



A message from the Headteacher: Helping others at Henley Bank



Hello, and welcome to issue 2 of our newsletter. It has been another fantastic term with the students again showing huge amounts of resilience and determination. This was especially the case during the assessment weeks which saw students revising and preparing for their assessments, before really throwing themselves into achieving to the best of their ability. A special mention to Year 11 who have their PPEs (Pre-Public Examinations), which due to COVID-19, was the first time that these students were able to do 'mock' exams. Their effort, focus and attendance was excellent and they are now able to get quality feedback from their teachers in how to improve further moving forward. January sees the start of the GCSE exams for some of our students, so we wish them all the success for these important examinations.

A massive aspect of this term has been helping others. From just general acts of kindness to the incredible response to the Food Bank (*pictured*). Over 800 items were donated, plus 600 which has been used to purchase items of food. The Trussell trust collected the items on Friday 11th December and were blown away by the dedication and contribution from all staff, students and their families, as well as the local community. Hearing students talk about the importance of helping others really shows how important charity work is to our young people. Three Year 8 students went one stage further and have made and sold masks, raising over £150 for the Food Bank. An epic example of the importance of helping others, but also selfless acts.

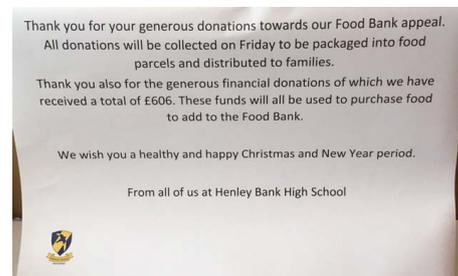
Our brilliant DEAR programme has been in full swing with some fantastic books such as *Watership Down*, *Murder on the Orient Express*, *The Hate U Give* and *Flowers for Algernon*, to name just a few. Reading is such a crucial part of our school life, but it is having a huge impact on the understanding and vocabulary of our students which will further develop and improve their chances for the future.

It has been great to see that the Legacy programme in school has really taken off this half term with lots of students working towards their half colours, as well as a huge amount of Legacy postcards being sent out. As part of the Determination Legacy colour this half term, students have made it their mission to combat loneliness in care homes within their community. We are very aware that Christmas will be difficult for families who have loved ones

in care homes, so it has been fantastic to see students at Henley Bank High School creating cards and messages to send out to local care home residents as a way to spread some festive cheer this Christmas! Well done to everyone who has got involved. We cannot wait for our Legacy clubs to be back up and running from January (hopefully). Mrs Benfield will be in touch regarding the specifics of these.

I wish you and your families a safe and healthy Christmas break and a successful 2021. We have an Inset Day on Monday 4th January, but we look forward to welcoming all year groups back on Tuesday 5th January.

Stephen Derry, Headteacher



“Helping one person might not change the whole world, but it could change the world for one person.”



STAR STUDENTS

Year 7

My star student for this term is Hanna Pasternak; for being such a hard working, and well mannered student who demonstrates all of the Henley Bank High School values in abundance. This term, Hanna has really flourished across all areas of the school, producing some outstanding work. She has also shown resilience this term, tackling a few of the challenges she faced head on, and coming out the other side much stronger. Great work Hanna, keep it up.

Year 8

My star student for this term is Zoe Howard, for her energy and enthusiasm when doing something to help others. It is a joy to watch her and her team every morning in Roll Call, setting up their face mask stall and supporting those in need during this difficult time. Her business credentials are developing quite rapidly, and watching her persuade members of staff and students to support the food bank by purchasing face masks gives me full confidence that I will see her winning *The Apprentice* in a few years. We are all very proud of you, Zoe.

Year 9

My star student for this term is Hillary Hammond. What an excellent start she has made to life at Henley Bank. She is a polite and hard-working student. Well done, Hillary.

Year 10

My star student for this term is Drake Hazelden. He has been fantastic this term, achieving 100% attendance since September. He has shown great commitment to his education and is extremely determined in everything he does.

Year 11

My star student for this term is Tabby Kirby, an extremely hard-working student with excellent attendance and attitude to everyday school life. Well done, Tabby.

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



My highlights from this term have to be the Roll Call challenges that Year 7 have taken part in with such enthusiasm and determination - it has been such a great way to start the day. We have had everything from golf challenges, basketball shooting competitions, dance club and everything in between. They have been an absolute joy to work with and to see develop, grow and thrive in such challenging circumstances.

I genuinely could not be more proud of each and every one of them. I am so excited to spend the next four and a half years working alongside such a beautiful group of students.

Now that our wonderful Year 7's are settled and comfortable in the Henley Bank High School environment, they have been going from strength to strength in their lessons. I have been lucky enough to watch them perform different versions of *Cinderella* in performing arts, study a wide range of mythological stories and characters in English, explore a wide range of challenging mathematical skills and techniques, learn how to use a microscope to look at different types of cells, amongst many many more. It has really been such a broad and brilliant term with every student in Year 7 making huge amounts of progress.

Mr Powell – Year 8

What a term it has been for Year 8. Once again, they have proven to me something I already knew about this superb group of young people - nothing can stop them! Charles Darwin himself would find it a challenge to study our Year 8s, as they continue to adapt so quickly to what is expected of them with such determination, they are absolutely flourishing.

It was a fantastic moment welcoming the Year 8 students back following their two weeks of working from home; it was like they had never left. They entered Roll Call excited to be back, and see their friends and teachers again – but as soon as the bell rang they sprang into action for some inspiring tutor time reading and a day jam packed with great lessons.

My highlight from Year 8 this term has to be the entrepreneurialism and charitable qualities shown by Zoe Howard and her superb team, who have been creating and selling personalised face masks in order to raise money for the Henley Bank High School food bank, which has been such a success within our community. Zoe and her team have currently raised over £150.

Mrs Middleton – Year 9



What an excellent term for Year 9s, they have worked very hard to ensure that their attendance as a year group continues to improve, something we call on them to continue doing next half term.

Having been in many of their lessons so far this term, it is great to see them all working incredibly hard, showing the upmost respect and desire to learn. Next half term is an important one, and one in which they will need to make some difficult decisions regarding their education at Key Stage 4.

We hope they have a wonderful Christmas, get some much-needed rest and return to us after Christmas ready to continue the hard work they have shown during the past half term.

An update from our Heads of Year

Mr Barker – Year 10



The Year 10s have had yet another incredible term; since launching the Year 10 strategy, 14 students have won Amazon vouchers. The year group is extremely keen to win these prizes and it shows in their commitment to their education.

We have tightened up the expectations in the year group in order to maximise their potential and they have risen to the challenge wonderfully.

Year 10 have had their first set of assessments this term and the efforts and maturity that was shown throughout this period was a delight to see.

Each and every one of them focused extremely hard in the lessons building up to these assessments. It was great to see students asking each other questions at break and lunchtime. As a result, I'm sure their results will reflect this drive and commitment.

During roll call, the Year 10s have been starting to think about their futures in a little bit more detail. Recently they have been tasked with thinking/writing about where they see themselves or want to be in five years. This has now started to get students to think about their careers and aspirations: do they want to go to college; sixth form or start an apprenticeship? They have also started to look at their commitment/academic drive and during this process they have been asking themselves, are they doing enough to reach their dream jobs? This has created open and honest discussions.

As always, the kind and supportive culture that is being built in Year 10 is visible in all that the year group does.

Mr Foran – Year 11



This half term, Year 11s have been working incredibly hard during their first set of PPEs. During that time, they managed to secure 100% attendance, not one of them having a day off school. As a result of this, their overall attendance has improved to over 96%, the second highest in the school, just behind Year 7. They do, however, have the best Year 11 attendance out of all of the 11 secondary schools in the trust, a fantastic achievement. We hope they all have a wonderful and restful Christmas, ready to return and hit the ground running for what will be the most important two terms so far in their education.



Henley Bank High School is currently ranked second (out of approximately 1900 schools) in the country in hours per student!

Congratulations to the following students, who are top of their year group:

Year 8 – Reuben

Year 9 – Sam N

Year 10 – Amy S

Year 11 – Laila



Legacy

What a fantastic term for Legacy! After kicking off a new College competition, the tokens that students have been collecting have seen all four Colleges take the lead throughout. Although it is very close, congratulations to Jenner College, who have won the first term. A special well done to Year 7 for collecting the most amount of tokens in their bubble. It also seems poignant that Jenner, named after Edward Jenner should be victorious when, without his legacy, we wouldn't know how to create a vaccine.

One of the most exciting things to happen to Legacy this term has been the launch of our Legacy Colour System. Using our values as the foundation, students and staff have been provided with pathways of challenging activities for them to complete in order to achieve their half colour and full colour awards. It has been wonderful to see and hear so many students go for this with such enthusiasm and I would like to make a special mention of Louie Clarke and Seren Newman-Goodall who have come up with some fantastic ideas for their half colours in Respect and Confidence. One student in particular stands out for their outstanding work in Determination and has received their half colour: Adam Bishop. I would also like to say well done to Ms O'Connell, who has successfully achieved her Confidence full colour too!

Our Colour Ambassadors: Miss Saltmarsh, Mrs Cuke, Miss Bythell, Ms O'Connell and Mr Haseler are busy working on some Fun Friday challenges for their Colour. We have also been really excited to welcome Mr Dance and Miss Lothian to the Legacy team who will be taking on the role of Clubs Ambassador and Equality and Diversity Ambassador. This will push us to make sure that everything we do under the Legacy umbrella is inclusive and gives all students the opportunity to thrive. Miss Saltmarsh has also recently taken over the leadership of Ambition – we can't wait to see what she brings to the team.

These students are working well towards their Half Colour:

- Alex Hingley in Year 8 and Libby Elder in Year 10 – Respect

Half Colours awarded this term:

- Louie Clarke – Confidence
- Adam Bishop – Determination

Mrs Benfield, Assistant Head

Amazing talent in creative arts

It has been a very busy term in the Creative Arts and Technology (CAST) department this term and we have seen a whole range of practical and theory activities in each subject. In art, Year 7 and 8 students have been busy producing final outcomes for their insect project which have been built upon prior studies in their sketchbooks.

Our star artist in Year 7 this term is Max Bulpin who has created some fantastic work and achieved very highly in his assessment. Sharjeel Amir has been our star Year 8 student who has produced some very strong art pieces this term and, in Year 9, Jamie Knight has produced a fantastic sketchbook so far which rivals that of GCSE standard. Year 10 have studied how to use ink effectively to create quite loose and expressive fruit paintings, with impressive work from Evelina Nastica and Year 11 have studied different artists that will link in with their *My 2020* theme, with Tabbie Kirby producing some excellent studies of her dog. Well done to all Henley Bank High School artists!

Over in DT, Year 7, 8 and 9 have continued to build up their technical drawing skills ready to apply in the future when they are at the point of designing the next new product and it's been all fire and metals in the workshops with Year 10 producing rings from a cast with some great results. After a term of learning about metals, where they are found, how they are extracted, refined and processed (including casting), Year 10 students took the opportunity to try casting for themselves. They explored casting methods that involved hand pressed and carved moulds compared to computer aided design moulds that were prepared on the laser cutter. It was clear to their developing eye that CAD is an improved method of manufacturing, even with one off casts compared to hand pressing and carving methods.

We've had lots of competition in the kitchen, with our Year 7 food science students getting to know their way around the kitchen and producing some gingerbread biscuits and year 10 making some excellent Christmas cakes, which were beautifully decorated. Year 10 hotly battled it out for Star Baker, with the challenge of decorating their mini Christmas cakes. It was wonderful to see their creativity and determination. The catering room held an atmosphere of tense silence as every student strived to bring their creations to life. Well done Year 10s, for another fabulous term



in the kitchen. First prize went to Geraldine Jones, with Gab Desforges coming in second and Emily Daniels, Jack Bettis and Shianne Buchannon claiming joint third. Some fantastic work across the CAST department!

Year 10 performing arts have been busy studying Arthur Miller's *The Crucible* for their course. This play was an allegory for the McCarthy Era in the 1950s when Miller saw all of his friends being accused of things that were not true. The class have worked really hard at understanding how Stanislavski's acting methods could be put into *The Crucible* in order to make the performances more naturalistic. Star student for Year 10 this term is Alfie Tippins, for his enthusiastic reading, and Lani Kirby for her insightful comments.

Year 7 students have been getting into the Christmas spirit by creating their own pantomimes. Looking at the history of fairy tales throughout different cultures, as well as the methods that make pantomime so unique, every class has been making their own panto version of *Cinderella*. Some have chosen the traditional French storyline, whilst

others have gone for the darker German version or the Chinese version, where the Fairy Godmother is a fish!

Well done to all of you, for making such wonderful performances at the beginning of your Henley Bank journey. Mrs Benfield would like to make a special mention to Riley James for throwing himself into performing arts and encouraging others when performing in their group.

CAST is pleased to announce that we have our own rock band! Made up of Patrick Stewart, Liam Moulder and Riley James with Mr Benfield, we can't wait for their first live gig when we're allowed to rehearse together again.

We look forward to creating a joint CAST entertainment evening sometime in the future with an art exhibition, live music shows, canapes from the student caterers and set design from our designers – bringing together all of the amazing talent that we have at Henley Bank High School. Watch this space!

Mrs Lane, Head of CAST



A positive day starts with a positive mindset

Open from 8.00am Monday to Friday, the PLC common room is available to students and offers an assortment of healthy options with the odd indulgent hot chocolate thrown in. Following our breakfast provision, students who need a calm and supportive routine to enable them to navigate the school day can be found in the PLC common room. Reading, drawing, playing of games or just quiet reflection are all daily activities which are on offer. For our students who find the hustle and bustle of break and lunch time all too much, the common room is a place to meet friends, share lunch and find a listening ear should they need it.

"The more that you read, the more things you will know. The more that you learn, the more places you'll go."

– Dr Seuss

Academically, our SEN students have a range of interventions and additional support with their subjects. By opening minds from the first bell, Year 10 students benefit from English tuition during Period 0 and a small group of Year 7 students enjoy a bespoke additional literacy registration group. Led by a SENCO who has been in the sector for over 20 years, and with a small but highly dedicated and talented team specialising in 'social thinking', SEMH (Social Emotional Mental Health), literacy, direct instruction maths and SLCN (Speech, Language and Communication Needs) this ensures that each child's needs have the personalised child centred approach.

With the whole cohort of HBHS students completing both PPEs (Year 11) and assessments (Years 7 to 10) November into December has been a very busy time. All identified students in Year 11 have received training and have used the equipment necessary to complete these. For many this is life changing, enabling a student to either work independently or to be able to have put down in words the thoughts and answers that are in their heads.

A very merry Christmas and a happy new year from the SEN Department at Henley Bank High School.

"Coming to PLC helps me think and the teachers there are really nice and they give you time to calm down and let you talk to them whenever you need to talk."

– Patrick, Year 7

"Support from PLC helps me feel more confident and I can tell others how I feel."

– Alisha, Year 10

"It helps us get more space if we're stressed or upset." – Sara, Year 7

"PLC keeps you away from the crowds and the staff always support you."

– Megan, Year 7

"It allows me to relax." – Seth, Year 7

Eureka! Science news

It has been a busy term for science practicals. Year 10 have been dissecting hearts and testing foods and Year 7 have managed to do some practicals in the canteen. They have been learning all about particles and density and how Archimedes solved the problem of the King's crown.

We hope to be able to run Science Club again next term. Those students who signed up last term will receive an email update this week. If you are no longer able to take part, please let Mrs McNeill know as soon as possible so that someone else can take your place.

Science teachers have nominated a Science Champion from every class. These are students who have shown enthusiasm and resilience in science. At the end of the school year, one student from each year group will receive a special 'Science Ambassador' Award.

Well done and thank you to these amazing scientists:

Year 7 SML – Ellie
JMC – Cody
AWR – Seren
SML – Theo
JMC – Louie
AWR – Hanna

Year 8 AWR – India
CGR – Ryan
SML – Devon
AWR – Evie
CDY – Ohana
SML – Summer

Year 9 AWR – Tyler
SML – Luke
CGR – Ella

Year 10 SML – Philip
JMC – Megan
AWR – Will

Year 11 CDY/SML – Tabitha
JMC – Izzy
GDN – Hannah

Mrs McNeil, Head of Science



Duke of Edinburgh awards are well underway

It's been very exciting to launch the Bronze Duke of Edinburgh (DofE) Awards for our Year 9s this half term. We have the largest ever cohort of students doing Bronze DofE this year – over 30 have already signed up. To their credit, they are now putting in a lot of work to get themselves set up to complete their Volunteering, Physical, and Skill sections over the coming months. We can't wait to see all the evidence of their activities being uploaded to eDofE and hear about the new skills they are learning.

Congratulations and well done to Richie, Ollie, Gemma, Evelina, Joel, and Amy in Year 10 who have received their Certificate of Achievement for completing their Bronze Awards as far as possible in current circumstances. It is also amazing to see four Year 10 students stepping up to the plate and working towards earning their Silver Duke of Edinburgh Award. We look forward to running expeditions for all students doing DofE in June and July 2021 when the weather becomes more favourable.

Bronze Certificates of Achievement have been awarded to the following Year 10 students: Gemma D, Evelina N, Joel P, Richie TJ, Ollie B and Amy S.

Year 10 students beginning Silver: Gemma D, Evelina N, Amy S and Adam W.

Ten Tors

Ten Tors is an annual event where teams of six navigate and walk 35 miles across Dartmoor in two days, camping and carrying all their equipment on their backs.

It is a challenging event for all involved, so we are very excited to be entering a Henley Bank High School team in summer 2021. Training will kick off with a fitness test in mid-January for students in Year 9 and Year 10 who want to take on the challenge. Watch this space!

**Mr Haseler,
Duke of Edinburgh Coordinator**

Student book reviews

***Lord of the Flies* – William Golding. Review written by Connor Carpenter, 9MJL.**

The story in *Lord of the Flies* is about a group of school boys that crash-land on an island and somehow they survive. As a reader, we don't know how they manage to survive but they do, miraculously. They start to find more people on this island and form a tribe. Ralph is the main protagonist. He's serious and always goes on about a conch that no one cares about other than Piggy his friend. Jack is a hunter who loves to hunt animals for him and the tribe. Jack and Ralph split into two tribes because they had an argument, leaving the others to decide who they wanted to be with. Later on in the book the twins, Sam and Eric, claim to have seen a monster however, it was just a dead rotting corpse hanging from the tree in his parachute. Piggy gets crushed by a rock and then, a few pages later, two characters end up dying because of fear and tension between the two tribes. Ralph's main job is to keep the fire lit and one evening Ralph spots a boat in the horizon, the fire is seen from the boat and comes and saves them at the last minute.

My favourite part of this book is when Piggy dies, because when Piggy dies all the pressure and stress is thrown at Ralph and then Ralph blames himself although it's not his fault.

Star rating (out of 5): * * *

***THUG* –Angie Thomas. Review written by Thomas Byron, 9DRS.**

THUG is a book I have recently read with my tutor group. The main character, Starr, has been through a lot including racism from a close friend, to watching two close friends, Natasha and Khalil, getting murdered. Starr gives an interview to the police about what happened on the night of Khalil's death. She remembers the officer's badge number – 115. She is then asked to testify to the grand jury.

Her father, Maverick, wasn't there for most of her childhood as he was in prison. So her Uncle Carlos, who is a colleague of officer 115, had to be the father figure Starr needed whilst growing up. Will officer 115 be found guilty? You'll have to read *Thug* to find out...

I enjoyed reading *THUG* because of the plot. I found it easy to understand, as it is modern and covers topics relevant to today, such as Black Lives Matter and what makes up a person's identity.

Star Rating (out of 5): * * *

***I Am David* – Anne Holm. Review written by India Johnson, 8PBL.**

I recently read *I Am David* in tutor time. It is about a boy named David, aged twelve, who grew up in a concentration camp during World War II. We are not told a lot about his past but this is slowly uncovered during the story.

The book starts with David talking with one of the guards, whom he has befriended, about his plan to escape. This guard tells David he has some provisions for him hidden away in a tree. What are these provisions you may ask? They include a compass, a loaf of bread and a mysterious letter. The guard then tells David he must head north towards Denmark. The contents of the letter is not revealed until the end of the story!

If I am honest, this was not my favourite book as it is not the genre I would usually turn to. However, I enjoyed the twists and turns of David's troubled life and appreciated how difficult life can be. I think this book was well written with a good plot and a satisfying ending and made me think about the difficulties of life. This book reminds me of a book I read previously called *The Boy in the Striped Pyjamas*.

Star rating (out of 5): * * *

***Mud, Sweat and Tears* – Bear Grylls. Review written by Ayesha Phillips-Venna, 7BFR.**

Mud, Sweat, and Tears is an autobiography of Bear Grylls' life. In the book, you will find different experiences that happened to him over the years as an adventurer and explorer. A few examples of this are: his SAS selection; the time he broke his back in a parachuting accident and then how two years later (at the age of 23) he climbed Mount Everest. I enjoyed this book because it was thrilling to go through all the adventurous accidents and near-misses he had whilst on all these expeditions. Even though it is an autobiography, it is quite different to what I would usually read but how it was written which kept me fascinated. Two good things about this book is the fact that it was written in first person which made me feel linked with the events that happened throughout his survival expertise career. Another good thing that made this book more interesting were the photos because it was nice to hear the descriptions but to see the photos were funny and made it easier to picture what was going on.

Star rating (out of 5): * * * * *

A journey through humanities...

Hello, my name is Mr Brookland, and I am the Head of Humanities at Henley Bank High School. I oversee the subjects of ancient history, history, geography and religious studies. It has been an excellent term for our students, who have revelled at the differing topics and content we have to offer them.

Year 11 historians and geographers have been working tirelessly towards their GCSEs and we are extremely proud of them all after their recent round of Pre Public Examinations. The historians have been learning about Weimar and Nazi Germany and life in the American West. Whilst, the geographers have been studying urban issues and challenges and development. Students are enjoying the content being taught and are continuously applying their knowledge to exam style questions, to foster the positive mindset they will need for their summer examinations.

Year 10 are continuing their journey through GCSE History and Geography. The historians in Year 10 are also looking at life in the American West, focusing on early settlers in the West

and the development of the plains. The geographers are looking at geography with a physical perspective currently, looking at river and coastal landscapes. This includes the natural processes and landforms that are created, as well as the human interactions we have with river and coastal environments.

Year 9 are enjoying their last year of Key Stage 3 and will be forming their judgments on which options to pick later in the year. As the Head of Department, I hope to see many students taking at least two humanities subjects into next year (history, religious studies, geography). Year 9 students have been learning about healthy relationships in religious studies. Year 9 historians have been looking at changes in Britain across the 20th Century and Year 9 geographers have been learning about tectonic hazards.

Year 8 have made an excellent start to their second year of studying individual humanities subjects. Students have been looking at the practices and beliefs of Islam in religious studies. The Year 8 historians have been looking at the British Empire, studying the impacts it had

on African countries, The USA and India. Year 8 geographers have been looking at coastal erosion and management of the fastest eroding coastline in Europe; the Holderness coastline in eastern England.

Year 7 have settled in well to life at Henley Bank High School and are enjoying their learning across the humanities subjects. Students have been learning about overall beliefs about God and the practices and beliefs of Sikhism. Year 7 historians have been learning about how Britain changed since the Year 0 and are now studying the Norman Conquest, unpicking the contenders to the throne and the battles that occurred during this time period in Britain. The geographers have been studying global biomes, with a focus on the hot deserts and are now studying population changes across the world.

Finally, students in Year 7 to 9 have been extremely fortunate to learn about Ancient Greece and Ancient Rome. They have been studying society, religion and ways of life during these ancient times.

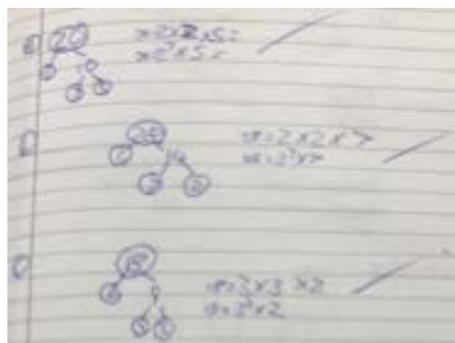
Mr Brookland, Head of Humanities

Students tackle challenging concepts in maths

An excellent term in maths, with all of our students taking on some really challenging concepts. Delighted that we are ranked second out of approximately 1900 schools that use Hegarty Maths – a truly outstanding effort from all the students across the school, well done!

Year 7 – Miss Bowden's class

In Year 7 this term, we have been learning about prime factorisation using prime factor trees, as shown in Cody's excellent work.

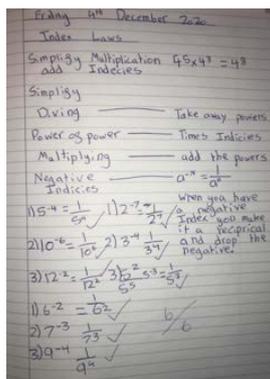


We went on to use prime factorisation combined with Venn diagrams to find the highest common factor and lowest common multiple of two numbers, below is an example of Aaliyah's fantastic work.



Year 8 – Ms O'Connell's class

Miss O'Connell's class have been exploring index laws; here is an example of Sharjeel's awesome work:



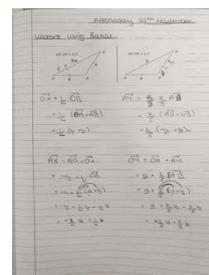
Year 9 – Miss Saltmarsh's class

Miss Saltmarsh's class have been exploring Same Surface Different Deep (SSDD) understanding problems to show off their knowledge of percentages.



Year 10 – Miss Lee's class

Year 10 have developed their knowledge of vectors to solve advanced GCSE-style problems involving midpoints and ratios. Here is an example of Amelie's excellent work.



Mr Partridge, Head of Maths

Subject review: English

'*Marley was dead, to begin with.*' When Year 10 students opened up their copies of *A Christmas Carol* this term, they were greeted by Dickens establishing this fact; a fact that the reader needs to understand otherwise the story will not have the desired effect, one of social change. This term, the Year 10s have understood this fact and have begun to unpick the messages that Dickens is conveying to the reader – ones of hope, responsibility, forgiveness and the Christmas spirit. Their critical thinking skills has also allowed them to look at a collection of unseen poetry, and begin to formulate essays.

It was this time last year that our current Year 11s began to analyse the characterisation of Tiny Tim, and whilst we have been completing some revision sessions on this classic, they have not only fully annotated and analysed *Macbeth* but developed their poetry skills and revised how to complete Language Paper 1. Their approach to the PPEs has not been met with a Scrooge-like manner, but rather with eagerness and excitement. This attitude is clearly reflected in their results.

Dickens's messages about humanity are timeless, and it's these messages about what it means to be human that are very much embedded in our KS3 curriculum, which Year 7 to 9 have been following since September. In Year 7, they have started with origins and looked at wonderful Greek myths ranging from Theseus and the Minotaur to Prometheus, learning that actions have consequences and that we have a sense of responsibility to ourselves and others. Lately, their focus has been on the seven story types and this has allowed them to hone their analytical and creative writing skills.

In Year 8, they have been exploring the fear of the unknown by reading and studying a range of American gothic, Victorian gothic and romantic texts. Running through this unit is the question: why do we fear the unknown? Unlike Scrooge, who fears poverty or the inability to change, the students have explored, through analysis and non-fiction writing, that religion, the supernatural and society all have a role of play in order to answer this question.

Facing the darker side of humanity, Year 9 students have been immersed in the Conflict unit. They have studied the play *Journey's End*, along with a range of war poetry. Both of which have allowed the students to understand the wider implications of fighting and allowed them to share their own opinions and insightful ideas as to what each writer/playwright/poet is writing about – whether this is through essays or creating non-fiction/imaginative texts.

Miss Acland, Head of English

An update on sports at HBHS

Well, I can't believe we have reached Christmas already. Whilst everything is very much different to how we expected 2020 to be, for us in PE it really has been strange times. We have missed seeing everyone at Legacy clubs and having our normal fixtures, and we really hope to be able to have our clubs back in January.

From a curriculum point of view, everyone has been fantastic. Typically, the autumn weather thought it would try and test us a bit, but our students' resilience to be outside, in the water or on a trampoline (in what felt like outdoor conditions) doesn't cease to amaze me. Their progress is undeniable, and with listening to staff about how to constantly improve, we are certainly going to have some very talented individuals in the future.

We have also seen a few students get to try out our new trampettes for bounce fit. A thoroughly enjoyable lesson taken by Miss Rawlings; and the students have signed her up for some lessons before Christmas. We hope to implement this more into the new year so that more students can access this.

As we all know, January into February tends to be the coldest time of the year. If you haven't already, please look to purchase some underlayers available from the school shop. We also have a few of our charity bobble hats available through Parent Pay. Other developments with regards to an outdoor layer will be released in the new year. We have listened hard to all our students and hope what we are planning will suit everyone, we are also very excited to see it – watch this space.

Finally, I am delighted to be able to introduce our sport ambassador team. After a rigorous, and I have to say really difficult decision to choose just six, they are: Jessie, Sapphire, Blake, Mia, Sharjeel and Finlay. Congratulations to them all, and well done to everyone for having the confidence to apply for these roles.

Mrs Cuke, Head of PE

KEY DATES

Monday 4th January – Staff inset day

Tuesday 5th January – All students return

Thursday 14th January – Year 11 post-16 FAQ evening*

Monday 11th January – Year 11 Sports Studies GCSE Exam

Monday 1st February – Year 11 Enterprise GCSE Exam

Thursday 4th February – Year 9 options evening*

Friday 5th February – Year 11 Health and Social Care GCSE Exam

Friday 12th February – Students finish school for February half term

*- these events are likely to be virtual due to 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.

Please see below a link to the Trussell Trust, which has been our charity focus this half term:

www.trusselltrust.org.uk

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

W: www.henleybankhighschool.co.uk

Facebook – @henleybankhighschool

Twitter – @henleybankhigh

Henley Bank High School
Mill Lane,
Brockworth,
Gloucester, GL3 4QF

T: 01452 863372

E: admin@henleybankhighschool.co.uk