



A message from the Headteacher: A fantastic start to the year



I wanted to take this opportunity to write to you as we approach October half term to update you on what has been an absolutely fantastic start to the new academic year, as well as introduce you to Issue 1 of our newsletter. This will be sent out once every term.

There was a lot of nationwide uncertainty about the reopening of schools and the impact that the lockdown would have had on students. I could not be prouder of the attitudes of our staff and students since the very first day back. The students have thrown themselves fully back into the “new normal” school life and have continued to build on their previous successes. The required ‘zones’ within the schools have allowed for the students to further develop their relationships with their year group.

The focus and engagement in lessons has been exceptional, with all year groups really knuckling down and developing their skills, understanding and knowledge. The Year 11s have just completed their first ‘snapshot assessment’ which will give an insight into where they currently are, to further enable their teachers to support them prior to the Pre Public Examinations (PPEs) which start on Monday 23rd November. Years 7 to 10 have been focusing on content and skills within their lessons. Next half term will see Years 7 to 10 complete assessments in all subjects. These start on 23rd November and a letter from Mr Dakin will be sent out shortly with more information, as well as a knowledge organiser which will support their revision further.

As well as the academic successes, there has been a huge amount of success linked to our ‘Legacy’ programme. The first of these is the launch of the Legacy Clubs. These have had a phenomenal uptake and it has been brilliant to see our students (and staff) engage in new skills and hopefully future hobbies. These include Textiles Club, Duke of Edinburgh, First Aid Skills, Life Skills (painting and decorating), Pottery Club, Allotment Club, Debate Club, Legacy Pride Club, as well as our brilliant sport club offer of netball, rugby, football and boxing. More Legacy Clubs will be added throughout the year so if your child wishes to join one of these existing or new clubs, then please ask them to speak to Mrs Benfield or their Head of Year. More information, photos and celebrating successes can be found on our website, Twitter account and official Facebook page.

I am also excited to announce the launch of DEAL (Drop Everything and Listen). This will take place for five minutes at the end of every Friday and will allow students to listen to a piece of music from a variety of genres and reflect on what they like about it, how it makes them feel, and ultimately broaden their musical understanding and horizon. These will also be posted on the website, Twitter and our official Facebook page so that you can also engage in this and continue the discussion at home.

This term has seen us focus on the wellbeing of our students through the messages provided in roll call, and the thoughts for the week. These are put on our official Facebook page and Twitter by myself each week so you can see what the focus for that week is. We also took part in the #helloyellow campaign. This is an annual event where students and staff wear a yellow ribbon to remind everyone of the importance of looking after each other’s mental health, communication and asking for support. We look forward to growing our pastoral support further this academic year.

Over the next term, we will be doing work around food banks and raising money/ asking for donations if people are able to, to support the food bank over the winter. More information on this to follow after half term.

I wish you and your families a safe and healthy half term break. We have an inset day on Monday 2nd November, but we look forward to welcoming all year groups back on Tuesday 3rd November.

Stephen Derry, Headteacher



**“We are all on the same mountain,
just a different journey to the top.”**



STAR STUDENTS

Year 7

My star student for this term is Michael Hammond, for being such a well mannered, hard working and enthusiastic student. Michael has an incredible ability of making those around him feel good, and always has a huge smile on his face. Michael has shown that he has incredible commitment to his time at Henley Bank High School, both inside and outside of the classroom. Keep it up, young man.

Year 8

My star student for this term is Imogen Cooke, for being such a polite and cheerful young lady each and every day. Imogen has all of the values we strive for at Henley Bank High School in abundance. Keep up the fantastic work, Imogen.

Year 9

My star student for this term is Verity Childs.

Verity is an absolute delight to have in Year 9. Verity has a bright and bubbly personality. She is always there to help her friends and staff. Verity will put 100% into everything she does. In addition, Verity takes part in extra-curricular activities, including the decorating team; who have all done a fabulous job of creating a great space in what will be the new referral unit.

Verity has excellent behaviour and attitude to learning.

Year 10

My star student for this term is Lucy Harker. Lucy's attendance is 100% and her manners are exceptional. Lucy's contribution in lessons is relentless and she is also very helpful and supportive to her friends. It is clear to see that Lucy really does take her education seriously.

Year 11

My star student for this term is Izzy Long. She has had a legendary start to the year, throwing herself into every possible strategy of support and offering support to younger students in other year groups.

An update from our Heads of Year

Our brilliant Head of Years would like to say a few things about their specific year groups:

Mr Powell – Year 7



The newest members of the Henley Bank High School family have settled into their new school environment incredibly well. The social groups are flourishing and the engagement with extra curricular activities has been outstanding, with Year 7s reaching out into all of the different areas of the school and having a huge impact. During lessons their focus is unparalleled, the quality of work being produced is exemplary, but above all – the year group's attitude to learning, growing and developing both as students and as people is what we are most proud of. They are such an incredible group of young people that all at Henley Bank High School look forward to spending the next five years working with them.

Term 1 highlight - A group of Early Rising Year 7 boys reading in Roll Call each morning with their DEAR books, getting in extra, and incredibly valuable, quality reading time!

Mr Powell – Year 8



Our wonderful Year 8s have really set an example this year, both to the new Year 7 students, but also the whole school. They have shown that they have all of the qualities that we at Henley Bank High School value most: Ambition, Confidence, Creativity, Respect and Determination.

They are working extremely hard in their lessons with their teachers, and also at home completing their homework tasks to a great standard. It has been a joy to see our Year 8 students growing in confidence and character throughout this term as they navigate their way through this year's excellent curriculum, where they are making huge amounts of progress. The reading tests completed at the beginning of the term have shown the positive impact our reading programme is having, and

reflects this year groups absolute love of reading.

Term 1 highlight - The very competitive and high stakes football game that has been running since the first day, being held at both break and lunchtime. I think the current score is 136 - 123 to the blazers.

Mrs Middleton – Year 9



I am absolutely delighted and incredibly proud as to how my Year 9 students have settled into their new bubble. Seeing them as a group of students building strong friendships and blossoming into independent individuals and promoting excellent behaviour around the school – Year 9 are definitely role models.

Year 9 are working very hard in their lessons. It was impressive to listen to their answers in a food lesson with Miss Bick, with regards to organic and fair-trade crops.

In the Tutor Time Reading Programme there has been thought provoking reading, especially in Miss Rawling's tutor group, where they are reading *I know why the caged bird sings* by Maya Angelou.

Overall, I'm excited as to what next term will bring and looking forward to the school's Life Skills Legacy Club revamping the Year 9 bubble.

An update from our Heads of Year

Mr Barker – Year 10



The Year 10s have had an incredible start to the year. We launched our Year 10 strategy where students gain points for their commitment to their learning, which leads to prizes in our weekly draw. It is incredibly encouraging to see students taking their GCSE studies so seriously. As part of the strategy we have launched champion's hour, this is where students from Year 10 can go to the ICT room on Tuesday and Wednesday to complete their coursework or homework from 3.00pm to 4.00pm. This has been a great success so far, with many students in the year taking up this opportunity.

The Legacy extra-curricular clubs have also started in recent weeks. The Year 10s are grasping the opportunity with both hands, taking part in a wide variety of clubs including; football, netball, Duke of Edinburgh, music, pride and many more.

The kind, supportive culture that is being built in Year 10 is visible in all that the year group does, students are extremely supportive and helpful to each other. During their lessons it is clear to see the commitment and desire for their own learning. I am excited for the year ahead, as I am sure this year group will achieve great things.

Mr Foran – Year 11

Year 11 have had a fantastic start to their first term as 'the top' of the school. They have thrown themselves into every level of support on offer without question, the support on offer includes: working lunch, period 6, champion's hours and we even have some students coming into school early to make a flying start to the day.

They have the best attendance of any Year 11 group I have had the pleasure of being their Head of Year for. They have done all of this in such a challenging time in their young lives and have done so with enthusiasm, determination and a smile along the way. To say I am proud of them is an understatement. Well done, Year 11.

Our amazing artists

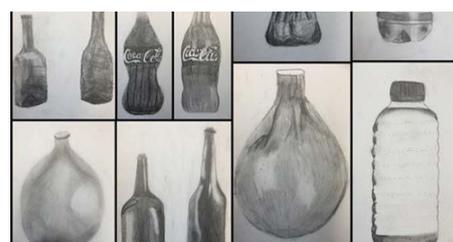
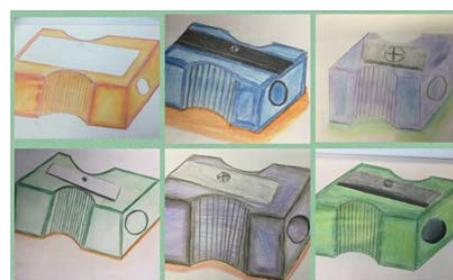
Students have had a very busy first half term in the art department since September. You can see some of their amazing work pictured on the right.

Year 7 have begun their journey on the art curriculum map with their first unit of work based on an introduction to drawing and mark-making alongside the very exciting theme of *Insects*. They have explored pencil and ink to create intricate and detailed studies of bees, scorpions, butterflies, ladybirds and beetles. **Year 8** have been busy polishing off their drawing skills in a still life unit of work, where they have explored correct shape, detail, tone, proportion and perspective in their studies of bottles and sharpeners. They have now started to research the works of Roy Lichtenstein and Micheal Craig-Martin to create their own contemporary still life pieces. **Year 9** have started a key skills project where they have completed detailed studies of shoes and skulls in charcoal. The shoe drawings were so successful that the English department are now using them as part of their extended writing task – a great cross-curricular opportunity. **Year 10** have been busy with biscuits – not eating them sadly – but creating detailed drawings of cookie stacks, party rings and prints of Oreos and custard creams! And finally, our very talented **Year 11** students have started their *My 2020* project, where they are exploring the ups and downs of 2020 and creating personal reflections through fantastic portrait and word art pieces which demonstrate their ability to reflect and respond to the topsy-turvy world we are living in right now.

I cannot express enough how incredibly proud I am of all the Henley Bank artists right now. Their work ethic has been fantastic from day one and I am very excited to see their amazing talent every day.

Mrs Lane, Head of CAST

ART GALLERY



Introducing Drop Everything And Listen

This year, we have introduced Drop Everything And Listen (DEAL) time to our Friday afternoons.

With everything in society becoming more instant and fast paced, we have noticed that this has transferred to our ability to truly stop and concentrate on what we listen to. The average amount of time we listen to a song before we fast forward to the next track is only 22.5 seconds! It is becoming more and more common for young people to find it difficult to form opinions on what music they like or explain why they like something when they do hear it. This is such a shame as it has been scientifically proven that those people who listen to music improve their concentration, cognition and memory exponentially. Indeed according to the John Hopkins Trust, listening to music can improve our ability in the following areas:

1. Reduces stress
2. Lessens anxiety
3. Improves exercise
4. Improves memory
5. Eases pain
6. Provides comfort
7. Improves cognition

DEAL time aims to give a calm end to our week, giving staff and students the opportunity to sit and listen to an entire piece of music with no distractions. Just as they start the day in tutor time Reading with a slide providing the genre, context and background of the class' chosen novel, so too will DEAL time.

A slide will provide basic information on the style, composer, context and what to listen out for. The music chosen will vary in style and influences, drawing on artists from all over the world. A recent 2019 study from Exeter University and Oxford University's psychology and sociology departments has explored links between listening to music and the 'unconscious attitudes towards other cultures'. It goes on to say that listening to five minutes of music from another culture is enough to give the listener a more positive bias towards that culture.

DEAL time will be shared via our social media pages so please do log on and join us.

Mrs Benfield, Assistant Head



Our Legacy Clubs launch

As we continue to develop our Legacy Character Education programme, we are pleased to have launched our Legacy Clubs this year. Whilst our PE department are able to reintroduce their well supported sports clubs, we have tried to approach our extra-curricular programme with something a little bit different.

Legacy Clubs aim to have a positive impact on the health and well being of not only our students, but also our staff. This is why we have tried to move away from only providing the traditional, more homework-based clubs. Instead, we have asked our staff to provide a club that might provide them with more satisfaction and purpose. We are now giving students the opportunity to work on pottery, learn first aid skills, work on a language that they don't necessarily learn in curriculum time, dance or even grow their own food.

One of the main aims with our Legacy Clubs is working on the idea of 'sweeping your own shed', an idea that is talked about in James W Kerr's book about how they led the All Blacks rugby team to greatness, and the book that gave us our Legacy namesake. By asking staff and students to take part in such clubs as 'Lifeskills #101', where a group of students are learning how to plaster, decorate and repair rooms in the school or 'Legacy Allotment' with students creating a school allotment from scratch to grow their own fruit and veg, we are hoping that they will understand the importance of respect for the school environment.

Another element that makes this club programme so effective is that students get to see staff from all over the school leading them in something that may not be their subject specialty. Indeed, the girls' football team is being coached by two members of the maths department, the debate team is being led by a member of the humanities department, the allotment is being team-led by a member of the site team and our Legacy music club is being run by a professional musician. We also have teachers from the teaching assistants' team hoping to run Tai Chi club next term, as well as our catering teacher turning our student cohort into sculptures and artists. We hope that by our staff working out of their subject areas, students may come to realise that once you have settled on a career path, that doesn't mean that you have to give up doing everything you love to focus on one thing.

Mrs Benfield, Assistant Head

Tutor Time Reading improves mental wellbeing

"The more words you know, the more clearly and powerfully you will think... and the more ideas you will invite into your mind."- Wilfred Funk

Wilfred Funk, American author, could have been describing the intention as to why each day at Henley Bank High School begins with our bespoke Tutor Time Reading Programme (TTRP).

At Henley Bank, we believe passionately that, by promoting reading through exposing our students to a range of stories from different cultures, traditions and time periods, as well as a selection of carefully selected non-fiction texts, we equip students to have the knowledge of words and the world around them to then succeed in lessons. A study by the National Literacy Trust (2018) revealed that young people who engaged in reading and literacy were twice as likely to have better mental wellbeing than peers who were less engaged; not only does our reading programme improve students' learning outcomes, it also acts as a springboard to personal self-exploration and the opportunity to consider what it means to be human and how to overcome challenges we may face throughout our lives.

Our tutors expertly read to our students after Roll Call, every morning, for approximately 20 minutes. In this time, tutors read aloud to students and student follow the text with a book mark while their tutor reads and explains the meanings of uncommon words. This empowers students to understand the text and helps to increase their vocabulary, supporting them across all subject areas. The Annual Child Report (2015) highlighted that "41% of 11 to 15 year-olds in England do not participate in reading and writing activities that are not required for school in their spare time" (Taking Part: Annual Child Report- 2015). There is much evidence to illustrate the link between reading and exam results, and ultimately future earnings. Therefore, our tutor reading programme helps students to increase their vocabulary and, having explored different worlds, characters and circumstances, will allow students to succeed at their time at school, develop emotionally and foster a love of reading for pleasure for the rest of their lives.

A selection of the book titles read this term:

Year 7-8:

Alice In Wonderland, Wonder, Matilda, Goldfish Boy, Anne Frank's Diary, A Street Cat Named Bob, Animal Farm, Tamar, Chinese Cinderella, Noughts & Crosses, Northern Lights.

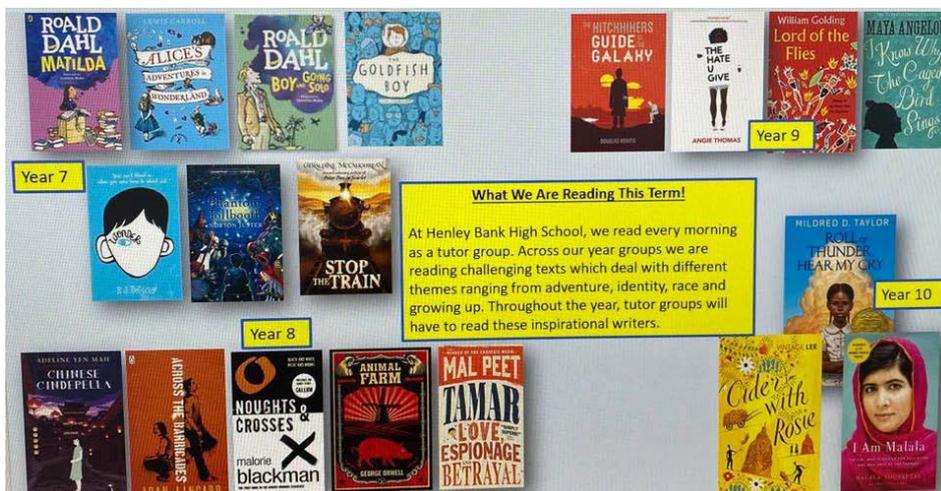
Year 9:

Hitchhiker's Guide To The Galaxy, Lord of the Flies, Curious Incident of the Dog In The Night Time, The Hate U Give, I Know Why The Caged Bird Sings.

Year 10:

I Am Malala, After The Fire, Cider With Rosie.

Mrs Charters, Head of Literacy and TTRP



New subjects...

This year has seen us introduce three brand new subjects to our curriculum – Spanish, Ancient History and Computer Science. I was really passionate about broadening the curriculum for the students at Henley Bank in order to ensure that they have a broad subject knowledge, increase their future potential, as well as being able to find new interests.

In Spanish –

We are so happy with the enthusiasm and commitment that students have shown towards Spanish. All students have made fantastic progress already and their Spanish pronunciation is particularly good, which they have the opportunity to show off in their first Speaking Spot Check this week. So far this term students have been learning:

- Spanish phonics and pronunciation.
- Key verbs in three tenses.
- Describing themselves.
- Discussing family and pets.

In Computer Science –

Year 7 - Students have been really excited to learn about how and why we connect computers together to form networks and, by extension, the internet. We've not only looked at what we use networks for, but also identified some of the technology that make networks possible, such as hubs, routers and switches.

Year 8/9 – Students have started learning about vector graphics; these are the type of files used for company logos and the like. They have started using an application called Inkscape to combine basic shapes to recreate some well known logos and have edited them, showing their understanding of paths, stroke and fill.

Many of the students were also excited to attempt some more complex logos.

In Ancient History –

It has been a pleasure to see how quickly the students have engaged in Ancient History. Every lesson is full of brilliant questions, beautiful work and fantastic ideas being shared. We have been studying Ancient Greece this term, focusing on ideas about identity and shared culture between separate city-states, including society roles and religion. We will continue looking at the Greeks next term, before moving on to other civilisations and ideas about the ancient past.

NOTICES

Mill Lane Parking

Please could we remind you that due to the increase in our student numbers, along with the major roadworks taking place along Mill Lane, we want to assure you that we are speaking with the Highways Agency on a daily basis.

Mr Derry is on the front gate by the building works entrance at the start and end of every day to ensure that he can feedback any concerns to the Highways Agency.

The gates into our Sports Centre car park will remain open until 8.30am. We ask that parents use this area to drop off and pick up students to help improve the flow of traffic. As you enter the car park, please follow the arrows that we have installed to ensure a one way system is followed to enable the traffic to flow.

We ask that cars are not parked on Mill Lane at any time of day.

Thank you for your support.

Homework queries

We have created a new area on our website to help with any homework queries that you have. This can be found under *Parents – Homework Information*. You can find copies of the letters that were sent home earlier in the term along with Help Guides.

If you have any questions or queries regarding homework, please contact the relevant Head of Department:

English – Miss Acland
jacland@henleybankhighschool.co.uk

Maths – Mr Partridge
wpartridge@henleybankhighschool.co.uk

Science – Mrs McNeill
jmcneill@henleybankhighschool.co.uk

#Helloyellow

Please see below a link to Young Minds which has been our #helloyellow charity focus this half term:

www.youngminds.org.uk

Student book reviews

Noughts And Crosses – Malorie Blackman Review written by Oliver Warren (8PPE)

My favourite book I have read in Tutor Time Reading this term, was a book called *Noughts and Crosses*. This story is about two people called Callum and Persephone (Seph). They are forbidden to be together because they are different races. Sephy is black (Cross) and Callum is white (Nought) The amazing thing about this book is that it demonstrates how racism is unfair and appalling.

The story depicts that Crosses overrule Noughts and the story shows the suffering it causes. Callum and Sephy have been best friends for a while and they now want to be more than friends. When Sephy went to boarding school and Callum joined a terrorist group named the Liberation Militia, they grew further apart. Later on in the book, Callum had to kidnap Sephy, as her father was a politician against Noughts. Callum got Sephy pregnant and was hung as punishment, as their relationship was not allowed to exist. My favourite character is Sephy, as she was a damsel in distress and these are my favourite characters in stories.

I would recommend this book to other readers, as it shows people who are racists how horrible they make other people feel and I think it could maybe stop racism. Another reason why I would recommend this book, is because it can teach younger children how to behave and how not to behave in life and to accept everyone as equals.

The Hate U Give - Angie Thomas Review written by Lilly Workman (9DRS)

A 16-year-old girl called Starr Carter, who was brought up by her Uncle Carlos while her dad was in prison, went to a party in her neighbourhood, Garden Heights, with her friend, Kenya. While Kenya went off to find some other friends, Starr met up with a childhood friend called Khalil. Gunshots interrupt the party so Khalil offers to take Starr home. While driving home, Khalil is pulled over. After questioning the motivation for the stop, one-fifteen (the police officer) commands Khalil to stay where he is. Khalil opens the car door to see if Starr was okay and before Starr knew it, Khalil had been shot by One-Fifteen.

My favourite part of the book is when Starr stands up for herself and goes to testify against One-Fifteen. This is my favourite part of the book because it shows she is not scared of what One-Fifteen is saying and wants people to know what actually happened on the night. She doesn't want people to hear the lies One-Fifteen is telling. This is a courageous and inspirational act.

I would recommend this book to other readers because it has lots of cliff-hangers and unanswered plot twists that make you want to read on and make you find out what is going to happen next.

Duke of Edinburgh awards

The Duke of Edinburgh (DofE) awards are a life-changing experience, a fun time with friends and an opportunity to discover new interests and talents. Working towards their award will give Henley Bank students in Year 9 and above the opportunity to develop independence and achieve an award that will set them apart in future applications for sixth form colleges, universities, apprenticeships and jobs.

To achieve their Bronze DofE award, students will complete three months in each of the three sections (Skill, Volunteering and Physical), as well as an additional three months in a section of their choice. Any clubs or hobbies that they already take part in can count towards their award. To support our students, a wide range of extra-curricular clubs are now running after school, all of which can count towards DofE.

The fourth section of the DofE awards, the Expedition, will be completed in the summer term when the weather becomes more favourable again. Adaptations have been made to the expedition requirements by the DofE to accommodate current circumstances and restrictions in order to keep our students' safety as the number one priority.

This half term, DofE club has been up and running on Monday afternoons to support our Year 10s in finishing off their Bronze awards to get set for moving on to Silver. Bronze awards are being launched for Year 9s this week. The sign up deadline will be Monday 2nd November via a Google form and all Year 9s who sign up will be welcome to the Monday club after half term. Watch this space!

Mr Haseler, Duke of Edinburgh Coordinator



Henley Bank students back in the game as sport gets the green light

This term it has been good to be back and enjoying as much of the sunshine as possible. Whilst the weather has allowed us to get out and back to it, our national governing bodies have also given us the green light to access a normal curriculum which has been fantastic.

Year 7 and 8 have been working on their basic skills and implementation in both rugby for the boys and netball for the girls. We have also introduced a fundamental unit which looks at a variety of different basic skills and how they transfer to all sports.

Year 9 have hit the ground running, and look like they have never been away. High quality adaptive skills in both rugby and netball have meant that some students have begun to bank grades that could be used for sports studies, should they choose this subject as an option later this year. Hockey has also made its way back into the curriculum and it has been super to see the astro as a hype of energy.

We were so excited to be able to offer core PE to both Year 10 and 11 and have headed back to the team games that favour the majority: football and netball. It is great to see that our older students still recognise the benefits of the practical elements and have engaged really well.

In the classroom, Year 11 are hard at it working through their coursework in both leadership and outdoor activities, in readiness for us to prepare for the PPE and exam after the half term break. The drive they are showing to produce outstanding work is key to their success and I am so pleased that they are making the steps to complete it to a high standard. Year 10 have also celebrated completing their practical unit with their written coursework, leaving them with some time to now practice their leadership skills in lessons.

Legacy is also up and running with rugby, football and netball taking the lead this term. As soon as we can we will look for some matches and additional sports, but for now we shall stay in house and begin some legacy matches between the colleges.

There is more fun to be had after half term with swimming, trampolining, fitness and hockey coming into the curriculum. I hope that all students and staff have a fantastic break – everyone has worked so hard since our return to school.

Mrs Cuke, Head of PE

KEY DATES

Monday 2nd November – Staff Inset Day

Tuesday 3rd November – All students return

Thursday 12th November – Year 8 Chelsea's Choice

Monday 23rd November to Friday 11th December – Years 7 to 10 assessments

Monday 23rd November to Friday 4th December – Year 11 PPEs (Pre Public Examinations)

Thursday 17th December – Students finish school for Christmas Break

Wednesday 16th December & Thursday 17th December – Academic Review Evenings*

Friday 18th December – Academic Review Day*

*these events are pending COVID restrictions

A reminder that a link to our Year 6 Virtual Open Evening is on our website.



We hope you enjoyed reading our newsletter. Updates between now and the next issue will be posted on our school website.

Please use the following links to get official information from the school:

W: www.henleybankhighschool.co.uk

Facebook – [@henleybankhighschool](https://www.facebook.com/henleybankhighschool)

Twitter – [@henleybankhigh](https://twitter.com/henleybankhigh)

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