

KEEP IN TOUCH



Chenderit School
Aim High, Work Hard, Be Kind

HEADTEACHER'S MESSAGE

Welcome to the latest edition of our Keep in Touch (KIT) newsletter. As we settle into the rhythm of the autumn term, I want to share a few thoughts on what makes learning at Chenderit School so rewarding, and highlight three foundational pillars that support our students' growth every single day.

First, there is nothing quite like watching our newest students find their voice and build connections. This week, we hosted our very first Year 7 Reading Breakfasts. It was a complete joy for members of the senior leadership team to sit down with our Year 7s, share a pastry and strawberries, and talk through their favourite books. Seeing our youngest students speak with such passion about their reading journeys reminded us of the transformative power of literacy. Reading is not merely an academic skill; it is the key that unlocks imagination, empathy, and critical thinking across every subject we teach. Encouraging a habit of reading at home—even for just fifteen minutes an evening—makes a profound difference.

Second, for all these wonderful opportunities to take root, students need to be here with us. We often speak about the importance of attendance, but it goes beyond simply being recorded in the register. It is about being present in school, and fully 'present' in the classroom—ready to engage, ask questions, and collaborate with peers. When students miss school, they miss more than just lesson content; they miss the social connection, discussion, and momentum that build confidence. Every day in school counts towards creating a sense of belonging and ensuring no student falls behind in their learning.



Finally, we believe strongly in fostering creativity and personal growth through music. Learning a musical instrument is one of the most rewarding commitments a young person can make. Beyond the pleasure of making music, playing an instrument builds discipline, resilience, and memory, while boosting mental well-being and academic focus. We are immensely proud of our vibrant Music Department and want every student who wishes to learn an instrument to have that opportunity. If your child is interested in starting instrumental lessons, please reach out directly to Mr Ledger in the Music department, who will be delighted to guide you through the available options and get them started.

Thank you, as always, for your continued partnership and support. Together, by prioritising reading, daily attendance, and rich co-curricular experiences like music, we ensure every student at Chenderit thrives. Enjoy reading the rest of this edition of KIT!

Mr C Billings



Safeguarding at Chenderit School

**RISK
AWARE**

SAFEGUARDING IS EVERYONE'S RESPONSIBILITY

If you have concerns about the safety or wellbeing of anyone in our community during school hours, please contact the school using the following contacts:

Telephone: 01295 711 567 - please ask to be put in touch with a Designated Safeguarding Lead (DSL)

Email: safeguarding@chenderit.net

Chenderit's Designated Safeguarding Leads:



Billy Belstone

Deputy Headteacher: Behaviour
and Pastoral Designated
Safeguarding Lead



Jan Hooper

Safeguarding and
Welfare Manager
Deputy Designated
Safeguarding Lead



Allison Smith

Deputy Safeguarding
and Welfare Manager
Deputy Designated
Safeguarding Lead



Holly Millan

Head of Sixth Form
Deputy Designated
Safeguarding Lead

If you have a safeguarding concern outside of school hours and you feel that someone is at immediate risk, or if you do not receive a response during school hours from a DSL, please contact the appropriate emergency service by calling 101 or 999 in an emergency. The following contacts can be used in Northamptonshire and Oxfordshire if needed:

Northamptonshire:

- Multi Agency Safeguarding Team (Social Care): 0300 126 7000 (option 1)
- Out of Hours Emergency Duty Team (Social Care): 01604 626 938
- Early Help Team (Social Care): 01604 365 955 / partnershipadvice@nctrust.co.uk
- West Northants Designated Officer (DO): LADOConsultations@nctrust.co.uk

Oxfordshire:

- Multi Agency Safeguarding Team (Social Care): 0345 050 7666
- Out of Hours Emergency Duty Team (Social Care): 0800 833 408
- Local Authority Designated Officer (LADO): 01865 810 603 or email: lado.safeguardingchildren@oxfordshire.gov.uk
- Local Community Support Service (LCSS) North: 0345 241 2703

The following numbers may also be able to offer support:

- NSPCC Helpline: 0808 800 5000
- Childline: 0800 11 11

If further support is needed, particularly in relation to managing wellbeing, more details and contact information can be found on our Safeguarding and Wellbeing page of our website [here](#).

Contact Information Changes

If any personal or emergency contact details for students, parents or carers change, please inform Nicola Barlow, our Data and Examinations Manager, immediately by clicking [here](#).

A MESSAGE FROM THE CHAIR OF GOVERNORS



We are currently seeking new governors and would be keen to meet you if you feel you would like to join our Governing Body. We encourage **applications from all backgrounds, communities and industries**, and are eager to have a diverse Governing team, made up of different experiences and skills.

Our school's Governing Body is made up of parents, staff and community members. We are all volunteers who work together for the benefit of Chenderit School.

As part of our succession planning, we are currently looking for new Governors and would be delighted to hear from anyone who has:

- an interest in the performance of our school
- an open and enquiring mind
- the ability to look at issues objectively
- the confidence to ask questions and join in debate
- a willingness to listen and make informed judgements
- the ability to work well with others
- time to spare
- a background in finance and/or accountancy

What is the Governing Body's Role?

The Governing Body of our school has three key functions:

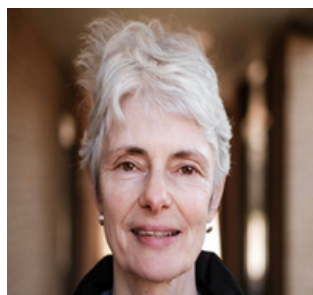
- To maintain our clarity of vision, ethos and **strategic direction**
- To oversee the **financial performance** of the school and make sure our money is well spent
- To engage with the Leadership Team on the **educational performance** of the school and its students

What can we offer?

- A chance to develop skills in strategic leadership and management
- A role that supports **continuing professional development**
- The ability to engage with students, staff, parents and the school community
- The opportunity to address a range of education issues within the school (e.g. disadvantaged pupil performance, staff workload and teacher recruitment)
- The opportunity to approve budgets and decide how money is best spent
- The chance to sit on panels and make decisions about a range of matters including student exclusions and staff employment matters

As well as preparing for and attending meetings, governors are also asked to look at specific areas of the school's work in more detail. To help support governors, everyone has access to further training to help build on existing skills or to develop new ones.

Being a school governor is a challenging but hugely rewarding role. If you would like the opportunity to make a real difference to the young people of Chenderit School, give something back to your local community and use and develop your skills in a board-level environment, please contact Mrs Jo Davies jdavies@chenderit.net (01295 711567 ext 216) in the first instance.



Sophie Wilson

I am Chair of Governors and sit on the Resources and Student Families and Communities committees. I joined the governing body in 2018 as a parent governor when my daughter was at Chenderit. Since she left, I have continued to support the school as a community governor.

My professional background is in arts management. I have worked for a wide range of organisations, including the Barber Institute of Fine Arts at the University of Birmingham, Rambert Dance Company and Shakespeare's Globe. Becoming a school governor has enabled me to share my work experience and also to acquire new knowledge and skills. Not surprisingly, I am a passionate advocate of the teaching of arts subjects in schools and I love to hear about Chenderit alumni who are pursuing careers in the creative industries.

I am also a Trustee of Sulgrave Manor and Treasurer of the Friends of the Heseltine Gallery, which I help to run as a community art hub for artists, creatives and students.



Liz Cooper

I am joint Vice Chair and sit on the Resources Committee. I joined as a Parent Governor in April 2023 and have two daughters at Chenderit (Year 10 & Year 12).

My vision is for all pupils to achieve their full potential, be taught by quality and well supported staff, and for the whole school community to thrive in a happy and safe environment.

I am currently a Senior Commercial Manager for one of the 'Big 4' Consulting firms. My professional career experience spans HR; Training & Development, Internal Recruitment, Project Management and strategic Procurement & Category Management. I aim to bring my professional perspectives and knowledge, as well as my experiences as a parent of the school, to positively contribute to the governing board.



Simon Leibling

I am a joint Vice Chair, community governor and a member of the Full Governing Body and the Resources Committee. I became a governor in November 2023. Both my children have attended Chenderit School and have now left - one has graduated from the University of Exeter and the other has graduated from the University of Bath. My wife is a Pastoral Support Manager at Chenderit School and has been working with students for over 14 years.

I became a governor to give something back to the school and to allow me to bring some of my work experience to the Governor group. I am looking forward to getting more involved with helping the school to achieve its targets and deliver great education to all its pupils.



Janette Capehorn

I joined as a parent governor in January 2023 and sit on the Students, Families and Community committee. I have a daughter in year 10 at Chenderit, my son also completed his school years here. Having worked in Apprenticeships and Training for over 20 years I have a passion for developing young people's skills and confidence to give them the best start in life. I'm hoping my experience can help support and contribute to the success of the school.



Henderson Downing

I joined as a parent governor in November 2023. I am currently Joint-Chair of the Teaching & Learning Committee.

My professional background is in higher education and local government. I work for West Northamptonshire Council, managing the public libraries in the South Northants area. I am also an A- Level Examiner for Pearson. For ten years I was a Lecturer in English Literature at London South Bank University and at Birkbeck, University of London. As a governor, I aim to utilise my skills and experience to help shape and support the strategic direction of Chenderit School so that it continues to develop and thrive for the benefit of students, staff, and the wider school community.



Born and brought up in Cornwall, since 2010 I have lived a few miles further from the sea in Middleton Cheney. As a firm believer in lifelong learning, I'm fortunate to have a daughter in Year 10 who teaches me something new every single day.



Tyler Jeffs

I became a governor in early 2024 and sit on the Resources committee.

My professional background is in accounting and I specialise in Charities, non profits and Academy Trusts providing expert advice to a range of clients in the sector.

Since early 2022 I have sat as a Trustee on a 4 School Academy Trust based out of Twickenham but with schools in Didcot. I am currently the chair of their Operations and Finance Committee. Locally I am also very heavily involved with the Royal British Legion, being the chair of the village branch and Scouting where I am Deputy District Commissioner for the South Northamptonshire area.



Jacqueline O'Neill

I will be joining Chenderit School as a Parent Governor in early 2026, bringing over 24 years of experience at Elsevier, part of RELX global organisation. My background includes technology delivery, vendor management, software testing, and project management, with a focus on delivering reliable outcomes. I'm used to managing risk, working with data, and aligning stakeholders — skills that translate well into effective school governance.

My son joined Chenderit in Year 10 after moving from another local secondary school and is now in Year 12 studying A-levels. Seeing how excellent teaching, mutual respect, and a nurturing environment helped him thrive motivates my commitment to supporting the school community.

I bring a straightforward, solutions-focused approach and a strong belief in fairness and transparency. On a personal note, I have a dry sense of humour, a strong sense of justice, and a serious relationship with tea. Outside work, you'll find me baking or standing on the side of a cold rugby pitch.



Dr Kristopher Reeder

I am proud to have been appointed a governor at Chenderit School in 2026 and intend to work hard to ensure that Chenderit School develops into a vibrant, diverse and inclusive community where everyone is empowered to become change makers within a respectful and dynamic environment.

I am a highly experienced music teacher/leader/teacher trainer, nationally recognised Jazz pioneer / professional bass trombonist, academic researcher and committed NEU Rep. I am passionate about music and arts and believe that a strong, diverse, well funded arts provision in schools is an essential part of developing a diverse, healthy and creative society. I also believe that every child can find their creative voice and that all schools must work relentlessly to ensure that this becomes a reality.

I hold a Ph.D in Bass Trombone improvisation which was awarded following the submission of a ground breaking body of sound work. I have 2 daughters who attend Chenderit School and I live in Middleton Cheney.

I sit on the teaching and learning committee. I enjoy trying to solve extremely complex problems.





Billy Belstone

As part of the Chenderit teaching staff, I sit on the board of governors as a staff governor and the Leadership Team link to the Students, Families and Community committee. I have been teaching Geography since 2012 after graduating from the University of Southampton, and I have taken on many different roles in middle and senior leadership positions over the past ten years such as Head of Department, Head of Sixth Form and Assistant Headteacher.

I am currently the schools Deputy Headteacher in charge of pastoral work and behaviour, and the experiences I have gained in each of these roles have given me a good insight into many areas of the school community, which helps me to contribute to discussions and forward planning.



As I have previously said, I work as the Leadership Team link to the Students, Families and Community committee, and we discuss a variety of issues in regards to students such as achievements, behaviour, wellbeing and safeguarding, as well as the support we give to families and the wider community to keep students safe and well prepared for life in modern Britain.



Joanne Dowden

I've been a school governor since September 2014 and serve on the board of governors as a staff governor. I am Head of Year 11 and I teach A level and GCSE Business Studies. In addition to supporting the Full Governing Body, I serve on the Teaching and Learning subcommittee having supported the work of our Student, Families and Community subcommittee for the past 10 years.

As well as being a governor and teacher at Chenderit, I am a Mum to three daughters, all of whom have attended Chenderit School.

Prior to Governance and Teaching, previous roles include managing a youth and community centre, holding the position of DSL and child protection manager and Senior community development worker.

My passions are realised through the development of purposeful relationships, enabling our positive community culture and ethos and securing clarity about our vision and strategic direction.

I am a proud member of team Chenderit and look forward to continuing to serve our school community this academic year.





Tony Vickers

I am delighted to become a staff governor for the first time and look forward to the role and making a positive contribution to the governance of the school.

I am Head of PE/PD and responsible for school sport. I first joined Chenderit School in September 2001 fresh from 4 years in Leeds at University, my initial intention was to complete my induction year to become a fully qualified teacher and maybe move back up north after- I'm still here! The school has been both my place of work and passion for over 20 years now, I have taught 1000's of young people & am now teaching their young people which makes me feel very old with each new Y7 intake.

I am an aging but active sportsperson who still plays cricket and have worked consistently towards Chenderit School achieving the highest Gold standard as recognised by the Youth Sport Trust for our PE and School Sport offer in the last year.

I will sit on the Students, Families and Community committee and use my experience and day to day insight to ensure that our mission statement is aspired to for all, working towards building lasting wellbeing for all stakeholders in our community.



SCHOOL NOTICEBOARD



Term dates have now been agreed:

Term Dates 2027-2028



Chenderit School
Aim High, Work Hard, Be Kind

Term Dates 2027 - 2028

September 2027							
Wk	Mo	Tu	We	Th	Fr	Sa	Su
35			1	2	3	4	5
36	6	7	8	9	10	11	12
37	13	14	15	16	17	18	19
38	20	21	22	23	24	25	26
39	27	28	29	30			

October 2027							
Wk	Mo	Tu	We	Th	Fr	Sa	Su
39					1	2	3
40	4	5	6	7	8	9	10
41	11	12	13	14	15	16	17
42	18	19	20	21	22	23	24
43	25	26	27	28	29	30	31

November 2027							
Wk	Mo	Tu	We	Th	Fr	Sa	Su
44	1	2	3	4	5	6	7
45	8	9	10	11	12	13	14
46	15	16	17	18	19	20	21
47	22	23	24	25	26	27	28
48	29	30					

December 2027							
Wk	Mo	Tu	We	Th	Fr	Sa	Su
48			1	2	3	4	5
49	6	7	8	9	10	11	12
50	13	14	15	16	17	18	19
51	20	21	22	23	24	25	26
52	27	28	29	30	31		

January 2028							
Wk	Mo	Tu	We	Th	Fr	Sa	Su
52						1	2
1	3	4	5	6	7	8	9
2	10	11	12	13	14	15	16
3	17	18	19	20	21	22	23
4	24	25	26	27	28	29	30
5	31						

February 2028							
Wk	Mo	Tu	We	Th	Fr	Sa	Su
5		1	2	3	4	5	6
6	7	8	9	10	11	12	13
7	14	15	16	17	18	19	20
8	21	22	23	24	25	26	27
9	28	29					

March 2028							
Wk	Mo	Tu	We	Th	Fr	Sa	Su
9			1	2	3	4	5
10	6	7	8	9	10	11	12
11	13	14	15	16	17	18	19
12	20	21	22	23	24	25	26
13	27	28	29	30	31		

April 2028							
Wk	Mo	Tu	We	Th	Fr	Sa	Su
13						1	2
14	3	4	5	6	7	8	9
15	10	11	12	13	14	15	16
16	17	18	19	20	21	22	23
17	24	25	26	27	28	29	30

May 2028							
Wk	Mo	Tu	We	Th	Fr	Sa	Su
18	1	2	3	4	5	6	7
19	8	9	10	11	12	13	14
20	15	16	17	18	19	20	21
21	22	23	24	25	26	27	28
22	29	30	31				

June 2028							
Wk	Mo	Tu	We	Th	Fr	Sa	Su
22				1	2	3	4
23	5	6	7	8	9	10	11
24	12	13	14	15	16	17	18
25	19	20	21	22	23	24	25
26	26	27	28	29	30		

July 2028							
Wk	Mo	Tu	We	Th	Fr	Sa	Su
26						1	2
27	3	4	5	6	7	8	9
28	10	11	12	13	14	15	16
29	17	18	19	20	21	22	23
30	24	25	26	27	28	29	30
31	31						

August 2028							
Wk	Mo	Tu	We	Th	Fr	Sa	Su
31		1	2	3	4	5	6
32	7	8	9	10	11	12	13
33	14	15	16	17	18	19	20
34	21	22	23	24	25	26	27
35	28	29	30	31			



Inset Day



School Holiday



Bank Holiday

YEAR 8



Welcome to Year 8!

A Message from Your New Head of Year

I am delighted to introduce myself as your new Head of Year 8. It has been fantastic getting to know the year group over the past few weeks, seeing them settle into their new routines with enthusiasm, ambition, and energy. My priority this year is to ensure every student feels supported, inspired, and empowered to reach their full potential, both academically and personally.



What We've Been Learning in Tutor Time over the last few weeks

Our tutor time programme is already off to a brilliant start, focusing on key themes that help our students grow as responsible citizens and well-rounded individuals:

- **Democracy:** Exploring how our voices matter, how decision-making works, and the importance of active participation in our community.
- **Online Safety:** Equipping students with practical tools and knowledge to navigate the digital world safely and responsibly.
- **Healthy Relationships** (Coming Next Week): Looking ahead, sessions will focus on building positive friendships, understanding boundaries, and practicing effective communication

I've popped into each tutor group over the last few weeks and they have been engaged in lots of class discussions and asking lots of important questions, keep up the hard work!

YEAR 8



Star Performers: Top SIMS Points

A massive congratulations to our top achievement point earners across the year group so far! Your hard work, excellent attitude, and positive contributions to school life have set a fantastic example:

Student	Form	SIMS
Aaniya	8A	55
Ealee	8C	52
Francesca	8A	51
Avieana	8C	49
Simon	8A	49
Emelie-Mae	8B	46
Tilly	8C	46
Louie	8D	45
Eadie	8A	45
Isaac	8A	44
Esha-Bela	8A	43

Community Ambassadors: Year 6 into 7 Open Evening

We recently hosted our **Year 6 into 7** Open Evening, and I could not be prouder of how Year 8 stepped up to represent our school community. A high number of our students volunteered to support subject departments and staff throughout the night, acting as tour guides and subject helpers. Every single student involved showcased exemplary behaviour, polite manners, and incredible school pride. We had lots of feedback from parents who were shown round by tour guides, all the feedback highlighted how informative each student was across the evening. You were outstanding ambassadors for our school- thank you to each and every student who gave up their time to help make the evening such a success!

YEAR 11



Dear Parents and Guardians

I hope you and your family are well and that your child is looking forward to the year ahead as they begin their new journey in **Year 11**. We are delighted to welcome them back and to support them through this academic year, guided by our school values of **Working Hard, Aiming High and Being Kind**.

Our Year 11 tutor team has stayed the same, with the exception of 11A and 11C. 11A are now being supported by Mr Nick Marshall and Mrs Trudie Lester. 11C's tutor is Mrs Mary Maud who we welcome back from maternity leave. Starting Year 11 can bring both excitement and some challenging feelings. Please be reassured that this is entirely normal and our staff are ready to guide and support all students as they settle into new routines. As you are aware, your child's tutor is your first point of contact for any information you may need and if required, they can put you in contact with the appropriate member of staff.



Key Reminders for the Autumn Term

Arrival: Pupils should arrive between 8:25 - 8:35am via the pedestrian gate at the Main School Entrance. Tutor time begins promptly at 8:35am. [Here](#) is an overview of the school day.

Tutor rooms: These are listed on timetables. Students are expected to engage with the Tutor time programme as they do with all other lessons.

Drop-off: Please be aware Archery Road faces heavy congestion during school drop off and collection times. Please consider parking on the High Street and encouraging your child to walk to school along Archery Road.

Phones: Mobile phones must not be accessible during the school day. Pupils should not be bringing mobile phones into school. Here is a link to our [Personal Technology Policy](#).

Uniform & equipment: Please check timetables for PE requirements. Further guidance on uniform, jewellery and expectations can be found on the website. For ease of reference, [here is a link](#). Nose studs are not permitted in school, nor are false lashes, white socks or trainers.

YEAR 11



PD Curriculum in Year 11

This term, our Autumn programme will cover CV writing skills, Oracy and presentation skills, Online safety, Mock interviews and Careers guidance.

In line with Department for Education (DfE) guidance, our PSHE and Relationships, Sex and Health Education (RSE) curriculum helps students develop knowledge, skills, and values in areas such as:

- Healthy and respectful relationships,
- Democracy
- Online safety (Online Safety Act 2023), mental wellbeing, and resilience.
- Financial awareness, careers, and preparation for adult life.

All lessons are taught in a safe, respectful and inclusive way by their tutors. Parents are vital partners in this learning and we will share plans and resources where appropriate, to keep you informed.

Dates for your diary:

Ready, Set, Revise Information evening takes place on Wednesday 7th October. The evening is designed to provide you with; key information about academic milestones in Year 11 at Chenderit, an understanding of what makes revision purposeful and effective, a practical booklet to help guide revision over the next few weeks and half-term break and an 'about the exam' brief from our English and Maths subject leads, members of our wellbeing team, and representatives from local post-16 providers.

- Arrival for Talk 1: 5:15 PM for a 5:30 PM start. (You can book spaces for the most convenient time [here](#))
- Arrival for Talk 2: 6:15 PM for a 6:30 PM start.

Chenderit School **Sixth Form Open evening** takes place on **Thursday 19th November 2026**. More information to follow.

Term 1 ends on Friday 23rd October 2026.

In the meantime, please do not hesitate to contact your child's tutor with any questions you may have. Tutors will aim to respond within five working days.

With a busy year ahead, I am confident that every student will make the most of the opportunities Chenderit School offers. With this in mind, please can I encourage all Year 11 students to participate in at least one extracurricular activity on offer this year. Participation is not only a means to demonstrate the independent learning skills valued by universities and employers, but also offers individual students an opportunity to develop their own interests and enthusiasms. We hope to see all Year 11's taking part. Here is a link to this year's offer.

We look forward to celebrating their progress and successes in the months to come.

With kindness
Mrs Dowden - Head of Year 11

GEOGRAPHY



Year 7 are currently completing a unit of work called 'thinking like a geographer'. The unit looks at the skills the students will need to become good geographers. Last week, the students completed fieldwork in the village of Middleton Cheney. Prior to the trip, students were introduced to some key facts about the village and the three sites they would be visiting. Then during one of their lessons, they completed a variety of fieldwork techniques, including environmental quality surveys and place check surveys in the village



We were very lucky with the weather while out in the field. The students worked purposefully and completed their booklets to a good standard.

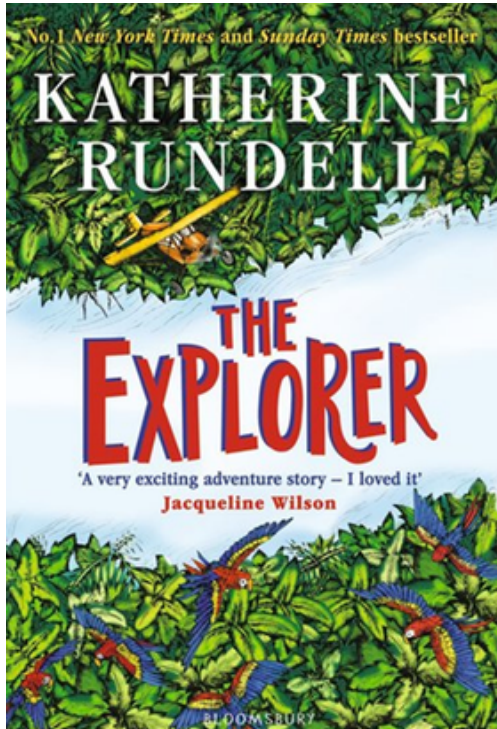
This week during lessons, the students have been analysing their results, and producing some extended pieces of writing summarising their findings and coming to a conclusion.



GEOGRAPHY



Key Stage 3 Geography Reading Corner



Fiction with geographical themes for young readers **The Explorer, by Katherine Rundell.**

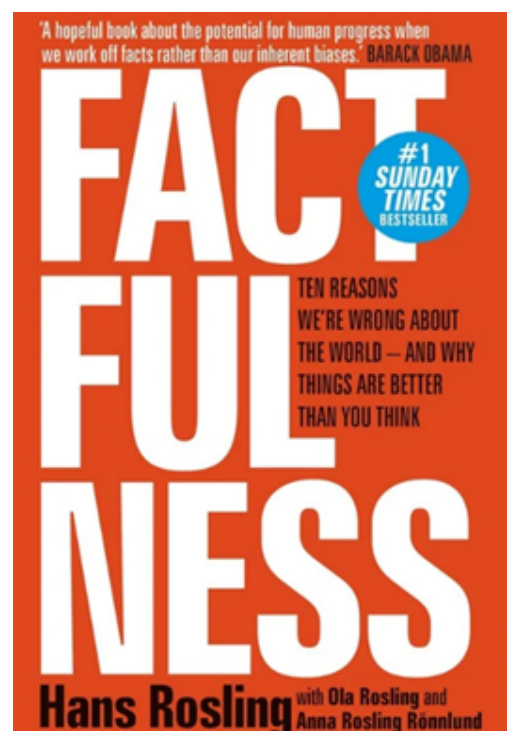
From his seat in the tiny aeroplane, Fred watches as the mysteries of the Amazon jungle pass by below him. He has always dreamed of becoming an explorer, of making history and of reading his name amongst the lists of great discoveries. If only he could land and look about him.

As the plane crashes into the canopy, Fred is suddenly left without a choice. He and the three other children may be alive, but the jungle is a vast, untamed place. With no hope of rescue, the chance of getting home feels impossibly small.

Except, it seems, someone has been there before them...

A Level Literary Focus: Factfulness: Ten Reasons Why We're Wrong About the World, and Why Things are Better Than You Think, Hans Rosling

A data-driven look at global development that dismantles outdated myths about "developed" vs. "developing" worlds by using ten instinctual biases that cloud our judgment. A highly relevant read as we begin our study of Health, Human Rights and Intervention in Year 13 and we explore how Rosling's ideas have influenced current understanding of, and approaches to, global development.





What can you do with a Geography degree?

Geography Career Focus: Flood Risk Manager



A Flood Risk Manager is like a real-life superhero for the environment. Their main job is to protect people, homes, and wildlife from the dangers of flooding. As our climate changes and we get more extreme weather, this job is becoming more important than ever! Their role may involve designing defences; mapping the danger; checking building plans; investigating storms; and educating communities to protect themselves from future flooding. To succeed in this area, you will need to combine your passion for geographical systems with problem-solving, an ability to use computer software programs, and teamwork. You can find out more about this career at the Environment Agency.

Year 9

It's been great getting to know our new Health and Social Care Year 9 students. So far we have studied the basic Health and Social Care content which the poster below shows.

It also helps provide person-centered care by making surcharge each person gets support that suits their individual needs and helps improve their wellbeing and quality of life.

Why and how is it important?



PIES

I - Intellectual: Focuses on cognitive functions like thinking, learning, remembering and communicating.



S - Social: pertains to relationships, family connections, friendships, and community involvement.



**PIES
&
LIFE STAGES**

Everything you need to
know about PIES,
and the different life stages



HEALTH & SOCIAL CARE



Life stages

The stages of life are:

childhood - (4-10)
the stage when children grow physically, learn new skills and become more independent

adolescence - (11-18)
a stage of puberty and rapid physical, emotional and social development

young adulthood - (19-45)
The stage when people often become independent, start careers and may form relationships or family

middle adulthood - (46-65)
The stage when people may experience changes in their career, relationships and physical health

late adulthood - (65+)
the stage when people may retire and experience changes in their physical health, independence and social life.

Examples of PIES

P - physical : growth, physical health, puberty, motor skills and physical abilities.
example: a teenager grows taller and develops stronger muscles

I - intellectual: learning, thinking, memory, communication and problem-solving.
example: a child learns how to read, write and solve maths problems.

E - emotional: feelings, self-esteem, confidence, independence and ability to manage emotions.
example: a teenager becomes more confident and learns to manage their emotions.

S - social: relationships, friendships, communication and interacting with other people.
example: a child develops friendships and learns how to cooperate with others.

Growth - growth is the physical change that happens to a person as they get older. It can be measured, such as changes in height, weight (mass), body shape and the size of different parts of the body. For example, a child may grow taller, gain weight (mass) and develop stronger bones and muscles during childhood and adolescence. Growth is mainly about changes to the physical size and structure of the body.

Growth and development

development - development is the change in a person's abilities, skills and behaviour as they grow and experience different stages of life. Development can happen in several areas, including **physical, intellectual, emotional and social (PIES)** development. For example a child may learn to walk and talk, develop problem-solving skills, learn to control their emotions and become better at making friendships. Development is therefore about what a person can do and how they change as a person, rather than how big they grow.

We have now moved onto learning the theory behind their first piece of Coursework - R035 Health Promotion Campaign (which is worth 30% of their final Health and Social Care Grade). Initially we are linking this to Smoking and after October half term we will study Obesity where we will look at

- 1 - How obesity can affect society
- 2 - What factors influence our society's health and wellbeing?
- 3 – Planning their Obesity Health Promotion Campaign
- 4 – Presenting their Obesity Health Promotion Campaign
- 5 – Evaluating their Obesity Health Promotion

HEALTH & SOCIAL CARE



Year 10

Year 10's are focussing on Task 1b of their Obesity Health Promotion Campaign. Once finished this piece of coursework is worth 30% of their final Health and Social Care Grade. This week Mrs Lester's class have moved onto researching the Barriers which stop people leading a healthy lifestyle

Task 1b – Choose your health promotion campaign

You need to produce information on your Obesity health promotion campaign.

You must include the following:

- Who the target audience is.
- An explanation of the factors that could influence the health and wellbeing of the target audience.
- An explanation of the barriers to leading a healthy lifestyle for the target audience.
- An explanation of the benefits of following the advice of the health promotion campaign on your chosen target audience: ☐ physically ☐ intellectually ☐ emotionally ☐ socially.

Below is the mark scheme that we will use once they have completed writing it.

Topic Area 2: Factors influencing health

MB1: 1–3 marks	MB2: 4–6 marks	MB3: 7–9 marks
Brief explanation of the factors that could influence the health and wellbeing of the target audience.	Sound explanation of the factors that could influence the health and wellbeing of the target audience.	Comprehensive explanation of the factors that could influence the health and wellbeing of the target audience.
Brief explanation of the barriers to leading a healthy lifestyle for the target audience.	Sound explanation of the barriers to leading a healthy lifestyle for the target audience.	Comprehensive explanation of the barriers to leading a healthy lifestyle for the target audience.
MB1: 1–3 marks	MB2: 4–6 marks	MB3: 7–9 marks
Brief explanation of the benefits of following the advice of the health promotion campaign on the chosen target audience in terms of PIES.	Sound explanation of the benefits of following the advice of the health promotion campaign on the chosen target audience in terms of PIES.	Comprehensive explanation of the benefits of following the advice of the health promotion campaign on the chosen target audience in terms of PIES.

If your work does not meet any Mark Band 1 criteria, you will be awarded zero marks for this task.

After completing this they move onto

Planning their Obesity Health Promotion Campaign

Presenting their Obesity Health Promotion Campaign

Evaluating their Obesity Health Promotion

HEALTH & SOCIAL CARE



Year 11

The year 11's are continuing to study their exam module. We are currently studying the Person Centred Values Topic Area. This week we have been looking at the benefit to service users of having the person-centred values applied.

Here is an example of the work produced

Benefits of service users of having person-centred values applied

Ensure standardisation of care being given; improves the quality of care being given to the service user:

The person-centred values provide clear guidelines of the standards of care that should be given, and this maintains quality of care. When service providers apply the person-centred values of care in their day-to-day work, they ensure that service users using health and social care services:

- Always receive appropriate care that meets their needs.
- Do not experience discriminatory attitudes.
- Have their diversity valued and their rights supported.



Maintain or improve quality of life for the service user:

Service users' rights, beliefs and preferences will be respected and their individual needs will be met. This ensures that the care they receive is beneficial in every way. For example, an occupational therapist carries out a home assessment of an older person with arthritis. As a result of this visit, various kitchen aids such as an easy grip knife and a special 'bottle and jar opener' are provided. These will enable the service user to continue preparing their own meals independently.



Support service users to develop their strengths:

Person-centred care ensures the service user is involved in decision making by discussing their care needs and then being given, for example, information about the different options that will meet their needs. The service user can then choose their care and have choice and control. They have rights to choice and consultation and support they prefer. This is enabling and empowering, ensuring the service user is at the centre of their care and has choice and control meaning their rights to choice and consultation are supported.





Benefits for service users

When person centred values are applied

Ensures standardisation of care and improves the quality of care -

- Maintaining the quality of care
- The appropriate care is given which meets their needs
- There are no discriminatory attitudes
- Diversity is valued and rights are supported



Improves the quality of life -

- Care received is beneficial
- Rights, beliefs and views will be respected
- Adapting care so it suits the needs of the individual
- Making sure the service user is at

the centre of their care



Supports the service user to develop strengths -

- Empowering the service user
- Making sure the service user is in the centre of their care
- Giving them choice and control over their care
- Supporting their rights to consultation and choice





KS5

Health and Social Care

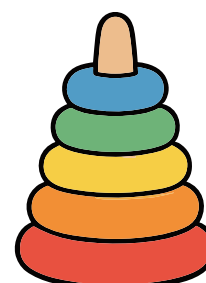
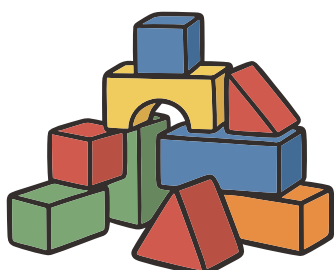
A very warm welcome to our new Year 12 cohort. Students are already diving into their external exam units, focusing on Anatomy & Physiology alongside the fundamental Principles of Care. In addition, they are starting Unit F092 (Person- Centred Care), where their coursework will challenge them to analyse case studies, evaluate local care services, and explore the crucial roles of various healthcare practitioners. We wish them the best of luck as they begin this exciting journey!

Our Year 13 students continue to thrive as they dive deeper into their coursework on Mental Health Conditions. As always, they are demonstrating outstanding commitment to their studies, and their written work showcases a high level of critical thinking, empathy, and professional understanding. We are incredibly proud of their continued dedication as they work toward their final goals!

Early Childhood Development

We are delighted to welcome our new Year 12 students as they begin their Childcare Development qualification! They have already hit the ground running by focusing on the core examination units set for the end of the academic year. Throughout these units, students will explore key areas of child development and learning, alongside foundational psychological theories. Crucially, they will also gain an in-depth understanding of child safety, covering essential safeguarding procedures and best practices to ensure children thrive in secure environments.

A huge congratulations to our **Year 13** students, who have successfully completed their external examinations! With exams behind them, they are now channelling their full focus into the final coursework component of the course. This term, students are diving into key areas of childhood research, investigating how various play models—from sensory and imaginative to active play—drive holistic child development. Their coursework challenges them to analyse how structured and unstructured play directly impacts a child's physical, cognitive, social, and emotional growth. Furthermore, students are developing their skills as critical researchers, evaluating established academic theories and learning how evidence-based practice shapes high-quality early years environments. We are impressed by their dedication as they pull together these final, high-level submissions!





Have YOU visited our latest exhibition?

Photographer artist Ingrid Pollard MBE's exhibition 'Response' continues to draw visitors to The Heseltine Gallery. It has been great to welcome Ingrid back to Chenderit: she was Artist in Residence at the school and has spoken about her fond memories of that experience.



Ingrid Pollard is one of the leading figures in contemporary British art, with work in public collections including Tate Britain, the Arts Council and the Victoria and Albert Museum, as well as exhibitions worldwide. She has played an important role in photography nationally and internationally since the 1980s, recognised by many international awards including Honorary Fellowship of the Royal Photographic Society in 2016, the RPS Centenary Medal and Hasselblad Award (both in 2024). In 2022, she was shortlisted for the Turner Prize, regarded as the most significant art prize in the UK. In 2023, she was awarded an MBE for her services to the Arts.

Chenderit students and staff will already be, perhaps unwittingly, familiar with her work, as she is responsible for the large image on permanent display in the school's lecture theatre. This abstract photographic image is actually part of a triptych, with the other two images owned by the British Embassy in Paris. It is interesting to consider all the important dignitaries and famous politicians who might have seen those other two images, and who probably wonder where the third image is located!

Born in Guyana in 1953, Ingrid grew up in London and now lives and works in Northumberland. Pollard is a multi-media artist, photographer, researcher and lecturer. We are very lucky to have her work in our gallery, and hope that as many members of our wider school community will take the chance to come and visit to see the work for themselves.

Response continues at The Heseltine Gallery until **October 18th**.

Open Weekdays 10am – 4pm

Sundays 11am – 3pm. **Admission is free.**



The Heseltine Gallery is a volunteer-run exhibition space that enables everyone in our community to access high-quality artwork first hand. If you have not already had a chance to come and see the work, please do.

HISTORY



Our **Year 7 history** curriculum follows English history chronologically from the era of the Anglo-Saxons forward to the end of the 1800s. An important part of being an historian is knowing where you yourself fit into the bigger picture. Therefore last week with Year 7, we were learning about how the history of Middleton Cheney fits into the story of England for the last 1000 years.

Students first started by making a chronological timeline of the key features of English history, split up into four periods: the Middle Ages, the Early Modern period, the Industrial period, and the 20th century. They then used what they learned about the ‘big picture’ to add details about Middleton Cheney’s history to their timeline.

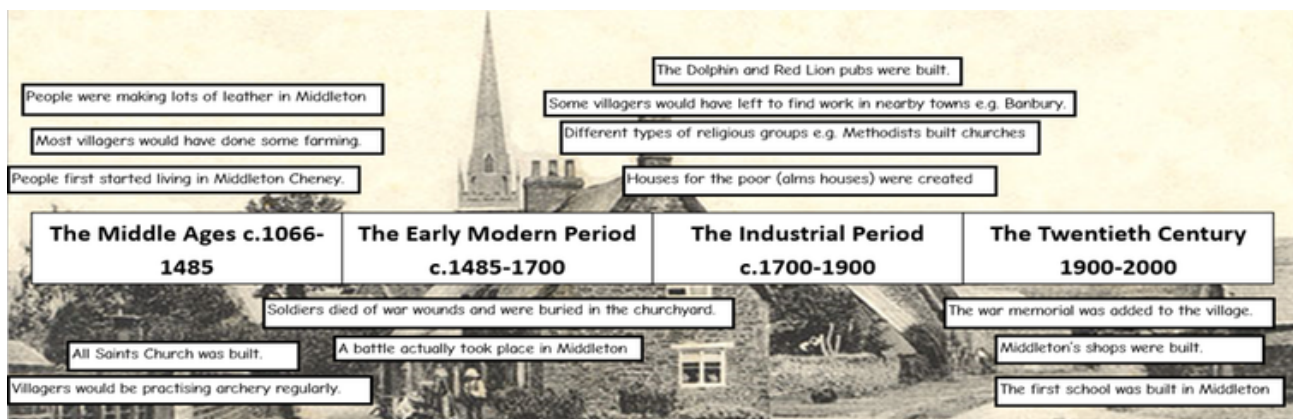
A-This period saw great technological improvement. New materials became available and this led to all sorts of new technologies being created. These helped us to travel further and faster and made our home lives easier. Goods became more widely available than ever before. The period also saw massive conflict across Europe. These were the bloodiest conflicts that the world has ever seen. Despite this, the population of England also increased drastically during this time. This meant that more schools, houses, doctors surgeries, shops and businesses were needed.

B-This was a time of great religious change and conflict. Henry VIII created the Church of England for the first time in 1533. Much of England became Protestant at this time, others wanted England to remain Catholic. This tension between different religious groups partly led to a war called the English Civil War. This was when two different groups, both from England, fought each other. Fighting took place all over England. At this time, ordinary life was very much the same as it had been for centuries. Most people still farmed, technology was broadly the same. Most goods were produced in people’s homes. Clothing was also very similar to what it had been in previous times. People were better educated though. More could read and write and the first schools for boys opened up.

C-Early in the period, people from Normandy in Northern France, led by William the Conqueror successfully invaded England. This was a time in which people were very religious. Nearly everyone followed the Roman Catholic faith. Nearly everyone went to Church several times a week. All villages had to have a church. Most people worked as farmers in this period. Even those that didn’t own, or rent, a farm would need to do some farming at important times of the year like harvest time. All men in this period could be required to fight in armies if called upon. This meant that they trained regularly. Lots of men would have enjoyed the training too. Technology in this time was limited by the materials available. Most of the technology was made from wood, leather and sometimes iron. Clothing was simple and usually made from wool, shoes would be made from felt (also wool) or leather. Later in the period, more people were able to afford colourful clothing (still made from wool). Most common English surnames emerge in this period. They were usually based on where people were from, the job they did or who their father was.

D-This period saw enormous change in the way that people lived and worked. Science and technology were developing rapidly at this time. Steam powered machines were used to drive heavy equipment in factories. These could produce goods much faster and cheaper than people could produce in their homes. Technology also made farming easier too. This meant that there were less jobs in the countryside and lots of people moved to towns and cities for work. Ideas changed a lot at this time too. People began to question religion and science became more influential. Because of this, new religious groups were accepted. People also began to see the importance of looking after the less well off more clearly. Charities and the government began to put things in place to help others. Travel also changed at this time. At the beginning of the period, most people travelled in stagecoaches pulled by horses or on foot. More pubs and inns were built to provide food and beds for these travellers. By the end of the period however, the railways had arrived. People could instead travel much faster on a steam-powered locomotive.

Below: An example of the timeline cards for Middleton that students create using the above cards for clues



HISTORY



After this, students then went on a history walk around the village to see what they had learned about. Here are some of the sites we visited, and the knowledge we learned:



All Saints Church was probably built in the 1300s. We discussed the importance of religion in the medieval period with students, and how beliefs about heaven and hell meant it was absolutely essential for people in Middleton to go to church. In addition, as almost everyone could not read and write, the church would be a source of news as normally the priests could read and write. You might also go to church for most of your parties and local festivals.

The Horton family mausoleum is also in All Saints graveyard. We discuss with students how influential the Hortons were in our local area. They were a notable family from Middleton Cheney who made their fortune making the elastic to keep stockings up in the 1800s. Mary Ann Horton was very philanthropic and gave to charity. She donated the money to build the Horton hospital so that local people could receive proper medical care.



The war memorial that most students go past each day on the way to school. Though we learn about the world wars in Year 8, we discuss the 39 men from Middleton Cheney who gave their lives in both wars and discuss Pals battalions, and how multiple generations of the same families could be killed (for example there are members of the Mold family killed in both wars).

We also go to the Alms houses. These are another endeavour of the Horton family. They were built to house older workers who worked for the Horton family. They had quite strict rules though- you could be kicked out for breaking curfew or drinking alcohol.



Well done for all the Year 7s for participating in the walk. An hour is not a long time to do a full village loop so we appreciate their good behaviour and listening skills!

MUSIC



It has been great to welcome students back to this new school year. Students are already well into rehearsals in MTS and MTS Band, and it has been lovely to see Year 7 students starting, or in some cases continuing, with their Keyboard work, with some attending Keyboard Club on a Wednesday Lunchtime. Keyboard Club is open to any Year 7 or 8 students who want to continue to work on their Keyboard skills.

New students are welcome to join us in MTS Band. We meet on a Wednesday from 3 until 4pm. The music choices are based on student ideas and the music is then arranged to suit all abilities and instruments. My thanks go to a number of MTS Band members who performed in the Music Block at the recent Open Evening, and to Jerzy in Year 10, who performed on the Piano for the evening.

Last year, Music Students in Year 9 (now Year 10) entered a Northamptonshire Composition Competition. Congratulations to Keira, the overall winner, and Sam, who received a commendation. Students were asked to compose Music to go along with a film from the Zoological Society London. The prizes were awarded right at the end of term, so this is the first opportunity for us to congratulate them. They received their prizes from Chris Jeffs, from the Northamptonshire Music and Performing Arts Trust.





MUSIC NMPAT

We continue to work with NMPAT for our Instrumental and Vocal lessons. If your child would like to have individual lessons, please get in touch with mledger@chenderit.net and I will send you the details. Further opportunities for valuable Ensemble experience can be found below at the Brackley Cheney Saturday Centre.

Brackley and Cheney Centre Timetable

Session 1 (9.15am-10.15am)		Session 2 (10.15am-11.00am)		Break	Session 3 (11.15am-12.15pm)	
Senior Orchestra	Hall	Junior Orchestra	Hall		Senior Jazz	Eyrie
Mr Planas	★	Mr Planas	★		Mrs Griffiths	★
Junior Strings	Rookery	Senior Strings	Rookery		Chamber Ensemble	Rookery
Mrs Mold and Mrs Hubble	★	Mrs Mold and Mrs Hubble	★		Mrs Hubble	★
Junior Woodwind & Brass	Drey	Senior Woodwind & Brass	Eyrie		Percussion	Nest
Mrs Griffiths	★	Mrs Griffiths and Mr Blake	★		Mr Wade and Mr Smith	★
Recorders	Aquarium	Art	Aquarium		Junior Drama	Hall
Mrs Conway	★	Mrs Conway	★		Mrs Conway	★
Ukulele	Aviary	Junior Guitar	Aviary		Senior Guitar	Web
Mr McGarry	★	Mr McGarry	★		Mr McGarry	★
Little Stars - Musical Mayhem!	Den/Lodge	Little Stars - Instrument Bonanza	Den/Lodge		Little Stars - Drama Fayre	Den/Lodge
Mrs Limb and Miss Limb	Age 3 to 7	Mrs Limb and Miss Limb	Age 4 to 7		Mrs Limb and Miss Limb	Ages 4 to 7
Rock!	Sett/Web/Nest	Rock!	Sett/Web/Nest			
Mr Wade and Mr Smith	★	Mr Wade and Mr Smith	★			
Beginner Woodwind & Brass	Drey	Piano/SEND lessons	Office/First Aid			
Mr Blake	★	Mrs Skinner	Mrs Watton			
		Music Room	Reception			

- ★ Open to anyone
- ★ Beginners up to Grade 3
- ★ Some experience required
- ★ Grade 3+



Centre Head: Janine Mold
(brackleycheney@nmpat.co.uk)

Staff: Mr Planas, Mrs Hubble, Mrs Griffiths, Mr Blake, Mrs Skinner, Mrs Conway, Mrs Limb, Miss Limb, Mr McGarry, Mr Wade, Mr Smith, Mrs Watton

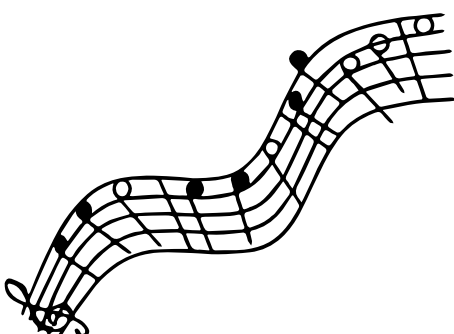
Date: Saturdays during term time, 9.15am to 12.15pm

Venue:
Bracken Leas Primary School
Brackley
NN13 6LF



Find out more and sign up by scanning the QR code or visit:

www.nmpat.co.uk/brackleycheney





RPE: How can artefacts help develop conversations in RPE?

Last week we were lucky enough to welcome our new families to the Year 6 Open Evening. As part of this evening we use a range of religious artefacts, symbols and images to help generate questions and to get students thinking.

This year, 2 artefacts created the most discussion. Each for very different reasons.

The Buddhist Prayer Gong



This gong is usually found on Mr Bonnett's desk and is always a conversation starter. In monasteries, gongs and drums mark the rhythm of the day, signalling dawn, dusk, meal times, and teaching sessions. Not only does the gong have a clear function, but the deep, sustained resonance of a prayer gong is meant to help clear mental distractions and induce a peaceful meditative state. Gongs are also a large part of Japanese culture and have strong links with Zen Buddhism.

The top questions this year were:

1. Who gets to sound the gong and is this a special role?
2. Would they ever change to a modern bell like a school?
3. Does the sound the gong make have any link to the 'Aum' sound used in Hindu and Buddha Dharma



Artefact 2: The Skeleton

This years big question was 'what makes us human'. This is a great way to engage our youngest learners as it encourages them to think beyond our bodies. Students decorated our desks with all their ideas and thoughts. Some of the top comments from this year that generated the most discussion from parents and students alike were:

What makes us human? Guilt

What makes us human? Attachments

What makes us human? Creativity

All of these answers showed a great understanding of how humans could be seen as separate to other animals. But, even better than this was the next wave of conversations. Have a look at the below and see if you can make this the next dinner table discussion:

- Can Artificial Intelligence (AI) ever be 'creative' like a human being?
- If we were going to tell an alien species what human beings were, what would we say?
- Are we the only life forms that have hope?

Weekly Message

Last week Chenderit opened its doors to prospective Year 7 students. It was a wonderfully positive evening that really showcased the best of our school community. In addition to our lower school students, a large number of Sixth Formers also assisted during the evening.

As Head of Sixth Form, it was one of my first opportunities to see our older students engage with the public. I felt really proud to see so many students being so helpful, whether guiding parents around the school, meeting and greeting families, and delivering refreshments. It was really encouraging to see a number of our new Year 12s taking part, which showed to me how well they have embraced the Chenderit community spirit and ethos.

Helping out on evenings such as this also counts towards the 30 hours of enrichment that Year 12 students need to complete before the end of the year. The vast majority of Year 12 students have now begun to engage with this process. A large number of students are helping out in lessons with younger year groups. Student should ensure that enrichment activity logs are signed off each time they complete one hour of enrichment activities.

Mrs H Millan

‘Opting in’

The Sixth Form team have been thrilled to see students in Year 12 and Year 13 opting in to all of the opportunities available within the Sixth Form. Many students have supported the open evening, supported younger students in lessons, joined clubs such as Model United Nations and supported charity events within the Sixth Form.

Thank you to everyone who has opted in to Sixth Form life!

Sixth Form Stars of the Week



**Archie Nunn
Roman Watts
Ava Scurr
Harriet Blake
Sophia Sneath**

Tutor time overview

The key theme for tutor time this week is Online Safety. Both year groups have been working hard in tutor time to investigate topics such as online fraud and deep fakes as part of their PD programme.

UCAS

This week we have been delighted to send off the first UCAS application!

We are looking forward to working with students on their Post 18 pathways whether that be university, apprenticeships or employment.

For those wishing to apply to university, once students have completed the payment a member of the team will be in touch to process the application.

Chenderit Sixth Form



OPEN EVENING

19 NOVEMBER 2026

Our Sixth Form Open Evening for prospective students takes place on Thursday 19th November this year.

It is always a brilliant evening where you see what makes our Sixth Form such a wonderful community.

CAREERS & WORK EXPERIENCE



Open Events – Book you place today!



ACTIVATE LEARNING
BANBURY AND BICESTER COLLEGE

4.30 - 7pm

Wednesday 7 October 2026

@ Banbury and Bicester College
banbury.activatelearning.ac.uk

at Banbury and Bicester College:
Wed 7 October 2026, 4.30 - 7pm
Sat 21 November 2026, 9.30am - 12pm

Visit our website for more information:
activatelearning.ac.uk



ACTIVATE LEARNING
CITY OF OXFORD COLLEGE

9.30am - 12pm

Saturday 17 October 2026

@ Oxford College
oxford.activatelearning.ac.uk

at City of Oxford College:
Sat 17 October 2026, 9.30am - 12pm
Wed 18 November 2026, 4.30 - 7pm



Moulton COLLEGE

Moulton campus Open Event

Discover what makes studying at Moulton College so special.

Saturday 14 November 2026 9am - 1pm



Stifford-upon-Avon College

4 NOV 2026

10:00am to 2:00pm

Main Entrance



WCG Royal Leamington Spa College Open Event -
Saturday 17th October 2026



MORETON MORRELL COLLEGE
part of WCG

Moreton Morrell College Open Event
Saturday 17th October 2026

CAREERS & WORK EXPERIENCE



ATHLETIC FOOTBALL ACADEMY
BRACKLEY

23 OCTOBER | OPEN DAY | RESERVE YOUR PLACE

COURSE IS EQUIVALENT TO 3rd A LEVELS
Level 3 Extended Diploma in Sport - Learners are assessed through coursework, projects, practical activities and real sporting environments - not just final exams.

EXPERT COACHING TEAM
Learn FA and UEFA Licenced coaches who are committed to supporting player development on and off the pitch and give players the tools to pursue their careers in football.

FOOTBALL TIMETABLE BUILT AROUND EDUCATION TO CREATE A FULL TIME COURSE
A full-time programme designed to balance your education and football, with dedicated time for training, fixtures and player development alongside your academic studies.

50% OF LAST YEARS STUDENTS PROGRESS TO HIGHER EDUCATION
Develop as a player without compromising your education or future career

SCAN TO SIGN UP TO FIND OUT DETAILS FOR OUR OPEN DAY

ACE TRAINING

Events Calendar

Key dates for 2026/2027

Open mornings
Interested in a career in construction? Drop in and see what ACE can offer you!
You can take a tour of our workshops, meet the team, and learn all about our apprentice and pre apprentice opportunities.
Check us out between 10am and 12pm on any of the following dates in 2026

2026
July 25th
August 22nd
September 26th
October 24th
November 21st

School Calendar Events

Year 11 Mock Interview Event:

Wednesday, 21 October
Attention Year 11 Students



Our annual Mock Interview Event takes place on Wednesday, 21 October. Visiting employers will be interviewing students to help build real world confidence and career readiness.

Action Required: All Year 11 students must have their CV completed on Unifrog by Monday, 5th October.

Quick Checklist:

- Log in at unifrog.org.
- Open CV / Resumé tool.
- Fill in your sections & click Save/Complete.

Need login help or guidance? See your Form Tutor or visit the Careers Office before Monday!

CAREERS & WORK EXPERIENCE



Year 10 Work Experience Launch Assembly

 **Date:** Thursday, 8th October

 **Location:** Lecture Theatre

 **Audience:** All Year 10 Students



The countdown to your Work Experience placement begins this week!

On Thursday, 8th October, Year 10 will attend an essential launch assembly introducing everything you need to know about finding, securing, and logging your placement for this academic year.

What We Will Cover:

- How to research and find placements.
- Using Unifrog to log and manage your placement process smoothly.

What Students Should Do Now:

- Start thinking about industries or careers you'd like to explore.
- Ensure you can log into your Unifrog account (unifrog.org).

Parents and guardians are encouraged to discuss potential placement ideas with students following Thursday's assembly!

Thank you from us - EKFB Careers into Construction Gala Success!

A huge well done and thank you to all our Year 11 students who attended the EKFB Careers into Construction Gala!

Our students represented the school brilliantly, demonstrating great curiosity and professionalism throughout the event. We received fantastic feedback across the board, in fact, many students were so engaged they didn't want to leave at the end of the morning! One student even shared that it was "the best school trip" they had ever been on.

A Massive Thank You to EKFB

We extend our sincere thanks to the team at EKFB for inviting us, hosting such an inspiring and hands-on event, and giving our students invaluable insights into the vast array of careers within the construction sector.

It was an incredible experience for everyone involved, and we already can't wait for next year's event!

That's all for this week,

Many Thanks, Mrs Williams

Careers and Learning Resources Co Ordinator



Oxford Online Maths Club - Weekly Livestream recordings available

What The Oxford Online Maths Club is a weekly livestream that is free, interactive, casual, and relaxed, and the livestreams are recorded so that you can watch back afterwards if you can't make it to the live broadcast on Thursday afternoons. Our regular host is Dr James Munro, and we often have current Oxford students answering questions in chat and appearing on the livestream to talk about maths. The club is mostly aimed at people about to apply to university or about to start a Maths course, but everyone's welcome. Whether you're the only person you know who's interested in mathematics, or if you're an entire sixth-form maths club looking for more maths content, we're here for you.

Who All students.

When Finished now, but plenty of recordings of the livestream and worksheets!

Links Available [HERE](#). No registration needed.

Oxford NHS Trust Research Project

What Oxford Health NHS Trust are currently recruiting young people aged 13-18 and without any diagnosed or suspected neurodevelopmental conditions for a research project evaluating a new Autism screening tool, the OVAAT (Oxford Virtual Autism Assessment Tool). Participation involves completing a short screening questionnaire and a 1-hour online appointment with a clinician, and participants receive a £10 Amazon voucher as a thank you for their time. We think this would be a great opportunity for young people to contribute to an innovative project aiming to improve mental health service provision and see the research process in practice.

Who young people aged 13-18 and without any diagnosed or suspected neurodevelopmental conditions.

When Now open.

Where Online.

Links More information available [HERE](#) for any further questions you can contact Assistant Psychologist Lizzie Fordham ovaat.study@oxfordhealth.nhs.uk

Cyber Champions

What [Cyber Champions](#) delivers free, in person, digital and cyber skills workshops to primary and secondary school children, parents and local community groups across the UK. The initiative mobilises young professional volunteers, from local universities and industry, to deliver the interactive workshops and act as inspiring role models. Cyber Champions has achieved national recognition and is a finalist at the National Cyber Awards 2024.

Who Primary and Secondary students, parents and local community groups across the UK.

When At a mutually suitable time.

Where In your school

Links Teachers can find out more information via website <https://www.cyberchampions.org/>; and to book a workshop please email info@cyberchampions.org



TRAIN TO TEACH
**ONLINE
INFORMATION
EVENT**

Monday 2nd November 2026

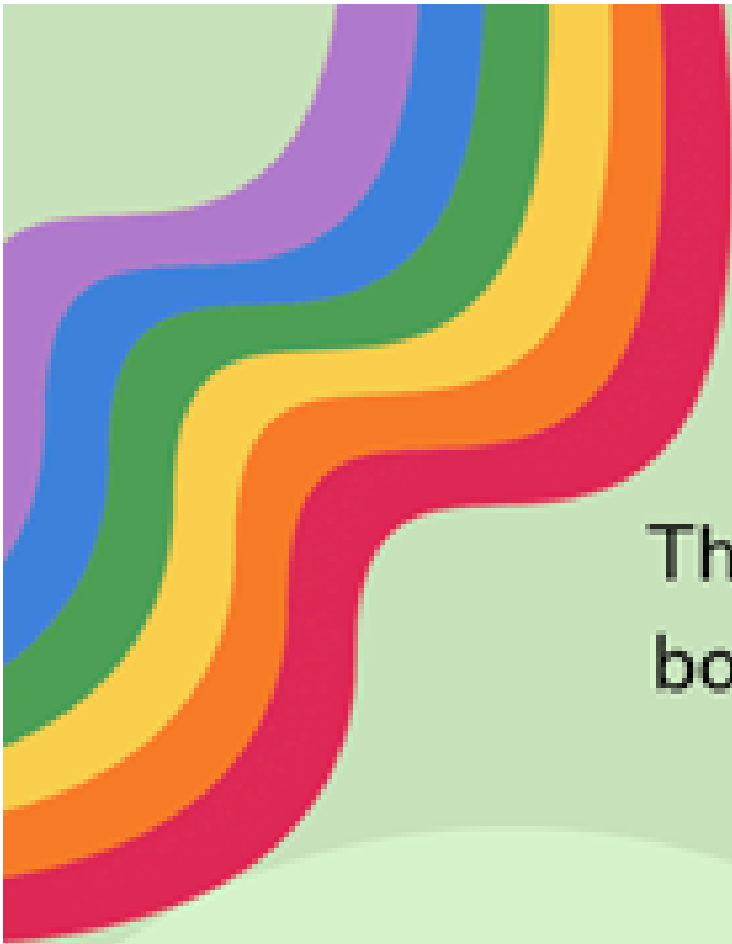
Online information evening 5pm - 6pm

Please email gutprecruitment@sponne.org.uk with your name and subject of interest to register your attendance

WE OFFER PGCE COURSES WITH QTS IN:

- Business Studies
- English *
- MFL (French, German, Spanish)*
- Computing*
- Geography*
- Science (Biology, Chemistry, Physics)*
- Design & Technology (including Food)*
- History
- Maths*
- PE

*Bursaries available, eligibility criteria applies



There are new LGBT+
books available in the
Library!

We have books for all age
ranges, Year 7 to 13.



**THURSDAY
LUNCHTIME
ROOM 32**



PRIDE

**JOIN YOUR VOICE
WITH OURS**

**JOIN US FOR PRIDE CLUB THIS THURSDAY: HELP TO
CREATE A POSITIVE CHANGE, TALK ABOUT WHAT'S
IMPORTANT TO YOU, AND HAVE FUN WITH FRIENDS.**



SAFETY MATTERS:

The Halloween and **Bonfire Night edition**



Welcome to our seasonal safety newsletter which is designed to help keep families safe across Northamptonshire as they celebrate Halloween and Bonfire Night. We want you all to have lots of fun, but please don't forget about safety as you get swept along with the excitement of the season. Here are our top tips...



Don't let fire creep up on you this Halloween



Candles and flames

Candles can be popular for use in pumpkins and homes at Halloween, but unfortunately, candles also cause many fires and can be a hazard to families and properties. Opt for artificial candles instead. They are safer and also emit the same glow for those creepy decorations.





Crime Prevention Advice

Firework and Bonfire Safety

NORTHAMPTONSHIRE
POLICE
Fighting Crime. Protecting People.





Girlguiding

Brackley District



For ages 4 to 7

Rainbows welcomes all girls to come together to laugh, learn and have fun in a creative, safe space. It's a wonderful world of adventure, week after week, just for her.



Brownies is full of firsts: she can explore her creative side, get out into the great outdoors, learn how to look after herself, others and the world we live in.



For ages 7 to 10



For ages 10 to 14

Guides is a fun-filled space, she'll have one big adventure with friends, learn how to be herself, explore the things she loves and do stuff she's never done before!



Rangers is an open and relaxed space, where you can regularly meet up, go on trips at home and abroad, to help make a difference to the things you care about.



For ages 14 to 18

Find a group near you [girlguiding.org.uk](https://www.girlguiding.org.uk)

Registered charity number: 306016

ORGAN CONCERT BY IAN TRACEY

IN AID OF ST JAMES THE LESS SULGRAVE

**and in Celebration of
The 250th Anniversary of the USA
Declaration of Independence**

**7.00PM
SATURDAY 10 OCTOBER 2026**

Tickets £25 each

Includes Programme, a glass of wine and refreshments after the performance

Unreserved seats

Disabled access is limited. Please bring your own cushion!

Tickets and Application Forms are available from

Joanna Smyth-Osbourne, Rectory Farm

sosbournejm@gmail.com

and from Sulgrave Village Shop