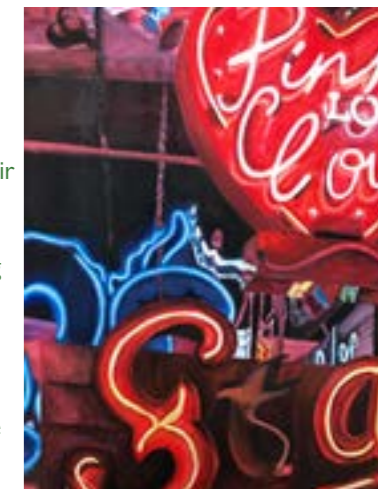


Peace can be seen to develop her painting skills by analysing the artwork of the painter Margaret Bowland (left).

Khartzelyn was inspired to take a collection of photographs of her brother and then manipulate the images, while experimenting with composition before deciding to develop this multiple, overlapped portrait (above right). Tahira Maria also chose her brother to be her subject and experimented with light and pose before creating this striking portrait.

Year 12: The Environment

Students in Year 12 are developing work from their research into different artist interpretations of 'the Environment'. Having initially been inspired by the paintings of Robert Cottingham (below right), Chioma Ibe is currently exploring light and signage and has undertaken a number of visits to gather visual resources to inform her work - including a trip (in between lockdowns) to God's Own Junkyard in Walthamstow. She is currently developing a collection of exciting paintings as a result of her visit.



Year 13: Similarities and Differences

Alexis has chosen to interpret this theme through exploring the similarities and differences between her and her siblings while experimenting with arrangement, lighting and pose to create this final composition.



PE

GCSE dancers have explored two professional dance works this term which is part of the GCSE Dance Anthology, *Emancipation of Expressionism* by Kenrick Sandy and *Artificial Things* by Lucy Bennett. For *Emancipation of Expressionism* they focused on the costume and aural setting of the work. The dancers also learned some motifs from the work (ninja walk, ninja glide and chariots of fire) to use and develop a group dance. The group dance explored the themes of growth, struggle, flow and connection through people and empowerment and they performed it to their Head of Year and PE staff. Following on from this they created duets in the last few weeks of term, which were based on *Artificial Things* and were inspired by using a snow globe as a stimulus. The duets were based on four motifs; the dome, shaking the snow globe, falling snow and movement words. Here the dancers worked collaboratively with their dance teacher to gain an insight to the range of choreographic skills in GCSE Dance.

GCSE dancers were introduced to action, space, dynamics and relationships in a theoretical context but what is important is that they can now relate this to their practical work. In their practical lessons as well as developing their technical and physical skills they also learned how to safely work in a studio setting and prepare for a rehearsal or performance. All of the dancers have worked incredibly hard during the term and have supported each other brilliantly throughout their lessons.

Year 10 GCSE Physical Education has been a very different experience for pupils undertaking theory lessons for the first time. Pupils have started looking at applied anatomy and physiology in physical activities and sport. They have explored: the skeleton and its structure; movement analysis using levers and planes and axes; the structure of the cardiorespiratory system when exercising and the effects of aerobic and anaerobic exercise on the body.

Year 11 GCSE Physical Education pupils started the year with looking at Sports Psychology and creating presentations which they shared in class. All the presentations were excellent and it was fantastic to see the pupils sharing their knowledge with their peers in a confident manner.

In practical lessons both year 10 and 11 GCSE pupils undertook athletics lessons. Here they looked at developing their technique as a sprinter, shot putter, high jumper and javelin thrower. The year 11s took part in a fantastic high jump competition which saw Chinazo achieve 1m 25cm. Both

classes also participated in the virtual London Youth Games Cross Country running 3500m. This event took place in St. Angela's grounds on separate occasions and saw Chinazo (yr 11) achieve a time of 20 minutes and 3 seconds and Benedicta (yr 10) achieve a time of 20 minutes and 35 seconds. Well done to all the pupils who completed the course.

KS3 PE

Pupils have undertaken a range of different activities during the Autumn term. All pupils have undertaken either two activities either athletics, invasion or dance.

In **Year 7** athletics some classes had the opportunity to learn about the principles of running, jumping and throwing including learning about the biomechanics of the body! If anyone is looking to run faster, or jump and throw further just ask our Year 7 pupils!

In **Year 8** dance some classes studied African People's dance and explored a range of different rhythms and percussion before choreographing their very own group performance exploring the characteristics of African dance. The second part of the unit introduced pupils to Authentic Jazz and pupils learnt some famous Lindy Hop steps including the Charleston, Lindy Kicks, Fall off the Log, Boogie Backs, Shorty George and the pupils' favorite; the Scarecrow! The final part of this unit saw pupils use the musical *Westside Story* as a stimulus to create a duet to convey the hostility between the Jets and the Sharks.

In **Year 9** invasion some classes undertook football as part of their invasion development. In this unit pupils developed their all important teamwork, cooperation, and strategic skills. Here, pupils performed some fantastic skills and perfected their lofting and corner taking! All pupils played with a healthy competitive spirit and good sportsmanship.



Politics

Whilst the universal Covid restrictions have obviously curtailed our ability to undertake our usual autumn visits to Parliament, the Politics students have been enjoying an extremely busy extra-curricular programme, albeit remotely.



As part of a drive to increase the representation of women in the world of finance and law, our students participated in the Credit Suisse 'Modern Muse' project and participated in meetings with mentors online who inspired our students with their tales of perseverance that ensured that they reached the highest levels of their professions. One mentor who attended school locally is now head of trading for the whole of Asia! Our students will continue this programme and meet with their mentors throughout the rest of the year.

In November our Politics students 'attended' an online conference with several other Ursuline schools including schools from the USA. The day included talks from Professor Morgan (Professor of US Studies at UCL) and a lively 'Q&A' with our Ursuline sister school in Dallas regarding the US election (well, mainly a discussion of Donald Trump...).

The afternoon saw presentations from Augustine Tanner-Ihm (writer, theologian and presenter) on George Floyd and the impact of race on the US election and Professor

Lindstaedt (Deputy Dean and Professor in the Department of Government at the University of Essex) on Trump, Populism and Democratic Decay. A truly amazing experience for our students that brought to life the content in their A Level studies.



In December, as part of our ongoing participation in the Speakers for Schools programme, our Year 12 Politics students participated in a lively debate with several current members of the House of Lords and also participated in a 'Q&A' session with the England football manager Gareth Southgate and the entertainer Sharky (admittedly, due to my age, I had to ask the students who Sharky was...) that focussed on the diverse range of tools that individuals can use to motivate themselves.

A fantastic, if somewhat unusual start to the year!

Business and Economics

In an academic year like no other, our young business women and men along with our economists have demonstrated an outstanding level of resilience and engagement. Our students have learned the language of business and economics. Their use of key terminology and the fluency in which they can converse has been exceptional. In the face of the current pandemic and the global climate, our pupils have critically analysed and evaluated how businesses and economies are being affected.

Our economists in particular have built their culture capital by delving into the views of the economists that walked before them, the likes of Adam Smith and Karl Marx. They've analysed their theories and understood how the pandemic has demonstrated the importance of the state in an economy - "I don't agree with Adam Smith, what will millions of people have done without the furlough scheme?" - the insightful words of a budding young economist in our department with

the confidence (with half a term's backing of economics) to question Adam Smith - the founding father of Economics!

During our live online lessons they showed tremendous engagement and tenacity to continue learning key concepts and theories. They are able to apply their understanding to different scenarios and then use their ever improving judgements to make recommendations. This time in their education acted as a great form of application in business. Students were able to see first hand how technology allowed an outstanding organisation to continue to be outstanding. All in all it has been a term like no other, and at the same time it has been a term just like every other - our pupils are learning and are becoming successful young business women, men and economists.

Design and Technology and Product Design

Starting off the year outside the workshops was a very different experience for all students, but they were able to produce some fantastic pieces of work, using and enhancing their design skills.

After half term we welcomed back Key Stage 3 into the workshops. **Year 7** got straight into it by working on designing and making a ball bearing maze game that has been custom designed. They have produced some fabulous work that I hope both you and they will enjoy!

Year 8 have been designing and making a money box. They have produced mood boards, learnt about industrial manufacturing techniques and have been able to replicate them in school. It has been an absolute pleasure helping the students to learn this new skill and enhance their knowledge. They can now use their newly created money boxes to start saving for the future.

Year 9 have also designed and made their own Memphis inspired clock (fully working). They have had fun designing their own clock face and learning all retro styles and how design trends can come back into fashion.

We began in September with Key Stage 4 and **Year 10** starting their journey in the GCSE Design & Technology course. This term they have learnt about the fundamentals of technology, resistant materials and various practical examples, including creating and manufacturing a small storage box. They are very close to completing the project and should have it ready for Christmas, to fill with all the great presents on Christmas day! **Year 11 and Year 13** have been working tirelessly to complete large parts of the NEA (non exam assessment) content ready to submit early in the new year.

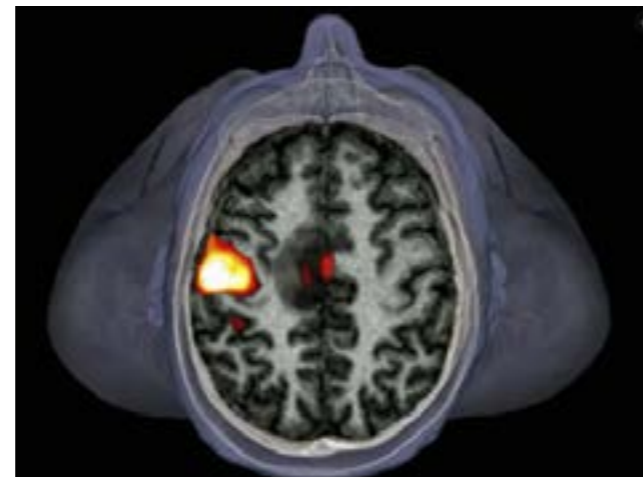
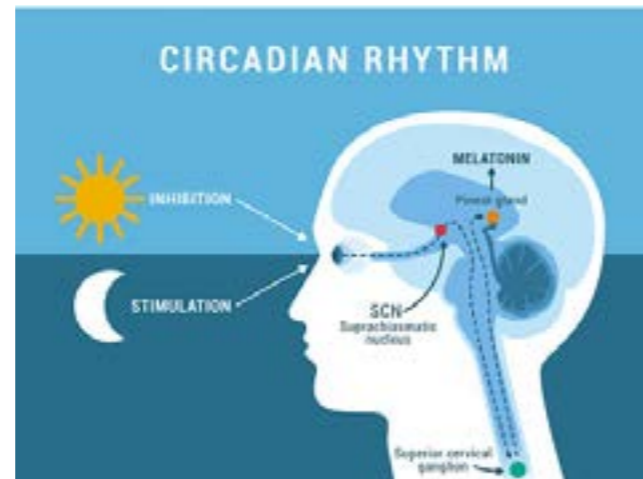
Well done to all the students this term in creating a range of excellent outcomes! We look forward to welcoming the new groups at the start of the next rotation in January!

Psychology

Our budding Psychologists came back to school with a bang and have truly impressed their teachers with their hard work and dedication to their studies. At the start of the academic year, a group of Year 13 students were selected to participate in a Psychology learning programme delivered by Masters students from King's College, London. The first session they attended was educational and developed their understanding of mental health conditions with a specific focus on positive emotions, emotional regulation and the use of neuroscience within this domain. The second session had a focus on conducting psychological research in the real world and gave our students the opportunity to discuss this process with researchers who were currently designing their own study, which aimed to investigate how adolescents (teenagers) regulate their emotions using a brain scanning technique called functional magnetic resonance imaging (fMRI). Concurrently, our youngest students in year 10 had just begun delving into the fascinating world of psychology. One particular topic students have enjoyed learning about is 'Sleep and Dreaming' and how modern day technology, such as mobile phones and tablets, can disrupt our sleep-wake cycle. As part of a departmental wide competition,

students were instructed to produce an informative poster which would be placed in the sixth form study areas to warn the older learners about the dangers of using mobile devices late at night. We were so impressed with the quality of the work created, and had the difficult task of selecting winners. Their work is now being

displayed in Desenzano in the hope that it will help our sixth form students get a good night's sleep!



Textiles



It has been very exciting welcoming back students to the Textiles workshop and hearing the humming of sewing machines hard at work! We began in September with Key Stage 4 stepping foot into the wonderful world of GCSE Textiles. This term they have learnt about patchwork, flouncing and reverse appliqué to create a bag made from recyclable materials. In the last few weeks the students have been getting into the festive spirit by developing their hand embroidery skills to create a light-up electronic reindeer decoration!

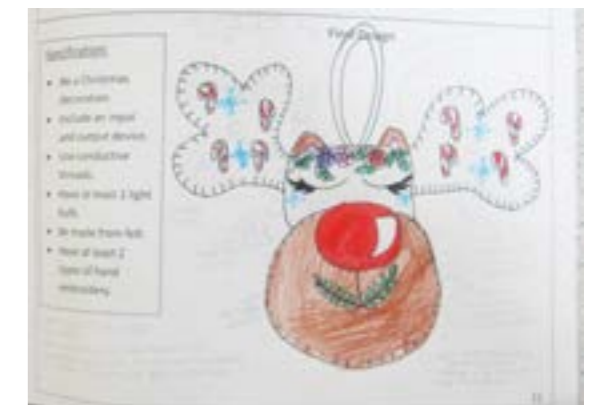
After half term we welcomed back Key Stage 3 and **Year 7** got straight into it by completing their sewing machine driving tests, learning how to tie-dye and creating their final appliqué cushion covers. They have produced some fabulous work that I hope both you and they will enjoy!

Year 8 have been designing and making tote bags based on a country or culture of their choosing. They have produced mood boards, learnt

about emerging sustainable fabrics as well as a range of decorative techniques. It has been an absolute pleasure watching the students create and share their cultures with each other. As an additional benefit many of the students have informed me they will be using their bags as their new chromebook cases!

Finally **Year 9** have been getting involved in a range of practical activities to create a pencil case based on a designer they have studied. They have had fun designing their own block print and learning all about fabric properties through the use of experiments, testing fabrics to see how strong, durable and easily dyed they are!

Well done to all the students this term in creating a range of excellent outcomes! We look forward to welcoming the new groups at the start of the next rotation in January!



Congratulations once again for all your hard work!

J Walsh, Head of Textiles

Music

We have welcomed back our KS3 musicians this term, determined to provide them with the opportunity to continue performing music (in compliance with covid restrictions of course!) We certainly had to be creative with how we could improve their music playing skills without singing or playing instruments, but like all good musicians we've enjoyed improvising; from learning music theory through body percussion activities to playing Grade 1 drum kit songs using pencil case equipment, to developing piano skills on tabletop paper pianos with actual-size keys which our students used with great enthusiasm. The introduction of Chromebooks after the half-term break was very welcome, enabling them to create music on Bandlab. Using this software, which they can access at home or in school, our students showed their music production skills by recording their playing, exploring new sounds and experimenting with different combinations of instruments. We have spent more time learning music vocabulary and improving how to read music notation. We can see the girls are bursting to sing, and we thank them for their patience during this time.

Our GCSE and A-Level Music students have made full use of the equipment available to them in the Music department, composing original music using the new iMacs, and it has been wonderful to hear how diverse their creations have been, reflecting their eclectic musical tastes. The music rooms have been filled with

the sound of violins, trumpets, pianos etc once again, as our musicians seek to refine their technique and musicality even further, supporting each other through constructive feedback. Our GCSE students have been studying film music, Western Classical music and pop music, whilst our A-Level students have also studied Musical Theatre and 20th Century Music this term.

We look forward to our choirs and orchestra returning once it is safe for them to do so.



Sociology

Sociology students have been working extremely hard both in the classroom and online this year! We continue to be very impressed with the level of work and diligence that our students demonstrate as they consistently rise to the challenges that are set. Our budding Year 10 Sociologists have made a fantastic start to their learning through analysing the best ways to research issues that affect society, focusing specifically on the roles and impact of the family. Our diligent Year 11s made an enthusiastic start to their studies of Crime and Deviance in September whilst also revising for their mock examinations - we are very proud of them all!

6th form students have embraced the chance

to complete subject mastery portfolios to help them further apply their Sociological knowledge to contemporary society. Students have engaged with topics such as 'Hybridity -an exploration of identity', 'Tech Giants and their taxes' and causes of knife crime in society. Several students have also completed a range of Massive Open Online Courses (MOOCs) that have provided them with the opportunity to develop their understanding beyond that which is required at A Level - well done to all those students who have completed courses so far! A range of subject mastery portfolios can be seen below and we're very much looking forward to seeing how these develop over the rest of the academic year.



Knife Crime and School Exclusions are Symptoms of a Wider Malaise



Sonia Sodha writes how the Mayor of London is right about how it is not a coincidence that so many young people involved in knife crimes have been excluded. He re-examined the issue of school exclusions to try to combat the increase risk of the young individuals being involved in knife crimes.

Knife crime and school exclusions are symptoms of a wider malaise | Sonia Sodha

Media Studies

Despite the unique circumstances the students in Media Studies across the year groups have produced some excellent work. Indeed the focus for most of the year groups has been on the practical aspects of Media, many of whom have continued the St. Angela's media department's tradition for innovative work.

Year 11 have been working in groups planning their own versions of classic music videos for their unit 2 coursework.



Year 13 have been producing a functioning 'live' website for a new music artist for their NEA.



Computer Science

Our computer scientists have returned or joined us in a year like no other where technology has been needed to help people work from home, supercomputers have been needed to help find a vaccine and where online retailers are booming. In the face of the current pandemic and the global climate, our pupils have critically analysed and evaluated how computers have impacted the everyday lives of us all and how businesses that have used technology successfully thrive while others that have failed to utilise technology have failed and unfortunately gone out of business.



They have been developing the skills to stay safe online, understand how computers communicate and how to program a computer to make it do what they want it to. They are able to apply their understanding to different scenarios and pupils were able to come up with innovative ideas and ways in which technology can improve the future for all. The week commencing December 3rd was 'International Computer Science Educational Week' where pupils were able to use multiple programming languages to create software, games or programs that allowed the user to interact with them. Students enjoyed using innovative ideas to create some outstanding programs that one day will enable them to create an app to change people's lives or a company that utilises technology to its full potential.



International Day of Languages 2020

We celebrated International Day of Languages in style!



Our Young Leader!

Before the days of bubble groups I regularly supported Miss Murphy with her year10 catch up sessions in the Ursula Suite. I passed on instructions to others and demonstrated leadership qualities by motivating members of the group. During my leadership award I chose to research two inspirational leaders, Nelson Mandela and St. Angela Merici. I looked at the amazing leadership skills and qualities they both possessed. I looked at the impact they have had on society and the leadership legacy they both leave behind. Whilst completing my leadership certificates, I have grown in confidence, shown Serviam and been able to help and inspire others.



Siannah being presented with her award by Miss Peacock, Head of Year

Congratulations to our Christmas Super Star !

Angelica has successfully achieved her " Arts Award Discover "



Arts Award News

Huge Congratulations to our Super year 8 students on achieving their Arts Award Discover!

To achieve the Arts Award Discover certificate these are ALL the things they had to do!

- Collected evidence in a portfolio
- Participated in a wide range of arts activities such as drama , art and crafts
- Researched an artist and their work/life
- Created a piece of amazing artwork
- Had to identify what they had enjoyed and achieved, whilst completing the award
- Developed their communication skills by sharing their work with others through presentations and visuals

A wonderful achievement ladies!!!



AQA Unit Award Scheme Christianity and the Environment

Our fabulous Year 10 have been awarded an AQA Unit Award Certificate for the completion of their "Christianity and the Environment " project .

Laura said "God made us stewards of the earth and relied on us to take care of one of his most magnificent creations, let's look after our planet and together we can make God proud!"

Year 10 have also achieved certificates in Environmental Awareness



AQA Unit Award Scheme

Congratulations to our fabulous Year 8 students !!

Year 8 have successfully been awarded AQA Unit Award certificates in :

- Poetry- speaking and listening
- Poetry writing
- Reviewing a film

Well done ladies !



Carlota's Christmas Banana Bread



Ingredients & Equipment:

- 100g of butter
- 225g of self-raising flour
- 100g of sugar
- 2 eggs
- 1 banana mashed
- 1tsp of baking powder
- 2 tbsp of milk
- 1) electric mixer
- 2) tin
- 3) fork
- 4) small and big spoon

Pre-heat the oven to 180°C/350°F/ Gas Mark 4. You will need a 900g bread tin.

Lightly grease the bread tin and line it with non-stick baking parchment.

An electric mixer measures all the ingredients into a mixing bowl and beat for about two minutes, until well blended.

Spoon the mixture into the prepared tin and level the surface.

Bake for about one hour, until well risen and golden brown.

Poke the end of a fork into the centre of the cake and it should come out clean then let it cool for 4 mins then remove from the tin.

One of God's greatest gifts to us is our Planet!!

We want to encourage everyone to help our environment over the festive season! It is really easy to throw rubbish into a large black bin liner during the holiday season. We are asking you to be mindful with all the packaging, cards and boxes discarded on December 25th as it just takes a little bit of an effort to be green and help our beautiful planet.

Recycling tips for Christmas from year 10 ASDAN students....

- Why not send an E-Christmas card - save paper
- Switch off your Christmas lights when not in use - to save electricity
- Avoid shiny wrapping. ... You can't recycle this product
- Did you know, real Christmas trees are collected for free by your local council - they are then recycled
- Avoid Christmas crackers with small pieces of plastic - these often end up in a sea, choking sea animals and fish
- Discarded wrapping paper, envelopes, cards, plastic bottles, as well as clean food tins and cans in your recycling bin -



We've got the whole world in our hands

- they can be recycled and made into something new
- Make sure that you dispose of your rubbish responsibly, break up large packaging so you can get more into your recycling bin!

And **REMEMBER** - please turn off the tap whilst brushing your teeth - water is an amazing resource not to be wasted!

Thank you for your support - from the year 10 Environmental Warriors

Thank you to our amazing premises staff !!!



Our girls would like to say a big thank you to our amazing premises staff for supporting us with our projects. We really appreciate your involvement and couldn't do it without you!

Odd sock Day

In October we wore odd socks to raise awareness for Anti-Bullying Week



TEACHING SCHOOL ALLIANCE

Want to be a teacher?
 You can train to be a Primary or Secondary teacher and gain QTS with ELTSA.



To check if you are eligible visit: www.getintoteaching.education.gov.uk
 Contact us to discuss your options further www.eltsa.co.uk
 c/o St Angela's Ursuline School T:020 8472 6022



TLC eBook Service - ePlatform

The online TLC ebook reading service ePlatform is a wonderful resource to use since it gives students a wide variety of books to read and many students have keenly been taking advantage of this resource.

It always has the newest books available, that can be requested and delivered straight to students virtually. This platform is especially helpful while we cannot go into the library and read books as students can read on their Chromebook.

“I would recommend this to anyone that has a thirst to read!”
Kisanet 8 WAN

TLC Book Click and Collect Service

If you're like me and you've been a regular at the TLC, to the point where the TLC might as well be your go-to best friend, then upon hearing the news that the TLC was closed, you probably had thoughts like "nooooo, how am I going to get physical copies of free, easily accessible, books and study guides now?". The outside libraries aren't dependable with all these unpredictable lock downs going on and off. Well fear not - the TLC (my go-to best friend) have come to the rescue once again, with the amazing TLC Book Click and Collect Service and trust me when I say it's really been amazing.

If you don't know what this service is, it is a service where you reserve books and the lovely librarians distribute at the allocated time, for example: Friday break time to year 11s. Every year group has a day where reserved books are delivered to them and you can reserve revision

guides as well as reading books. I don't mean to toot my horn or anything but I've been informed that my year group particularly and I quote "the year 11s have been amazing with their use of the TLC Book Click and Collect Service."

However, I'm sure that there are many competitive people among you all, and if you do have a desire to knock my year group off the elite number 1 spot, all you've got to do is use the TLC Book Click and Collect Service (on RM Unify) as often as possible!

The TLC Book Click and Collect Service has been very helpful in terms of having the guides for studies, preparing for exams and revision in general, so on behalf of everyone, I would like to say thanks to all those involved in putting this service together and keeping it running, regardless of the worldly circumstances we are facing at the moment, it is greatly appreciated.

Chioma 11 HAD



Team Up

For those of you not in the know, Team Up is a charity which partners with many schools in areas of high economic deprivation to provide free small-group tuition in Maths and English. The aim is to ensure that children from 'poorer' backgrounds are still able to access higher levels of education. This seemed more than ever a desirable service to provide to our students, after the lonely learning of lockdown. But, as September came around, and the new normal began to be established, I feared that Team Up tuition - like reusable coffee cups, group cinema trips, and staying in the same classroom, were gone from my life for the time being. However, after much discussion (and rejoicing from me), Team Up began again after half term.

So much of Team Up is the same as it was before - 30 students per group; roughly equal split between Maths and English. But so much has changed. No more taking over the sixth refectory, no more bands of wide-eyed tutors travelling in from distant corners of the capital to give up their time. Instead, we remained in bubble areas and, to make up the time lost earlier in the year, ran two tuition sessions a week. But the biggest difference was that it was now online - and covid-secure, using a programme called Vedamo.

Covid-Team Up is, like so much else, a rather surreal experience, but as always it is a joy to see the students building relationships with their tutors and growing in confidence in the subject. Despite the remote medium, the students have worked incredibly hard.

Upon request for feedback, most students offered the universal response that Team Up was 'good'. However, Lesley was more forthcoming: she 'learned new things', particularly approaches to algebra, and was glad to access online tuition as it was 'safer'. However, she was disappointed at the small number of chocolate biscuits provided. Meanwhile, Brianna, Katreena and Diana all agreed that their English tutors were 'kind' 'helpful and 'friendly', and were glad of the chance to work at their own pace.



YOUNGMINDS

At a time when it's needed most, St Angela's came together for #HelloYellow to support young people's mental health on World Mental Health Day.



The safeguarding team are on hand over the Christmas holidays for support. We can be contacted via the school's safeguarding email or calling the school.

As ever, If you think a child is at risk of serious harm:

Contact Newham Safeguarding Children and Young people Services

If you feel the child is in immediate danger, call the police on 999

Examples of Virtual Work Experience, Mentoring and Careers insights secured for students this term!



Icanyoucantoo Careers Coaching and Mentoring Programme- Started Oct 20

Felicia (12 Clift), Sarah (12 Hawkes) Gabrielle, Aishah, Claire (12 Hector) Davina (12 Hooker) Nicole, Sean (12 John) Stacey (12 Larkin) Rosita, Eniola (12 Perry) and Rosh (12 Permaul)

Twelve Year 12s started this 8 month bespoke programme linked to St Angela's and two other schools. This term all attended four workshops led by a dedicated team of recruiters and executives from EY (world leading accountancy firm), HSBC Bank and Redington Investment. Our students learn how to prepare for a professional career with coaching on CVs, presentation and interview skills. Next term there will be inputs from CRS Law firm, Simon Merry Architects, Sky Sports and Moo Design plus access to careers events and work experience.

Bart's Health NHS Trust – Healthcare Horizons Mentoring Project and Insight Events - Sept and Oct starts Abel (12 Clift) Teresa (12 Hawkes) Asia, Samantha (12 Hector) Ayhmah (12 Hooker) Nasra, El-Hephzibah, Benita (12 John) Jennifer, Fatima, Denise, Shanay (12 Larkin) Nabeela (12 Permaul) and Suvasthiga (12 Perry)

Fourteen Year 12s started or will be starting the Healthcare Horizons Mentoring Project via our compact with Bart's Healthcare Horizons team. With online workshops led by doctors to explore healthcare careers, a healthcare professional as a mentor (mentors linked to our students include a final year medical student and a clinical psychologist) plus support with UCAS applications for their chosen medical profession.

A further thirteen Year 12s have also attended **Bart's Horizons Medical, Dental and Nursing Insight events:** 27th and 28th Oct

National Audit Office - One Week Work Experience - Oct Half Term Week

Rabir (13 Pellegrini) One Year 13 successfully applied for this competitive opportunity through The Brokerage City Link completing 5 days work experience with the National Audit Office in accountancy practise.

Facebook Elevate Project – STEM Mentoring with Facebook Executives – Oct to Dec

Rachel (12 Clift) Arpon, Sarah, Elaira (12Hawks) Meet (12 Larkin) Waleed (12 Perry) and Faizan (12 Permaul)

Seven Year 12s joined this cutting edge project via our partnership with The Brokerage City Link. Taking part in a series of six events they were linked to Facebook software developers / tech professionals learning about tech careers and employability skills. Our students gave a tech presentation to Facebook executives

Nat West Legal First Steps Programme – One Week Work experience 14th to 18th Sept

Angelica (13 Liston), Tanzilah and Hamza (13 Pellegrini)

Three Year 12s were able to undertake a week of virtual interactive work experience with Nat West learning from corporate lawyers and finance professionals at the Bank. Again, organised through The Brokerage

Cont...

Dentons and Wilde LLP Law PRIME Work Experience 2020 – 3 Days- 26th to 29th Oct

Cynthia (13 Carruthers) One Year 13 was selected for this competitive work placement with a leading law firm via Rare

Women Into Finance- One Search Careers Mentoring and Scholarship Programme- Started Oct 20

Kelly, Zainab (12 Clift), Anjali (12 Hector) Kimberley (12 Hooker) Rabia (12 John) Lamesha and Sefora (12 Larkin)

Seven Year 12s joined One Search a specialist recruitment agency who place graduates with employers such as JP Morgan, Aviva Investors, Allianz Global Investors and Societe Generale Investment Bank, etc. One Search only offer this 5 year Scholarship to six Schools. Starting in Year 12 our students are linked to a finance professional for meetings and start a Financial Services Qualification. The programme continues into their 3 years at university with paid internships with financial institutions and help finding graduate jobs.

Young Professionals Work Experience - 26th to 28th Oct

Khankhara, Alesha (12 Clift) Darsheet, Sarah, Arpon (12Hawkes) Davina, (12 Hooker) Raveena (12 John) Lamesha (12 Larkin) Temitope (12 Pellegrini) Alexandra (12 Permaul) Waleed, Uvrajpreet (12 Perry), and Genevieve (12 Perry)

Olivia (13 Ahmed) Ania (13 Blake) Haajadri (13 Carruthers) Zoe, Angelica (13 Liston), Mary Margaret (13 Cunningham) and Adriana (13 Onyemere)

Fourteen Year 12s and 6 Year 13s completed the three days taking part in workshops, interactive tasks and learning about different industries. Our students also learnt about job interviews, skills employers look for, how to network and created professional linked in accounts. This was with a great range of employers: PwC, IBM, Vodafone, Cap Gemini, BP, Grant Thornton, Browne Jacobsen law firm, The RAF and The Royal Navy. The employers also gave Insights into their apprenticeship schemes and university pathways.

University of The Arts London Insights- UCAS Autumn Schools for Architecture and Fine Art

Kamara, Maryam, Jasmine (13 Jenkins) and Camila (13 Sharif)

Four Year 13s attend weekly after school portfolio preparation and UCAS advice sessions for Architecture and Fine Art at the prestigious Art Schools Central St Martins and Chelsea, Camberwell and Wimbledon- via our work with UAL Insights Team.

Creative Mentor Network- Mentoring with Film Production Company The Mill – Sept to Dec

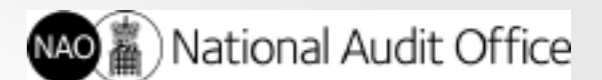
Amira (13 Carruthers)

One Year 13 was selected by CMN to work with a Producer at The Mill - a global film, video and special effects agency who create content for advertising agencies, brands and film production companies. This is a 16 week project with fortnightly online meetings with a professional mentor contributing real work for the employer.

Credit Suisse Investment Banking in Practice – 2 day Training Course – 26th and 27th Oct

Bronwen (13 Liston) and Tanzilah (13 Pellegrini) Two Year 13s were selected to take part in 2 days of training at Credit Suisse Investment Bank offices in Canary Wharf to learn about sales, trading, mergers and acquisitions! They were also able to gain a Level 2 qualification in market analysis and investment banking.

Mr Jarvis - School Careers Adviser



Successful Work Experience for 33 of our St Angela's students with world leading insurance company

This October half term 33 of our St Angela's students completed an exclusive 5 days of work experience with the world's 3rd largest insurance brokers Willis Towers and Watson through our links with STEM learning who provide careers support for schools in all things Science, Technology, Engineering and Maths.

Ms Kerridge recruited 25 Year 10s who joined six of our Year 12s and two Year 13s to take part in a week of virtual online work experience with this global insurance giant who deal with insurance solutions and advice for organisations worldwide.

For our Year 10s this was their first taste of a demanding work experience brief with a big City employer. They rose to the challenge being super motivated, reliable and punctual for the whole week. STEM learning were very impressed with how they worked together and contributed ideas.

We would also like to thank our 6th formers who took part- Natan (13 Blake), Irum (13 Liston), Felicia (12 Clift), Rachel (12 Clift), Benita (12 John), Murshida (12 Hooker), Alexandra (12 Larkin) and Rosh (12 Permaul). They were able to take lead roles in each working group and were an excellent support for our Year 10s.

The week included talks from directors of the company and workshops with actuaries, risk consultants, insurance analysts, brokers and claims experts learning about topics like risk management analytical tools and forensic accounting! Our students also undertook team tasks

and gave presentations on how to manage a big insurance claim.

As well as learning more about how to work effectively in workplace teams and finding out about a wide range of insurance careers – all now have a major employer to add to their CV!

Examples of the feedback received from our students and staff:

"Actually fun, Inspired me, Helped me have a plan for future, Stem world I am pretty sure is for me"- Olivia Year 10

"I just wanted to say that was a great experience for me, I really enjoyed it and am very happy to have chosen to do it. It was very informative, I recapped things we did in Geography, tropical storms (hurricanes, typhoons and cyclones), it also helped me understand the topic better and learning a few more things. For example when we were making our PowerPoints we had to use google sheets, we used a shortcut to get a few answers which was interesting. Thank you for letting me take part in this experience"- Eryka - Year 10

"Good fun v coordinated made me feel smarter chance to reevaluate my options in stem and I was inspired and motivated by the engineering speaker"- Year 10 Pupil

"The talks were very interesting and I learnt a lot about insurance careers. I also enjoyed supporting the Year 10s in my team tasks and taking part in the team challenge. It was a good week"- Natan - Year 13

"I thoroughly enjoyed the work experience every day. It was really interesting to have an insight into all the professions that revolve around the world of insurance. I learnt about what is required to enter this industry and how so many STEM subjects can be explored there. I also really like working with other people, it was fun to work together as a team and talk to

other people. I believe it was a great experience which I would recommend to everyone."- Felicia - Year 12 St Angela's.

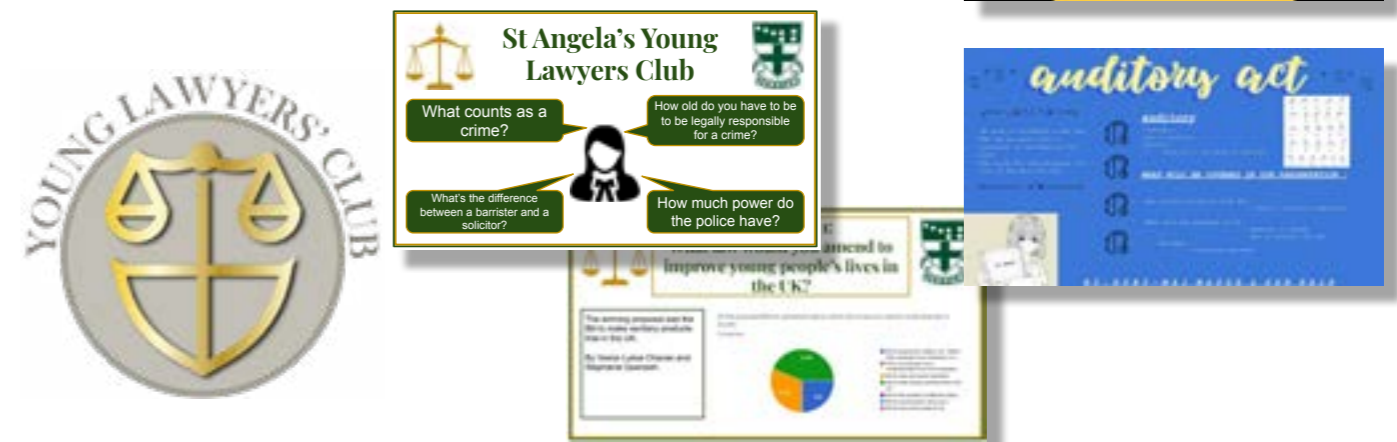
"At this time for our students, especially in Year 10, to get such a meaningful and positive experience of the world of work speaks volumes for the excellent design, planning and organising of the programme"

Mr Jarvis – School Careers Adviser



YOUNG LAWYERS' CLUB

This term marked the inception of the Young Lawyers' Club for Year 10. Students gather every Monday to learn about the field of law and justice and to discuss fundamental issues, such as the concept of guilt and criminal responsibility. Students have completed their first of four assignments in the Club, in which they devised and presented proposals for new law amendments in the UK. The girls worked exceptionally hard at this to research different areas of law and put together persuasive proposals to win votes from the rest of the group, with impressively detailed presentations. Next term the Club will begin taking on different roles in mock courtroom scenarios to learn more about the different job roles and work involved in this field.



Brilliant Club

Over the course of the next few months we will be studying three case studies that include: the war of the Spanish Succession, the American Civil War and World War One. We will use the knowledge that we gain from these case studies to submit our 1500 word essay focused around the stimulus 'what is war?'

"Brilliant Club is part of the scholars' programme that selects gifted young students with specific subject interests to complete assignments at a university level that will help them in the future. I have enjoyed attending Brilliant Club so far as it has encouraged me to contemplate more about what career choices I may choose and any other aspirations I have for the future. I believe that Brilliant Club allows you to understand how precious and short your secondary education is and encourages you to be focused on what is important now as well as all the elements of the present that may impact your future.

I enjoyed doing Brilliant Club in primary school and found it entirely rewarding and inspiring. I encourage all my fellow peers at St. Angela's to actively take part in the scholars' programme when they are selected in later

years and to use all their time learning as much to their advantage as possible."

Nia 9 Loc

"Through the Brilliant Club programme we gain the knowledge of European countries' history and wars that were fought to make countries like Britain what they are today. The programme has deepened our understanding of the ideology behind wars as we personally have not experienced any in our lifetime.

Doing the programme develops our team work skills as there are many opportunities where we are able to discuss our opinions on war-related topics. Brilliant Club so far has developed my

understanding of wars, refined my communication and writing skills to a greater depth.

I find that Brilliant club is beneficial as it is helping me in History as well as English."

Leona 9 WEL



UCAS and University News

The academic year of 2020 - 2021 saw nearly all of our Year 13 cohort register with UCAS and thus make official applications to UK universities. The process really began at the end of June (virtually) when the Sixth Form Team delivered an online Rise Up Day concerning UCAS/universities and other pathways such as Post-18 Apprenticeships. To date, we have sent a total of 130 applications to UCAS (the University and Colleges Admissions Service). Seven of our students were selected for interviews for the extremely prestigious Oxford and Cambridge universities involving a range of courses: Biology; Chemistry; Engineering; History & Politics; Law; Music. Furthermore we have 5 students who have applied for Medicine and all of these students had a range of support options throughout the application process, which involved specifically targeted seminars delivered by us or by external agencies online, in addition to a number of mock interviews involving Mr. McGowan and various subject specialists in the school.

Many of our applicants have received offers from other prestigious Russell Group universities and have also had interviews with these institutions. We are extremely proud of our Year 13 cohort and their achievements to date and the national deadline for applications through the UCAS process is 15th January, 2021. I would therefore ask for the support of all Year 13 parents/carers to ensure that their daughter/son has completed an application before the deadline.

St. Angela's Ursuline continues to work with our partner universities to ensure that our students have access to the best UK universities and beyond. Despite the national and global pandemic, our Year 13 students continue to apply to leading universities on a large scale and are extremely keen to participate in undergraduate life in 2021.

We wish all students in Years 12 and 13 - and their families a very peaceful Christmas and a very happy New Year.

Mr. B. McGowan
Assistant Headteacher/Head of Sixth Form



Sixth Form Debate Club

The well-established Sixth Form Debate Club launched to current Year 12 students in October. Our partners at Debate Mate worked with the Bank of America to host a fantastic virtual launch event, which included a show debate from the Debate Mate team and the opportunity for our students to meet and talk to employees at the Bank of America about life working for a big bank. Since our students have returned to school after half term they have taken part in weekly after school debate training sessions, and have been joined (virtually) in these sessions by both students from Christ Church college

to find out more about life at the University of Oxford and by Diplomats from the FCDO (Foreign, Commonwealth & Development Office). Our students have acquitted themselves impressively, demonstrating finely honed analytical skills and the confidence and conviction to put together and deliver convincing arguments. We expect a very strong showing from them in our first (online) debate competition of the academic year, in which they will compete with debate teams from other schools in London.

Mr Pleasant, Head of Year 12



THE RITANGLE MATHS CHALLENGE

The Ritangle maths challenge is a competition aimed at teams, running over ten weeks from the beginning of the Autumn term. It consists of around twenty-four 'first round' questions, released every week unlocking clues necessary to solve the final multi-part question. Competing in the challenge is a problem-solving experience to be resilient and innovative due to the fact it enables us as students to articulate ideas in order to present a logical approach needed to tackle each scenario. Additionally, the thrill of working in a team allows a true understanding of various methods implemented to collaborate and reach rational conclusions. Overall, this is a mathematically stimulating opportunity to extend our ability into encountering unusual situations meticulously.

"Ritangle has challenged me to use my current mathematical knowledge to solve

difficult questions in ways I have never thought of before." *Alin 13Cunningham*

"Although it is time consuming, Ritangle provides a platform to really think about the problems addressed as the challenges increase." *Anointing 13Cunningham*

"Ritangle has allowed me to discover and use different methods in order to reach the final solution." *Amandeep 13Ahmed*

"I enjoy the questions from Ritangle as it enables me to be more resilient when tackling each problem as they are mentally challenging." *Catherine 13Carruthers*

"Good opportunity to work as a team and rewarding to get the answer." *Shadrach 13Ahmed*

"This competition has challenged me to think creatively beyond the curriculum. When sharing and explaining my ideas

with the team, I was amazed to see how there are so many possible ways we could approach each question."

Tharsa 13Pelligrini
Syeda 13Onyemere



Sixth Form Open Evening

Due to COVID restrictions the school will not be holding its traditional Sixth Form Open Evening. Instead we will provide an online Open Evening where you will have the opportunity to virtually tour and view A-Level teaching of our current Sixth Form students to begin to gauge potential subjects for your son or

daughter for next year.

To reserve your place, please look at the St Angela's website and complete the Open Evening Booking Form. Access to the online Open Evening is strictly for Year 11 students who have registered an interest.

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CAREERS EDUCATION INFORMATION ADVICE & GUIDANCE

Our Careers Leader, Mr Jarvis, continues to source fantastic opportunities for all students but particularly Years 12 & 13. Mr Jarvis holds weekly workshops on separate dates for both years and has arranged socially distanced one-to-one meetings with students regarding Higher Education and Post-18 Apprenticeships, which our Sixth Form cohort have valued and appreciated. The 'Icanyoucantoo' careers project with Year 12 continues, with Mr. Jarvis liaising with a former student, Nilesh, who runs this and students will also have access to Ernst & Young (EY) mentoring and guidance sessions which are ongoing and will continue in the New Year.

Year 13 Medicine - the Doctors of Tomorrow

Year 13 Medicine applicants had a 2 hour webinar with Andy Gardner, Independent Careers Adviser and founder of the Central London Careers Hub on Wednesday 9th December, as they look to face demanding undergraduate interviews through Christmas and into the New Year. Let's all wish them good luck!

6th Form Key Dates

Good luck!

4th - 15th January
Post 16 Mock Exams

15th January
UCAS application deadline



Ursuline Prayer

Gracious God,
Let us remain in harmony,
United together all of one heart and one will.
Let us be bound to one another by the bond of love,
Respecting each other, helping each other,
And bearing with each other in Jesus Christ.
For if we try to be like this, without any doubt,
The Lord God will be in our midst.

Amen

**SPRING TERM BEGINS
MONDAY 4TH JANUARY 2021**

Please check regularly with the school website for covid updates
<https://www.stangelas-ursuline.co.uk>