

BC News



Spring 2017

Dear Parent/Carer

The Spring Term has seen “The Year of Celebration 2016 – 2017” continue in its aim to highlight and reward the richness of experience at Bishop Challoner. Evident in the weekly additions to the “Celebration Wall” (but still not fully representative!) the dynamism, creativity and determination of our community in seeking to fulfil its Mission Statement are clear for all to see. This can be further tangibly witnessed in the decorated tiles of the trellis in the ‘Peace Garden’, our commitment to demonstrating our appreciation of the breadth of enrichment that Bishop Challoner has to offer and hopes to achieve.

The “Year of Celebration” is meant to send out a powerful statement that what we do as a school community matters, that we understand our capacity to change life chances, that each and every day has to be seen as an opportunity to appreciate and enrich. Rooted in our Christian values, the gift of life and the life journeys we travel - greatly centred for our students around their experience at school – should and will be acknowledged throughout this special year. We have rewards walls in departments, Bishop’s Got Talent events in the library, the Commit to Character programme in Y7, 8 & 9, the Character and Celebration week in July – the list goes on. In addition, we plan to make the site a blaze of colour for the summer, with Jo Jones, our gardener, along with her student team, hard at work planting bulbs at various locations around the site.

The “Year of Celebration” was conceived out of a need to focus our community on both the importance of what has been achieved at Challoner over the years and on the responsibility to ensure that this legacy is not lost. All schools have huge financial challenges to overcome if they are to remain stable, let alone thrive. Our situation was obviously exacerbated by the consequences of the Inspection system. So the decision was made to “accentuate the positive and eliminate the negative”. This positivity is clearly highlighted through the celebration of student achievement and experience. But, equally importantly – perhaps more so – staff teams have responded to the challenges by looking to maximise the performance of any aspect of the school that has income generation potential. This has meant that teachers have gone well beyond the remit of their roles to give incredible commitment, energy, time and thought to the development of funding streams. I would wish to put on record that we feel the school is flourishing, its staffing has expanded and the students’ achieving well, in a time when many schools are looking at negative budget balances and prospective redundancies: this is an outstanding achievement by the teams of teachers involved in income generation and the fight to make our school solvent.

On 8th March 2017 representatives from the Diocese Education Service met Mr Hetherton and myself at Challoner. The focus was on potential academisation at some point in the near future. We are reviewing all options but academisation is not considered to be a beneficial alternative in the future.

Another future prospective development that parents need to be aware of is the work being done by Mr McGurran around leadership in a faith school. Working for the Catholic Education Service for a day a week, he is at the cutting edge of new national programmes. This is a project of great prestige for our school.

The Spring Term is, as you would expect, a key period in preparation for public examinations. Given the changes in the content, design and assessment of these courses, all involved – students, parents, staff – are having to manage considerable challenges. The school has provided additional assemblies to help with revision techniques and stress management support. And, as always, students and staff are involved in extra study support both after school, during holidays and, potentially, at weekends. It is great credit to our teachers that, despite the almost overwhelming changes that have been enforced, they have remained positive and solution focussed in their drive to support our young people.

The school was recently recognised by the SSAT for its outstanding results in 2016. Two awards have been presented to the school : for being in the top 10% of non-selective schools nationally for attainment and the top 20% for progress (we like to think that means top 1% and top 11% respectively).

The school became one of only a handful in the country to achieve the Platinum Science Mark.

Looking forward to next term, there are already a number of sporting highlights to look forward to: on Monday 24th April our Year 9 football team take on Kings Norton Boys School at Bodymoor Heath, KO 4.00 p.m. in the Birmingham Cup Final. Then, on Wednesday 26th April, our Year 11 boys take on Tudor Grange at Solihull Moors ground, KO 4.30 p.m., in the West Midlands Final. All this will precede one of the major sporting events on our calendar – ball crewing at the Aegon Classic at the start of June. We wish all our squads success in their competitions.

Recent months have seen a number of our families experience great sadness and loss. We offer our sincere condolences to all who are mourning at this time. The school prays for all who are suffering and, be assured, will always be here to help in any way possible.

At this Eastertide,

Yours

Kevin McEvoy
PRINCIPAL

CONTENTS

Spiritual Life	3-6	MFL	26-27
Religious Studies	7-9	Media Studies	27
English	9-12	Art and Design	28-29
Mathematics	12-14	Product Design	30-31
Science	14-16	Textiles	31-32
Computing	17	STEM	32
Geography	17-19	Business Studies	33
History	20	BCTSA	33
Performing Arts	21-22	Sixth Form	34-35
Physical Education	23-24	Other	36
Citizenship/PSHE	25-26		

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Maths: @BCMathsDept

Geography: @BCGeogDept

Science: @BCSciDept

Maths Hub: @CentralMathsHub



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SPIRITUAL LIFE

What a busy spring term we have had over these last few weeks. Our Lenten preparation for Easter has been a key focus to the spiritual life of our students and staff.

We hope you enjoy reading about all the wonderful spiritual life events that have taken place this term. I would like to thank students, parents and staff for their continued support and energy for supporting Catholic life this term.

Wishing you a truly blessed Easter season.

God Bless,
Tommy Rowan

Daily Prayer and worship

Prayer and worship has continued to be an integral part of the life of students and staff with teaching group mass and press the priest led by Fr Simon Baker from St. Dunstan's Parish.

Regular lunch time services and daily prayer led by Tommy and the chaplaincy team has become a natural part of school life this term and it seems the chapel is truly at the heart of our school for many students during this Lenten season. It has been very encouraging to see our older students embracing their leadership opportunities through their faith and worship. During Lent Tommy has sent collective worship PowerPoints' for form tutors to lead with their forms. Each PowerPoint has had a Lenten Challenge for students to take part in. This has also been displayed in the school foyer and also on the chaplaincy twitter account each day.

Members of the "Legion of Mary" from St. Dunstan's Parish have also started to visit on Wednesday lunchtime to lead students in a decade of the rosary. This has been very receptive by students



Lourdes Fundraising–Quiz night and St Patrick's Ceili

On Friday 10th February the Lourdes team hosted a quiz night at Our Lady of Lourdes parish hall. The quiz night was a great success with a packed hall ready for the quiz. There was a great atmosphere throughout the night with the team managing to raise £600 to help towards the Lourdes pilgrimage.

On Friday 10th March the Lourdes team hosted their fifth Ceili dance for St Patrick's at the Irish Centre in Digbeth. The "Hurling Boys" led those in attendance in the Ceili dancing. It was a great success and lovely to see so many families and different generates of Irish coming together to celebrate the feast of St Patrick. The event sold over 150 tickets and we managed to raise £700 towards the Lourdes Pilgrimage. A special night was had by all! Thank you for all who supported the event and donated raffle prizes.

St. Chad's Sanctuary

As a school we have continued to support St. Chad's Sanctuary in the last week of each term. St. Chad's Sanctuary is a voluntary project supported by St. Chad's Cathedral. It's a place of welcome and hospitality for asylum seekers, refugees and immigrants. The sanctuary is in real need of donations of food, hygiene items and clothing especially at this time. The centre is based next to St Chad's Cathedral in Birmingham and is run by volunteers. On Wednesday 15th February and Wednesday 5th April students have brought all your generous donations to St. Chad's Sanctuary. The students also had an opportunity to have a tour of the Sanctuary and hear about the work they are carrying out. The support we have provided has made a difference to people's lives.

On Wednesday 15th March the 6th form held a music event for St. Chad's Sanctuary by inviting 20 refugees from the sanctuary to come to Bishop Challoner to watch talented students in both music and dance. We also shared tea, sandwiches and cake with those in attendance. This was a splendid afternoon held by members of the school community



WHOLE SCHOOL CHARITY

Leading the fight
against dementia

Alzheimer's Society

On Wednesday 11th January during Personal Tutor time the students had a chance to explore local charities we could support for our Whole School Charity focus. The students had a choice between the Alzheimer's Society and St. Basil's. The students chose the Alzheimer's Society. The Alzheimer's Society is the leading UK care and research charity for people with this disease and other dementias, their families and carers. We have set a target of £5000 to raise between now and July to support the charity.

Assemblies

During the months of January and February all year groups were delivered launch assemblies to promote whole school awareness of the following terms fundraising goals. Carolyn MacDonald from the Alzheimer's Society spoke about the vital work the society carries out and how we can support the charity. Students were responsive to this charity

Students have been responsive already with:

- The Library team held a Table top sale on Thursday 16th February, raising £154.
- The KS3 readathon has begun and sponsorship money is already starting to come in; sponsorship has already raised £500 to date. Thank you for all your support so far!
- £450 also went to the charity from the non-uniform collections before half term.

On Monday 20th March members of the student council visited a Dementia café in Harborne. This was a great chance for students to see the vital work carried out by workers of the 'Alzheimer's Society'. During their visit students socialised with the elderly and also took part in a mindfulness workshop. The workers commented on what a credit the students were to the school.



OUR TARGET IS:

£5000

**If you have any
fundraising
ideas please see
Tommy in the
Chapel.**



St. Dunstan's Youth Club

The Youth group have celebrated a fun last few months. We have had a session on games and working as a team. It allowed the young people to get to know people they wouldn't usually talk to! We linked it to how Jesus worked as a team with his disciples. In recent sessions the youth group has been working towards the Parish Mission by creating visual displays for the mission. These sessions have been fun and have been good to get young people involved in the parish mission. The youth group has also enjoyed Karaoke, Film night, easter egg hunts.



Proclaim

Proclaim has continued in the Parish, a Youth group for Young people aged 14+. On a fortnightly basis on a Friday we meet in St. Dunstan's conference room from 5.00 til 6.30. The evening consists of Prayer, Games, Praise and Worship, socialising and Pizza. This has been a true blessing to the young people of our school and parish community. This year Proclaim have organised monthly youth masses so the young people can be involved in parish life. These masses have been great for the young people to lead on the music and share the mass readings to the community.



"Proclaim is aimed at year 10 students and above and the night generally consists of games, ice breakers, prayer, praise and worship music and a time of socialising with pizza. It is a chance to learn more about faith whilst having fun and meeting new friends at the same time. I personally am part of the music team and help with leading praise and worship: it's so wonderful to see the future generation of the Church praising the Lord through an alternative, amazing form of prayer! It's a great opportunity to get properly involved with St Dunstan's parish. Being a part of Proclaim fills my heart with pure joy and it would be exciting to see some new faces! Our sessions run on a fortnightly basis on Friday evenings from 5-6.30pm in the Parish Hall. The next session is on 18th March and we hope to see you there!"

JP2 Award



The John Paul the Second Award has been an excellent opportunity for our sixth formers to get involved in School and Parish life. They have to do a number of hours parish work and a number of hours of social work. These young people have really got involved in parish and school events such as welcoming people to Mass, giving out Lent fast day leaflets at Mass. They have played a key role in the Parish Tea parties and also in the Parish youth club. They have

been involved in charity events in school such as Fairtrade fortnight chocolate sales. They have also been involved in the sacrament training of Holy Communion for those young people in the parish who don't attend a Catholic primary school. They have been involved in our Lourdes pilgrimage and our Lourdes Ceili nights.

On Friday 3rd February, four sixth formers Hannah, Aleah, Ciara and Niamh received their John Paul the Second Award. This award was given to the students for their involvement in parish and community life. Students either completed 40, 32 or 16 hours of service. The school is very proud of these students as they are among one of the first young people in England to receive the award after it was launched over a year ago in the Birmingham Diocese after coming from Ireland where the award has been running for the past 10years. Well Done to our sixth formers for all their hard work.

Tea Parties

Bishop Challoner Sixth Formers have continued with their fortnightly tea parties for senior parishioners. This has been a fantastic initiative for the young people to work with parishioners. The sixth formers provide tea, sandwiches, cakes, bingo and good fun.

Each tea party contains different themes with recent themes being Valentines tea party and St. Patrick's tea party.

The tea parties are a great opportunity for young people and senior people from our community to connect on a fortnightly basis. The senior people enjoy the company and the young people learn some great life skills from these events. Join us on a Wednesday fortnightly basis 2-4pm in the common room.



Flame

On Saturday 11th March a group of 20 people from Bishop Challoner and St. Dunstan's Parish, joined the Archdiocese of Birmingham by heading to Wembley Arena to join 10,000 other young Catholics. During the day Grammy award winning Matt Redman led Wembley in praise and worship music. The day also had a focus of how as Catholics we could welcome refugees. There were also dances and games for everyone to take part in. The highlight of the day was 10,000 young people praising the Lord in Adoration. It was a truly blessed day.



“WE” Day

On Wednesday 22nd March, a group of thirteen young students gathered at school to embark on a day they would never forget. We boarded the minibus to Wembley arena where we met other young people who were also excited for the day ahead. As we arrived at Wembley we entered the arena to see 12,000 gathered for “WE” Day a national youth event which celebrates the social action have carried out by them throughout the year.

The energy was electric as Fleur East started the day off. We then had inspiration talks from people who had carried out social action and people who had overcome hardships including the inspirational Kate Winslet. Before lunch we had a performance from Conor Maynard. During lunchtime it was a great opportunity to mix with all the others. After lunch we had more inspiring talks and performances from Jessie J and The Vamps. It was a truly inspiring day bringing us all together as a community.



Primary Chaplaincy

During Lent our Lay Chaplain Tommy has visited the Primary chaplaincy teams of our Feeder primary schools. He has worked closely with the Chaplaincy teams to lead prayer services about Lent. The Primary chaplaincy teams have really embraced this opportunity to become leaders in their school. The Chaplaincy team from Bishop Challoner has visited the primary chaplaincy teams to help with putting together prayer services and also to inspire the young people in the good work they are doing.



RELIGIOUS STUDIES

Year 7

This term year 7 have begun a topic on the Catholic sacraments. Students have been questioning where the sacraments came from, what they represent, why they are important and how they change the lives of the person receiving them. The main focus of the topic are the sacraments of initiation which include baptism, Holy Communion and confirmation. Students have considered the life journey they are on and how the sacraments already have, or could impact their lives.



Students have been learning to apply the following skills in Religious Education lessons; Enquire, Communicate, Contextualise, Analyse and Evaluate. All written outcomes are directed towards these skills with students learning how to write extended pieces of work that exemplify these skills.

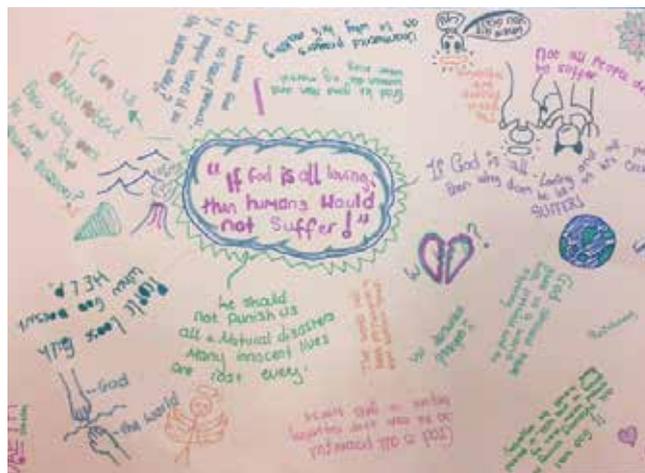
Their p2 assessment in the summer will allow them to apply these skills in a variety of questions and they will receive a score for each of these skills, alongside their overall score to indicate their mastery and areas for improvement for each skill.

Year 8

Congratulations to year 8 for their fantastic approach to their recent T1 assessments. We were extremely encouraged by the high quality responses we saw, indicating that students were developing excellent subject knowledge, alongside the ability to write detailed and well informed responses to challenging questions.

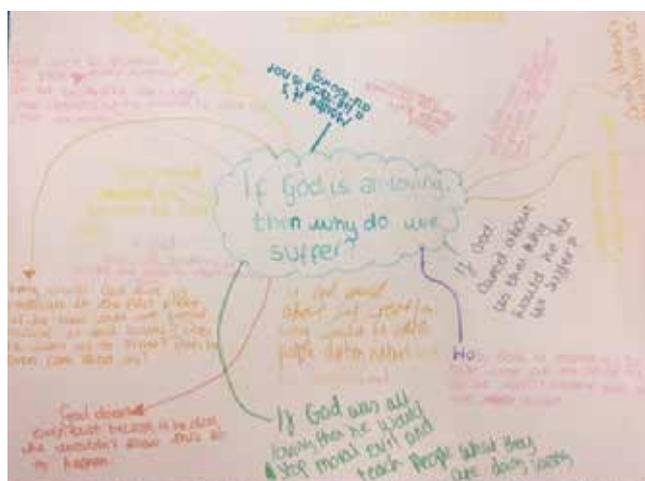
The T1 assessment focused on the topic 'Why do Christians suffer?'. This allowed them to explore and reflect upon questions such as;

- Why do people suffer?
- Why do Christians believe that God is good?
- Why do people do evil things?
- Why is freewill important?
- What has freedom go to do with evil?
- What does the Old Testament say about evil, suffering and freewill?
- How can freedom be good, dangerous and awful?
- Can suffering ever be good?
- What has God done about suffering?
- How did Jesus respond to suffering?
- How do Christians believe Jesus conquered suffering?
- Is freedom worth all the pain?



Currently year 8 are focusing on the big question 'Should I be free to do what I want?'. This unit of work allows students to explore questions such as;

- What are The implications for people living with free-will?
- What is meant by a teleological and deontological approach to ethics?
- Why are laws important?
- What does The Old Testament teaches regarding freedom?
- What does The New Testament teaches regarding freedom?
- What can we learn from examples of people who have sacrificed their freedom?



After the written demands of the T1 assessment, students are now been allocated time to work on skills of presentation; including speaking and debating with their peers to express their views in a mature and powerful manner. Much emphasis has also been placed on allowing students to develop their ICT skills with their netbook and develop independent learning skills of research, self-assessment and peer assessment.



Year 9

Year 9 are currently beginning preparations for their T2 assessment. This will be an extended essay which will analyse the question 'Who influences my views on love, sex and relationships.' This will include looking at a range of influences in society and evaluating which of these provide us with a positive message. Students will explore The Christian view of love and relationships to reflect on the importance of commitment, love and respect in relationships. Pupils will reflect on the beauty of human life and the dignity of the human being. This belief will develop discussion in relation to how we should treat ourselves and others in our relationships in life.

During this unit of work students will be focusing on issues such as:

- What are positive influences?
- How does the media try to influence us?
- What does The Bible teach about love, sex and relationships?
- What is meant by 'true love'?
- How did God show his love for humanity?

A significant focus of this topic will be to encourage students to develop their feeling of self worth and to develop a full understanding of what signifies healthy relationships. Students will be encouraged to identify unhealthy influences in society and reflect upon who and what are should be considered as positive influences.

Their essays will encourage students to develop their literacy skills. Students will be expected to analyse arguments, form opinions and write balanced essays that explore multiple viewpoints and arrive at a clearly considered conclusion.

Students from year 9 demonstrating their presentation



Year 11 have worked extremely hard throughout the year and their current estimate grades look extremely promising. All students will be provided with examples of past questions and revision packs. Students will also be allocated significant class time to revise key content and develop their examination technique to increase the chances for students to fulfil their full potential.

The content of their revision involves reflecting on issues such as Abortion, Euthanasia, the importance of democracy, genetic engineering, infertility treatments, capital punishment, the morality of war and how and why we should care for the environment.

Year 11 have covered a vast range of interesting issues during their GCSE studies of Religious Education and we hope this prepares them to be critical thinkers who can contribute positively to the society are living in both now and in the future.

Year 10

Year 10 are making excellent progress in their study of the new Religious Education specification. The new specification is extremely demanding and we are very encouraged by how they are responding to these demands.

This course is providing students with the opportunity to develop their skills in a number of areas such as;

- Develop knowledge and understanding of religions and non-religious beliefs, such as atheism and humanism
- Develop knowledge and understanding of religious beliefs, teachings, practices, and sources of wisdom and authority, including through their reading of key religious texts, other texts, and scriptures of the religions they are studying.
- Develop ability to construct well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of the subject.
- Provide opportunities to engage with questions of belief, value, meaning, purpose, truth, and their influence on human life
- Challenge students to reflect on and develop their own values, beliefs and attitudes in the light of what they have learnt and contributes to their preparation for adult life in a pluralistic society and global community.

Currently students are completing their studies of the unit 'Good and Evil'. This has included considering the following issues:

- Does evil mean there is no God?
- How can a Christian respond to evil?
- Why is The Incarnation important for Christians?
- What might an atheist say about the existence of evil?

This will then lead students into a study of Judaism, where students will explore the key features of the Jewish practices and beliefs.

Year 10 will complete a mock examination in June which will assess them on the content they have studied this year. This will be a key indicator towards predicting their grades for year 11 and a significant amount of class time will be devoted to revision and preparation to allow students every opportunity to be successful.

Year 11

Year 11 are coming to the end of their studies in Religious Education and are currently undertaking a programme of revision for their GCSE examination.



Year 12 and 13.

Currently we have 42 students studying A-level and we are very pleased with the efforts they are making towards preparing for their examinations.

The specifications students are studying are very demanding and are encouraging students to develop skills that will be critical for success in higher education and in their future careers. Currently students are working on exam technique and applying their knowledge to produce critical and well constructed essays.

- The skills are focused on helping students to:
- Reflect on, select and apply specified knowledge about religion and belief.
- Account for the influence of social, religious and historical factors on developments in the study of religions and beliefs.
- Construct well informed and reasoned arguments about religion and belief, substantiated by relevant evidence.
- Understand, interpret and evaluate critically religious concepts, texts and other sources.
- Use specialist religious language and terminology appropriately.
- Identify, investigate and critically analyse questions, arguments, ideas and issues arising from the study of religion including those of scholars/academics.
- Analyse the nature of connections between the components they have studied.

Students are finalising content within the units of work and will be provided with a significant amount of revision time and resources within the lessons.

ENGLISH

EXAMINATION DATES

GCSE English Literature

Paper 1 – Monday 22nd May (am)

Paper 2 – Friday 26th May (am)

GCSE English Language

Paper 1 – Tuesday 6th June (am)

Paper 2 – Monday 12th June (am)

AS English Literature

Paper 1 – Friday 19th May (am)

Paper 2 – Wednesday 24th May (pm)

A Level English Literature

Paper 1 – Thursday 15th June (am)

Paper 2 – Thursday 22nd June (am)

Paper 3 – Thursday 29th June (am)

KS3 English Club

This half term, a very committed team of sixth form leaders have started an extra-curricular club in English to support Year 8 and 9 students develop their essay writing skills.

Meeting weekly, our leaders have inspired and challenged a very engaged group of younger students who have returned again and again to improve their skills. Many thanks to Janal, Mary, Francesca and Nia for giving their time and enthusiasm (and supplies of glitter paper and games) to support the younger students, as well as Mrs Giubertoni for overseeing the club.

How do you revise for English Literature?

DOs

- Write a revision timetable that you can stick to.
- Watch clips on the BBC Bitesize to ensure you know the texts well.
- Revise in intense 30 minute bursts.
- Create essay plans for possible questions.
- Use flashcards.
- Test yourself by writing out key quotations on a blank piece of paper.
- See you if you remember the key quotes that are pasted around the school corridors.

DON'Ts

- Kid yourself that you are revising by reading or highlighting your exercise book.
- Play with your phone when you are revising – turn it off!
- Listen to music or watch TV whilst you are revising.

Book Club and the Reading Doctor

Work has been undertaken between the English Department and the library to make the school's book clubs run effectively and with the greatest impact. Here's what Harlie in Year 8 thought of her visit: "I went to Mrs Fanning for part of a lesson and we looked at books. We spoke about what I read at the moment and Miss had some really good ideas on how I could improve my reading and the types of books I like. I really liked the book doctor as I also learnt about sleeping and when would be the best times to read. I am reading a little bit more after this."

World Book Day

World book Day this year saw every pupil being given a token which entitled them to money off new books that they could read and enjoy. This year the tokens could be used prior to the Readathon which gave many students the opportunity to purchase a new book for it.



Model United Nations

From Friday 10th to Sunday 12th March, 16 students attended the Model United Nations (MUN) weekend at Joseph Chamberlain College. These students ranged from Year 10 to Year 13 but all impressed the judges with their professionalism and confidence. MUN has become a staple event annually for Bishop Challoner students; the experience not only provides an illuminating venture into international relations and global politics but also promotes the adoption of many transferable skills, including communication, research, and public speaking.



MUN allows students to get into the minds of politicians by looking for creative and feasible ways to resolve current issues happening in real time, and also encourages critical thinking and empathy as pupils get acquainted with the country they have been delegated to, with national views often differing from personal ones. MUN is also highly commended on a university application and many sixth formers attend, gaining relevant skills as well as an added bonus on personal statements. The entire MUN process, from preparation to finish, was challenging, yet enjoyable. Bishop Challoner students excelled during the weekend, with a variety of students winning prizes for their performance.

All the students pictured would like to thank Ms Fenlon for giving up her weekend to give us the opportunity to take part in this brilliant event. Written by Ahlaam.

Readathon

Before Readathon, we asked people to sponsor us for the books and the amount of pages we were going to read. We set ourselves targets for how many pages we wanted to read in the week. In all of our English lessons in that week, we read our books. In my opinion, it was very enjoyable because it improved my vocabulary and I really enjoyed the book I was reading.

It was also great to know that we were raising money for the Alzheimer's Society. This is a charity that helps people who have dementia. We were helping to raise money for this charity because it will go towards helping to find a cure for this disease. When I participated in Readathon, I managed to read a lot of books and I am proud of that. Written by Jamar B



Graphite

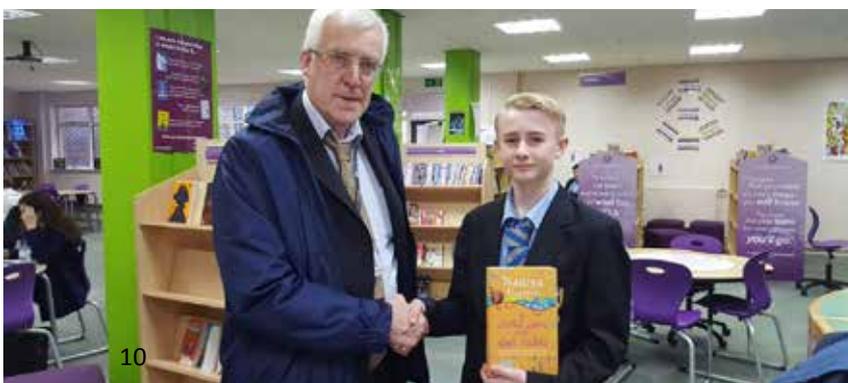
Most of the members of Graphite have been dividing their time between fiction and non-fiction this half term. As well as producing some witty, personal and engrossing prose and poetry, the Graphite members have also been working hard on a new school newspaper: The B.C Bulletin. What they have produced is an incredibly mature, well-written and professional paper which showcases some of the school's best talents.



Here is an account of how it all unfolded: *"Five weeks ago, a group of 12 students got together and discussed the possibility of a school newspaper. Now, you might be thinking "But we already have a school newspaper!" This newspaper, however, would be for the pupils, by the pupils; this paper would be about things students enjoy reading and the student team enjoy writing. This would be ours. Two weeks later, we had a name, we knew who was responsible for what and we had a plan for the next three Mondays. Over the next week we wrote, edited and collated information for the articles. The B.C bulletin team worked so hard over to produce the first edition. We are very proud of it and hope you have the opportunity to read it."*

Nadiya Competition

After witnessing an inspirational talk, The English Department decided to run a competition to win a signed copy of Nadiya Hussein's *The Secret Lives of the Amir Sisters*. After reading a range of excellent submissions, the judges decided Dominic and Courtney were the worthy winners.



The Tempest – RSC’s streaming

On Thursday 30th March, my classmates and I were lucky enough to watch the streaming of the Royal Shakespeare’s production of Shakespeare’s *The Tempest*. It was an educational experience and it clearly demonstrated Shakespeare’s passion for writing. It has an amazing storyline and plot. However, the amount and variety of emotions portrayed throughout the characters is slightly confusing for most of the audience.



The emotions are very complex and characters feel differently towards certain people and the atmosphere is made intense by, for example, the power struggle that is developed between Prospero and Ariel. I believe the characters grew and changed thanks to the new technology used in this play. It created a realistic and amazing atmosphere; it had a big effect. Overall, I would rate this play 4.5 stars because although it was confusing at times, the way in which this play took the simple things and made them have a huge impact was extraordinary.

The lighting, sounds and special FX used made the whole play come to life. Thank you to Miss Beard and Mr Houston for organising the day. Written by Phoebe

IGCSE exam success

Year 12 students performed very well in the English Language IGCSE resit exam. We are delighted to report that Jess, George, James, Joel, Michael, Brogan and Amber all improved on the grades they originally achieved in the summer.



Debate Mate

This term, weekly after-school coaching has continued with our Debate Mate mentors. All of this work has led to the school competing in two rounds of the Urban Debate League, to which Bishop Challoner also played host. Schools from around the city brought their teams on two evenings to debate a combination of prepared and unprepared motions. We were delighted with our teams’ first round successes, where the combined points total put the school in the top 25% in the national league and second in the West Midlands. Having competed in the second and final round, we now await our final placings, which are to be announced next week.



At the start of April, our year’s effort will culminate in the Debate Mate Cup tournament day, to be held at the University of Birmingham. We intend to take 15 of our keen debaters for a long day of debating and make our mark as a school of formidable debating talent! If successful, we will be invited to compete in the national final at the House of Lords. Thank to you Miss Lloyd for giving up many hours of her time this term to give a range of students and year groups these opportunities to hone their debating skills.

Public Speaking Competition

Miss Lloyd has been at it again! On 8th February, two of our Key Stage 4 pupils represented the school in the Birmingham Catholic Schools’ Public Speaking competition, hosted by St Thomas Aquinas. The pupils had to speak in role and make the case that they were the “greatest fictional villain”. With excellent performances from our pupils, involving an unhinged presentation from *The Joker* and a chilling speech from Hannibal Lecter, we were only defeated by the high standard of speeches across the board, leading to minor points differences between most contestants. A great afternoon was had by all, developing public speaking skills and meeting fellow pupils from our network of Catholic secondary schools.



Do you have a twitter account? If so, why not keep up with all the latest news from the English Department by following us on @BC_EnglishDept

Shakespeare in Schools – The RSC on tour:

The Tempest

As a reward for working hard and being attentive, a group of Year 7 students were given the opportunity to watch an RSC production of *The Tempest* performed live at St Alban's Academy. Here's what James in Year 7 thought of it: "This was a fun trip; the play was very exciting and I really liked Trinculo and Stefano and the scene with the blanket.

Sometimes, it was hard to understand but the characters' actions meant I knew what was going on. The costumes were great, especially Ariel's red dress. I'm so glad I got to go." Thank you to Miss Beard for organising.



Year 12 Debating Competition

On the 17th March, Mary, Rumbi, Dariot and I, took part in a debate at Newman University opposing the motion 'this house is banning the promotion of diets'. I put forward the opening speech and Dariot was on the rebuttal. We were given ninety minutes to prepare a speech and find out information regarding the motion. The speech started off addressing a political stance towards the promotion of dieting and later ascended to explaining the economic and social issues surrounding it.



I particularly enjoyed meeting students from other schools and hearing them execute their speeches. Mary described the whole experience as 'ultimate' and 'fantastic' and although she helped us put the speech together, she was still just as anxious. Dariot and I were both apprehensive about getting up and speaking to a room full of students from schools across Birmingham but we found the whole experience enjoyable nonetheless. Dariot also mentioned that she has gained more confidence when it comes public speaking: an important life skill! As for Rumbi and Mary, when the next debate comes along they are hoping to take on the role of putting forward the speech or the rebuttal and growing in confidence! Our thanks go out to Miss Lloyd for arranging the occasion! Written by Francesca (Year 12).

MATHEMATICS

As the second term of the academic year draws to a close, again there have been a huge number of opportunities for students across all Key Stages. Please find some highlights since November below:

Clubs

Our gifted and talented club continues to run on a weekly basis with students from Year 7 and 8 attending. Mr Clarke and Mr Wooler have investigated quadratic sequences through playing games and applied formulae for volume and surface area of cylinders to investigate the best packaging method for companies to use. Once a month the maths enrichment club has been joined by students from seven primary schools.



In these sessions students from Bishop Challoner have teamed up with primary school students in teams to compete against each other in a variety of challenges from relay races to picture puzzles to rich problems. Our students have shown great leadership and team skills in participating in these activities which have been greatly enjoyed by all.



Maths Drop-in

The maths drop-in session has continued to run every Monday after school, with different maths teachers leading on the evening. It has provided invaluable support to many students from Year 7 through to Year 10, and some use the support regularly.

Bletchley Park

Miss Stone ran a very successful trip to Bletchley Park in March, 27 students arrived at school very early ahead of the journey to Milton Keynes. The Year 9 students participated in a workshop on codes and ciphers and had a guided tour of the park.

It was fantastic, and now looks to be a regular feature of the maths department calendar!



Competitions

Our students have participated in many competitions in the last few months. Most recently, a team of Year 9 and Year 8 students represented Bishop Challoner at the UKMT Team Maths Challenge, placing a respectable 7th out of the 26 schools present. The day consisted of exciting problems and puzzles and Bishop Challoner were pleased to finish top of the comprehensive schools!

In February, a group of eight Year 7 students took part in the Catholic Partnership Challenge at St Edmund Campion and were accompanied by Mr Clarke. Although they were far from winning the competition the students had a great afternoon (despite having to go head to head on a times table competition)!

Four Year 10 students finished first at the Year 10 Maths Feast held at the University of Wolverhampton. Not only were they able to experience what a university campus is like but they battled some tough competition through a variety of different rounds. A fantastic day was had by the students, and a thank you to Mr Carpenter for accompanying them.



The Intermediate Maths Challenge (individual challenge) was held in January, with students in Year 10 and 11 taking part. Overall, the school achieved 5 golds, 12 silvers and 11 bronzes, with three students selected to take part in the next stage of the competition, the Pink Kangaroo, which will be held on Thursday 16th March. The individual challenge is designed to test the very best mathematicians in Year 10 and 11, and to have 28 students receiving some form of certificate was excellent.

Year 9 Maths Leaders

The Year 9 Leadership programme has continued to run this academic year, headed up by Miss Stone. Before Christmas, six primary schools brought a group of Year 5 students each to partake in 'Christmaths'. The day consisted of each group rotating between three different rooms, in which Year 9 leaders ran an hour session with each group. The Year 9s had been coached through the planning and delivering of their sessions and were a credit to themselves. The day culminated in a 'build a sleigh' competition, which the pupils greatly enjoyed.

The Year 9 Maths Leaders teamed up with the Year 9 PE Leaders to run the 'Malympics', which was held on Tuesday 21st March. Primary schools brought groups of students from Year 1 to Year 5, who rotated through different activities, all designed and led by our Year 9s. This even included a dance mat, which had been created by one of the Year 9s! The primary schools all enjoyed the event, and it was been great to see our Year 9s grow in confidence.



University Outreach

Dr Goodwin, from the University of Birmingham, came to Bishop Challoner on Tuesday 13th December, to deliver two workshops with Year 10 groups all to do with card tricks and permutations, which was fascinating. He also delivered a lecture to our sixth form mathematicians on cryptography. This gave them a chance to experience what maths might be like at university level, as well as experiencing an alternative type of content delivery. This was all made possible due to outreach work from the University of Birmingham related to the 'Holgate Lectures', so is something we could look to repeat on an annual basis.

Dr Hoffman, also from the University of Birmingham, and a parent of one of our students, got in contact to offer to do some voluntary work with a group of Year 9 and 10 students in order to get them 'thinking like a mathematician'. This is a trial run of something that could be expanded next year if it is successful, and the first session was on Tuesday 7th March. Twelve students came along for an hour and a half of maths enrichment and came away both enthused and puzzled in equal measure. We look forward to welcoming Dr Hoffman again in April for his next session.

EASTER MATHS PROBLEM

Peter, Melanie, Amil and Jack received a total of 38 chocolate eggs.

Jack had one less than Peter.

Peter had 5 less than Melanie.

Amil had half as many as Melanie.

Peter had 2 more than Amil.

How many eggs did each person have?

SCIENCE

As part of the school's year of celebration, Miss Ghoris has been finding out who have been our "Superstar scientists" this term. Many names were put forward and the following were chosen:

Key Stage 3:

Kacper Glaza (Y7), Niamh Corcoran (Y8), Katarina Bragg (Y9)

Key Stage 4:

Adawa Awanyah - Biology, James Barratt - Chemistry,
Molly Gallagher - Physics

Key Stage 5:

Angelo Alonzo Beckett - Chemistry, Hawzhin Khalis - Biology

Year 11 have all now been issued with packs of past GCSE questions which they should be working through as part of their revision programme. If students have not got a revision guide they can buy it straight from CGP just follow the link (Edexcel exam board):

https://www.cgpbooks.co.uk/Parent/books_gcse_science

Cross-curricular

Once more, Mrs O'Connor from the Technology Department ran a very successful STEM Fair, which had Year 7 students from other schools participating in a round-robin of STEM activities. The maths department trained a group of Year 8 students, who were chosen for their positive attitude towards maths, to deliver five different activities across the day. They represented the school fantastically.

Examinations

There are now very few school weeks to go until our Year 11, Year 12 and Year 13 students undertake their public examinations in mathematics. No doubt intensive revision is already underway. Classes in Year 11 are hard at work concentrating on exam technique and revision. The students have really bought into this and many are coming back after school for extra help and support. We wish all exam groups the very best of luck and look forward to another outstanding set of results in August!

Study Sessions

Years 11, 12 and 13 have been having frequent study sessions throughout the year. Year 11 teachers have held fortnightly study sessions providing essential examination revision. Miss Clark has also held study sessions with her Year 10 group, who are earmarked to undertake their GCSE exam at the end of this year.



Year 10 have got important practice GCSEs in May. These papers do not count towards their GCSE but they will be an excellent opportunity to see what types of questions they will be expected to answer in a year's time. Each paper is 1 hour long and worth 50 marks.

Biology - 2nd May 2017 (morning).

Chemistry - 3rd May 2017 (morning).

Physics - 4th May 2017 (morning).

Exam content:

BIOLOGY

Topic 1 CB1 Key Concepts in Biology

Topic 2 CB2 Cells and Controls

Topic 3 CB3 Genetics

Topic 4 CB4 Natural Selection and Genetic Modification

CHEMISTRY

Topic 1 CC3 Atomic Structure

CC4 The Periodic Table

CC5 Ionic Bonding

CC6 Covalent Bonding

CC7 Types of Substance

CC9 Calculations Involving Masses

Topic 2 CC1 States of Matter

Topic 2 CC2 Methods of Separating and Purifying Substances

PHYSICS

Topic 2 CP2 Forces and Motion

Topic 3 CP3 Conservation of Energy

Topic 4 CP4 Waves

Topic 5 CP5 Light and the Electromagnetic Spectrum

Students also need to be able to:

- Recall and use the units giga (G), mega (M), kilo (k), centi (c), milli (m), micro (μ) and nano (n)
- Be able to convert between different units, including hours to seconds
- Use significant figures and standard form where appropriate

Year 9 have now completed their first term of the GCSE courses. The T2 exam they will be sitting in May will be mostly based on this content. Revision guides and workbooks can be bought through school but if you would like to buy directly from CGP just follow the link:

https://www.cgpbooks.co.uk/Parent/books_gcse_science_new

Years 7 and 8 are continuing with their key stage 3 courses and

should all be accessing the online Kerboodle resource at home. If they have any problems they should speak to their science teachers.

Miss Reade has been busy delivering a “Forces Day” to some of the year 5s from local primary schools. Year 8 students helped out for the day and were great ambassadors for the school.



Astronomy club

Since January, Miss Reade we has been running our Year 9 Astronomy club, supported by PhD Asteroseismologist Oliver Hall from the University of Birmingham. Oliver has been into school to run workshops for the students including an introduction to the life-cycles of stars and an explanation of how we search for exo-planets (planets outside of our Solar System) using data from the Kepler Space Telescope.

As well as Oliver’s lecture, students have had the opportunity to do experiments that model contemporary Astronomy research techniques; including Spectroscopy of metal ions - demonstrating how we use light spectra from stars to understand their chemical composition - and modelling transits, such as those observed by Kepler, using light dependent resistors. Our next activities in the club will focus on the subject of Oliver’s PhD: Asteroseismology: looking at seismic waves in stars!



Science Club

Each week, enthusiastic Year 7 students have been attending science club, taking part in exciting practical activities, working in teams, and developing their scientific skills.

Students have been taking part in a wide variety of activities since the start of Year 7: from making sparklers and testing flame colours before Bonfire Night, to creating chromatography baubles and a “Chemis-tree” before Christmas.

Since Christmas, the students have been making bath bombs, spaghetti bridges, and parachutes for eggs!

Science club are now taking part in a number of practical projects associated with British Science Week 2017’s Change theme, and are creating posters to enter into a nationwide competition. A small number of science and STEM club attendees also attended the Big Bang Fair at the NEC on 15th March, where we had a fantastic day.

Year 7 Science Club runs every Monday after school, from 3.15 to 4pm, in S1. All are welcome!



Sixth Form Enrichment Primary Science Club

Since September Miss Lloyd has supervised eight year 12 pupils who have planned and delivered science club sessions to seven different sets of year 4 pupils. The year 12 pupils have completed this as part of their enrichment and have grown in maturity over the past few months while teaching younger students. The pupils' confidence and their leadership and communication skills have developed greatly.

Not only have our students improved but the year four pupils from our feeder schools have thoroughly enjoyed and had great science sessions on DNA, slime, rockets and volcanoes. These sessions have allowed our feeder school pupils the opportunity to come to secondary and perform science experiments they wouldn't normally get to do otherwise. This enrichment means primary pupils are interested in science from a younger age and hopefully this will continue into secondary education.

Spectroscopy in a suitcase

On Thurs 2nd March Dr Mark Read from the University of Birmingham ran a session on infra-red spectroscopy with Mrs Shore's year 13 chemistry students. Pupils were able to run their own spectra using a suitcase-sized spectrometer. Being able to interpret infra-red spectra and results from a mass spectrometer are skills the students will need for their summer exams. Having this hands-on experience proved very beneficial for all involved.



Primary Science Days at St Albans

On Monday 27th and Tuesday 28th of March, Year 10 students helped to lead investigation skill challenges with students from reception to Year 6 at St Albans. The students lead sessions to build spaghetti towers with marshmallows to support an egg, build water rockets, make slime and egg parachutes.

STEM ambassadors helped on the day assisting with the activities and aspiring students for future engineering careers. The two days were a great success and the Year 10 students were a great asset in inspiring the primary students. The following Year 10 students involved were; Liam S, Niall F, Nancy McA, Livia R, Sean McL, Nicholas H, Dillon T and Shalom A.



Year 13 Genetic Workshop at the Thinktank

Year 13 visited the Thinktank to experience a range of genetic techniques to reinforce the students' knowledge and understanding. The students gained practical experience of using micropipettes to improve their accuracy of pipetting and micropipette DNA samples into practise gels. The workshop allowed the students to use PCR 'Polymerase Chain Reaction' to make lots of copies of their target DNA, whilst trying to solve a crime.

The students used a micropipette to add the DNA samples into electrophoresis gels before staining and rinsing to reveal who had committed the crime. In the afternoon the students also extracted their own DNA and could see their own DNA as strands in a test tube! The Year 13's were given a range of genetic statements to discuss in groups leading to a debating session on key genetic issues that are arising due to new genetic techniques available. Lastly the students explored the medicine floor, where they saw a real brain! The students were an asset to the school and furthered their practical skills for genetic techniques.



COMPUTING

Key Stage 3

Year 7 have recently returned to the world of programming and have been working their way through further fundamental concepts of computer science. The lessons have seen them unlock the efficiency of nested loops, the questioning of conditionals and the reasons why we don't always count by one in computing.

Year 8 have been working with HTML, the language that the world wide web is written in. During this scheme of work, they have looked first hand at the raw code that makes up the most popular webpages on the web and even changed the contents of them using Mozilla's X-Ray Goggles. Moving away from

simply viewing the language, pupils have had the opportunity to create their own HTML code, gaining understanding in the importance of pairs and closing tags in the language.

Year 9 have been working with flow charts and pseudocode all in pursuit of effective algorithmic design. They have discovered how even the most basic of processes – making a cup of tea, can be noted in the form of an algorithm depicted via a flowchart. Moving forward with this ability and knowledge will allow the pupils to effectively decompose problems across the curriculum and also provide them with the tools to effectively map out their ideas.

Key Stage 4

The year 10 computer science group are currently studying algorithm design and the fundamental algorithms of computer science. So far this term they have put into practice the searching capabilities of linear and binary search, as well as the sorting capabilities of bubble, merge and insertion sort. Closer to the Easter break, the group has been designing their own algorithms with pseudocode acting as the blueprint.

The year 11 computing group have put the final touches to their controlled assessment and have already begun theory and exam focused lessons within school. The completion of further past papers is also underway, all with the sole aim of preparing the group for the upcoming exam. Students are encouraged to use the revision guides provided for them and to also make use of Mr Ravenscroft's docs.com (docs.com/mrravenscroft).

The year 11 ICT group have put the final touches to their controlled assessment and have already begun theory and exam focused lessons within school. The completion of further past papers is also underway, all with the sole aim of preparing the group for the upcoming exam.

GEOGRAPHY

Year 7

Year 7 geographers have just completed investigating the global superpower that is China. The world is changing China, and China is changing the world. China is in the media today, as it is almost every day, dominating the world news in a variety of different ways. It is the world's fastest growing country and by 2040 China is expected to be the largest economy in the world, with India second place and the USA in 3rd place!

The country has transformed itself and its role in the world at a great pace. Particular focus is paid to students investigating China's rapidly changing human environments and also learning about China's rich physical environments in a hugely engaging unit of work. Year 7 geographers are now moving onto the Horn of Africa.

Year 8

Year 8 students have just learnt about the fascinating newly industrialising country of Brazil. From learning about the Brazil's amazing physical features like the Amazon River and rainforest, to analysing why people are moving from rural areas to major cities such as Rio de Janeiro, the Brazil topic of work is always a popular choice with our students. Students also learn about the impact of Brazil hosting the Olympic Games, and consider the many social, economic and environmental influences that events like these may bring to a nation. Year 8 students are now moving onto the Middle East.

Year 9

Year 9 students in geography have completed the unit of work on the world's leading superpower in the United States of America. Students investigated river management at the Hoover Dam, national parks such as Yellowstone and also learnt how hurricanes actually form. They also investigated the USA's interesting and continually changing human environments, from mega cities like New York to urban regeneration in areas like Detroit. This unit really helped develop students' geographical understanding of a variety of key concepts. Year 9 students have just began exploring the Himalayas in their new unit of work.

Key Stage 5

A2 geographers have almost completed their units of study this year to enable sufficient time to prepare for their A Level examinations. A2 geography is split across three teachers, each specialising in an area of geography to ensure students receive the highest quality of teaching possible. This year A2 students have been learning about plate tectonics, world cities and contemporary challenges and conflicts.

AS students are also approaching their examination period. Students will complete 2 days of fieldwork this half term. Firstly, they will visit Birmingham City Centre and the surrounding area to investigate how urban regeneration has improved the area. The students' second trip will see them visit the town of Bewdley to see how the town has adapted to cope with the threat of flooding from the River Severn.

Key Stage 4

Year 11 students are currently studying their last topic of GCSE Geography: The Coastal Zone. Within this unit students will investigate the processes that shape our coastline, how the coastline is changing, the consequences of such change and how coastal processes can be managed. In addition students are also in the closing stages of completing their controlled assessment which accounts for 25% of their final grade.

Year 10 students are exploring the changing nature of cities, in particular focusing on the opportunities and challenges that cities like Birmingham present. This unit of work enables students to truly explore their city, to develop a deeper understanding of the characteristics of Birmingham and to identify areas of improvement and offer solutions to make Birmingham a better city in which to live.

ICELAND

On the first Saturday of half term 57 students from Year 10 and 11 flew to Iceland for a truly memorable 5 days in the land of fire, ice, trolls and elves. Clad in their blue hoodies (we clearly had the best ones compared to other school groups we bumped into) we all marched through Birmingham International and were given our own check in desks, security lines and treated like VIPs....This may have been due to the sheer number of us (63 in total).

Day 1

Upon landing at Keflavik Airport, it became quickly apparent that Iceland was having one of its warmest winters on record. This allowed us to truly experience the alien landscapes and strange colours as we made our way to the world famous Blue Lagoon spa. A couple of hours of bobbing around in the mineral rich hot waters and applying copious amounts of mineral mud to faces were just the remedy post travel. Once relaxed and pampered, we headed to our city base in Reykjavik and after supper Mr May took the group for a walking tour of the capital viewing the Yoko Ono Peace Tower of light, Harpa Concert Hall (which was pulsating with light whilst the Sonar Festival was coming to an end inside) and walked past the Prime Minister's office. The students started to get the idea of how Iceland is so open and peaceful that there is no need for security or the army; everyone just looks out for each other.



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Day 2

Up early and clad in all the waterproofs we could find, we headed out, not that it was raining but Christine (our super agile 82 year old guide) had confirmed that a lack of snow meant we would be able to walk behind the first waterfall and we would all be getting very wet indeed. This was our first stop. Seljalandsfoss is one of Iceland's most photographed natural wonders. The water pours over a 60m cliff and allows visitors to climb behind and experience the power of the falls from within. Soaking, but happy, we boarded the bus (driven expertly by Roland) and drove towards our next stop. On the way, we saw the southern edge of Eyjafjallajokull and the flood plain left behind after the 2010 eruption that grounded all those flights.



Our second stop was Skogafoss-again 60m tall-but this one is a wall of thundering water. Many students climbed up the side to see the falls from above whilst others braved the approach to the falls. We then headed onwards to our first treat of the trip. Comedy ensued as we managed to get 57 students through a till at a souvenir shop. The individual budget of 2000 Krona proved rather a challenge to some students who had not yet got their head around Icelandic currency. With an enormously long receipt we headed off to the southernmost tip of the country and the majestic black sand beaches of Reynishverfi and Dyrholaey. Students were shocked to find out that there is no land between here and Antarctica causing the waves to be huge and powerful. A quick lesson in coastal erosion followed and we headed to our base for the next two nights: on the hill looking down to the sea.



Day 3

This was the day Mr May was excited about! The sights we were to see had not been included on the 2013 or 2015 trips and we could not have been luckier with the weather. Glorious sunshine on a day we were to see lots of ice! We drove past thousands of strange mini volcano style cones and learnt how they are formed when lava meets cold water and the gases erupt vertically. We stopped at Laufskalavaroa to view the many cairns placed by locals and some students built their own (this is one of the few places where this is allowed). We also drove through vast lava fields covered in a thick vivid green moss and stopped at Eldhraun to view this unearthly landscape.



Onwards to the highlight of the trip for many. Jokulsarlon is a tidal lagoon at the foot of one of Iceland's largest glaciers. As the ice calves off the glacier, it travels through the 240m deep lake and gets stuck at the narrow outlet to the sea. We were lucky to have some incredible ice sculptures to photograph along with quite a few seals going about their business. A short walk to diamond beach, named as to the crystal clear mini icebergs that wash up on the shore. Those who walked fast also were able to see some Orca's breaching in the distance. Finally, we headed back to the southern tip via the incredible Vatnajokull national park with its majestic glacial landforms and immense glacier outlets flowing down from the inland mountains. We saw first-hand how these glaciers are retreating at an alarming rate due to climate change but nevertheless retained a sense of awe and power. As the weather changed (it changes every 5 mins in Iceland) we headed back to the warmth of the hotel.



Day 4



Time for the Golden Circle! We awoke (probably quite early due to the storm) to find that the landscape had turned a beautiful white after the snow storm overnight. A few miles west we were once again in the sunshine and no snow but further inland, Roland expertly drove us through some properly harsh Icelandic weather and beautiful landscapes towards our first stop up in the hills. Gulfoss is the second largest waterfall in Iceland; its double drop provided a perfect case study for river erosion. We walked down in the very strong wind and freezing conditions and took some stunning photos. I think at this point some of the students started to realise how lucky we had been with the weather to this point. A short drive followed to Geysir. Geysir (the second largest geyser in the world) hasn't actually erupted since March 2016 but Strokkur continues to erupt every 7 minutes.



We walked around the weird steamy landscape before heading to the third location on the golden circle. Þingvellir is the area between the Eurasian Plate and the North American Plate. Between them is an 8km stretch of land that is slowly being pulled apart. It is also home to the oldest active parliament in the world and students were told of the rather gruesome ancient punishments that were handed out here. Students were also able to see this flat expanse of land and the lake that has



formed within it before they walked along the rift on the North American side. Following this, we were supposed to go for our second treat at the dairy farm where you can eat ice-cream made from the cows that sit next to you in the café. Unfortunately, the road to the farm was too dangerous due to the wind and snow so we headed back to the capital. A quick stop at Perlan (the former hot water tanks for the city now being converted into a huge Geographical museum) and then back to our hotel. We said goodbye to the wonderful Christine and that evening we celebrated a birthday, had a quiz and packed for departure.

Day 5

We said goodbye to Claus and the team at the hotel and headed down to the Sun Voyager sculpture on the northern shore of the city. The sky was crisp but clear so we were treated to amazing views of the mountains to the north of the city. The students then were marched up to Hallgrímskirkja, one of the tallest structures in Iceland. This church is designed to mimic the basalt columns found all over the country. A couple of hours of shopping ensued and we headed down to have a look inside Harpa on the harbour and its futuristic interior (once again designed on the theme of basalt columns). After this we headed west to Gunnuhver. This extremely active geothermal area is a place where you can really see, feel and smell what is happening underneath your feet. Violent and powerful vents of steam and sulphur erupt from the ground and the ground itself (below the walkways obviously) can sometimes



reach above 100 degrees Celsius. This was to be

our final stop so we headed for the stress (for Mr May) that is the airport. Safely through and checked in, we boarded our lovely IcelandAir flight back to the UK and the trip of a lifetime came to an end.

A big Takk (thankyou) must go out to all the parents who supported this trip, the students who came, our tour company Discover The World, our driver Roland, our guide Christine but most importantly the 5 other teachers who gave up their half terms to help. Þakka þér fyrir to Miss Ellis, Mr Mullins, Mrs Morris, Miss Bisset and Mr Paillette for all your help.

HISTORY

Year 7

At the beginning of January, Year 7 looked at the power rivalry between the King and Church in Medieval times and how this reached a violent turning point with the murder of Saint Thomas Becket. Since then, they have been studying King John, questioning the accuracy of Walt Disney's interpretation. After half-term, Year 7 will be briefly looking at the Great Reformation before diving into Elizabethan England.

They will be looking at how well Elizabeth I dealt with her problems, including the question of marriage, threats from foreign invaders and religious challenges. This has been developed in the SoW as this is one of the key topics in the new GCSE.

The trip for Black Country Museum is currently being organised for the summer term.

Key Stage 4

Year 11 are making good progress towards their GCSEs, with some high quality controlled assessment being produced. Year 10 are well into the new GCSE spec. We have started teaching Elizabeth I for the first time at GCSE and it has proved to be popular with the students. We take another trip to Berlin this summer. 37 students have signed up for the tour which will have a new Cold War emphasis, in line with the new GCSE spec. We are looking forward to it.

up to build them out of cardboard. Students competed to design and build the most comfortable and best-defended Roman town. Since half-term, we have moved on to learning about Japanese samurai culture. Students explored Samurai head culture, questioning how and why samurais collected human heads on the battlefield. Imagining themselves as samurais, students designed and built their own helmets and body armour to protect their heads in battle.

After Easter, we look forward to returning to History Club to investigate Medieval castles.

Year 8

Year 8 have been studying the Industrial Revolution this term, looking at the consequences of rapid industrialisation on British society. They have just completed the new style T1 exam. It is a single essay question testing all the mastery skills needed in History. The biggest difference between the P2 and T1 was that students were expected to revise for the T1 and were not given any factual information in the exam like they were during the P2.

The ARE is slightly lower, P2 = 82%, T1 = 80%. However there were 3 classes that made positive progress from the P2 and 2 classes that need interventions prior to the T2.

After the T1, students will be studying transatlantic slavery and its lasting legacy before looking at World War One after Easter.

Year 9

At the beginning of January, Year 9 looked at the impacts of World War One on the modern world. Since then they have been engaged in the study of the Holocaust, asking questions about how this horrific event could have happened and who we should blame.

On Holocaust Memorial Day in January, Year 9 had the opportunity to watch a live webcast of a Holocaust survivor, Mala Tribich, telling her incredible story. They have since written prayers and poems reflecting on Mala's story which will be displayed in a book.

After half term, Year 9 will begin to learn the content for the summer T2 exam, which will be on the causes of World War Two. This assessment has been designed to test all mastery skills in History and embed key secondary concepts about change, continuity, significance essential for the new GCSE. Pupils will be expected to revise and learn the information for the exam in preparation for the challenge in the new GCSE.

History Club

History Club remains a popular choice of extra-curricular among Year 7 and 8 students, many of whom have become dedicated members. This term, we have focused on two fascinating topics: Ancient Roman settlements and Japanese Samurais. In January, students investigated where the Romans built their settlements and why, Roman infrastructure and the layout of settlements.

They then designed their own Roman settlement incorporating defensive features before teaming



PERFORMING ARTS

Following the Christmas festivities, the energy and enthusiasm Bishop Challoner students have for the Arts has continued with full force.

Exam Preparation

This term has seen GCSE and A level Music and Performing Arts students preparing for their forthcoming summer examinations in earnest. Our GCSE musicians have been very busy composing their own original material and, in response to a brief asking them to create a musical 'fusion', some weird and wonderful musical hybrids have been formed! From Dejon Butler-Blake's Indian/House music fusion to Maria Maxwell's Opera/Grunge fusion, the creativity was certainly unleashed in our Year 11 Music students.

They have also been rehearsing and performing their instrumental performances and have put in many hours to perfecting their skills in order to gain the highest marks possible. We hope our GCSE and A level Music students use their time wisely during the first half of the summer term in order to prepare fully for their listening and appraising exams to build on the great work they have already put in for the other two areas of their courses.



Year 11

Our Year 11 Performing Arts group have also been working extremely hard this term towards their Unit 2 'Showcase' performance. Students have been staying after study sessions on Thursday evenings in order to create and rehearse a piece of theatre in response to the title 'The Imaginative World of Fiction'. They have faced the challenges of realising some difficult roles and also exploring theatre practices such as choral speech, contemporary dance and multi-role acting in their performing repertoire. Their final performance will take place on 10th May in the dance studio and we anticipate it will be a huge success with the examiner.

BTEC in Musical Theatre

This is the first year the Performing Arts department have delivered the BTEC in Musical Theatre and it has proven to be a definite hit with the students who have undertaken the course. From September onwards they have been developing their skills in Musical Theatre, in particular the integration of the Art forms and have been preparing a performance for their first unit from the musical Annie. We have been thrilled with the level of commitment and dedication shown by this class who have worked tirelessly for the last six months and have shown a real improvement in their understanding and performance of, musical theatre texts.

Performing Arts Exploration Day

On Monday 27th February, Year 9 Gifted and Talented students took part in a Performing Arts Exploration Day where they undertook workshops in Singing, Musical Theatre and Drama. The students involved were a credit to their year group and a wonderfully productive day was had by both teachers and students alike. All Performing Arts teachers who delivered workshops on the day were very impressed with the talent, commitment and enthusiasm demonstrated by the students involved.



Bishop's Got Talent

In our year of celebration, the theme of showcasing the wonderful talents of our students at Bishop Challoner has continued in earnest this year with regular Bishop's Got Talent events in the library and seven of our fantastic pianists certainly showcased their playing talents on Friday 20th January. The event was titled 'Piano Relay' and was a simple concept of as many students as possible performing a piece from their repertoire.

Some students played a classical piece, some more contemporary, and they completely transfixed the audience who had gathered to hear them. To say the event was a success is an understatement and we would like to mention the pianists who took part and congratulate them on their bravery in playing solo in front of their peers; Simon, Lily, Tom, Emma, Eve and Lana.



Following on with this theme, our second music-based Bishop's Got Talent event took place on Thursday 9th March and, again, took the audience by storm.

This event was titled 'Anything Goes' due to the eclectic mix of performances seen and featured Akeidad performing a Steel Pan solo, Ellie and Verity performing as a vocal/ukulele duo, members of We Sing show choir performing a pop song 'mash up' and Livia, giving a truly virtuosic violin performance.

The performers demonstrated great professionalism and tenacity and literally had the audience who had gathered to listen to them spellbound. Mr McEvoy was delighted with the respect they showed the performers and commented that you could "hear a pin drop" in the library between the hours of 10.50 and 11.10 am on that Thursday morning. A huge well done and thanks to all performers and audience involved.



Symphony Hall

The Music and Performing Arts department is constantly seeking ways of exposing our students to a variety of live music, both in and out of school and it is for this reason why we organised a trip for Year 7 students to see the City of Birmingham Symphony Orchestra in the world-famous Symphony Hall on Monday 31st January.

Tickets were limited and the trip was over-subscribed by November last year but 64 lucky students were given the opportunity to witness some of the country's finest musicians playing an hour-long concert which was designed especially for Key Stage 3 audiences. The concert which featured a trip around the world and throughout different periods in musical history. It was an interactive concert with a compere and a few of our students were fully involved by offering their answers to a number of questions posed during the course of the concert. We sincerely hope to be able to offer this trip to a larger number of Key Stage 3 students next year as it was such a huge success.



St Chad's Sanctuary

On Wednesday 15th March Bishop Challoner played host to a large group of visitors from St Chad's Sanctuary, for an afternoon of music and friendship. The event was organised by our head boy and girl, Michael and Eve, who had spent time liaising between the Sixth Form team, Music department, Paul Gray, the Chaplaincy and Mr McEvoy to make sure our visitors were given a warm Challoner welcome.

Michael and Eve were supported by a group of fellow sixth formers who volunteered to help out at the event, serving refreshments and talking to our visitors. It was lovely to see several of our talented musicians offer to perform for the people from St Chad's, especially Livia and Liam from Year 10, alongside sixth form musicians (Lana, Daniel, Teddy, Emma and Fintan).

These students were willing to give up their time to rehearse for this event, even though they have gruelling schedules preparing for their forthcoming A level examinations. This demonstrates true Challoner spirit and we continue to be extremely proud of our young musicians and their willingness to share their talents with others.



We would like to congratulate any pupil who has made a contribution to the Performing Arts department's success this term. We hope Bishop Challoner students will continue to take part in, enjoy and celebrate Music, Drama and Dance in the summer term and beyond.

PHYSICAL EDUCATION



Since Christmas students have been developing their skills and understandings in a range of sport, including handball, trampolining, gymnastics, badminton, netball and striking and fielding games. Many of our Year 7 students have been coached by Warwickshire Cricket Clubs within their PE lessons, which they have thoroughly enjoyed. Alongside this Pat Benson and coaches from his boxing school have provided boxing coaching to boys in Year 7, 8 and 9. An experience thoroughly enjoyed by all involved.



Extra Curricular Clubs

Lots of students have been continuing to take part in the vast range of extra-curricular clubs. The gymnastics club on a Thursday morning has become extremely popular, and due to a large demand, another gymnastics club is now running on a Tuesday morning.

Many students have been collecting signatures on their extra-curricular rewards cards in order to be rewarded for their attendance. Miss Beall and Miss Ball went bowling with all those who managed to attend 20 or more clubs between Christmas and February half term.

The prizes for this half term will be given out at the end of the last week of term.



Awesome turn out for gymnastics club this morning!



BTEC Dance

The BTEC dancers took part in a Bishop's Got Talent event in the library. Their dances were well rehearsed and they gave excellent, polished performances. It was a great event with a chance for the pupils to show off what they have been working so hard on, and for the rest of the school to celebrate their talents.



Fixtures

It has been another very busy term for fixtures, as well as many students competing in school sport competitions. Back in January the Year 7 and 8 girls athletics team received 3rd place for their participation at an indoor athletics school game competition. More recently, the Year 8 and 9 girls football team achieved first place at the football school games competition, where they showed great passion and determination to win.

As well as many of our Year 8, 9 and 10 students being selected to play at the basketball school games.

Well done to all involved who represented the school to the best of their ability!



Football

Some of the highlights since Christmas have included the football fixtures where the girls under 15 team have progressed to the final 16 of the English Schools National cup, which is extremely exciting. The 7A boys football team beat Archbishop Illsley 6-2, confirming their place in the semi-final of the Kings Norton Cup and the 7B boys team remain undefeated with a 4-0 win against the University of Birmingham School.

The Year 11 boys have progressed through to the final of the West Midlands Cup after a convincing 2-0 win over Heart of England. The final is likely to be held at West Hills after the Easter break.

Netball

The Year 7 netball team finished first in the Kings Norton League Cup tournament, which is an excellent achievement and the girls were a real credit to themselves and the school. Well done!



Sports Leaders

Lots of Year 7 students have been selected as sports leaders and have been going into local primary schools to lead various multi-skills sessions and playground games. Year 9 students lead various sporting activities to St Dunstan's primary school during their PE lessons.

Year 9 have been focusing on developing their leadership skills within their curriculum, and the event with the primary school allowed them to demonstrate all they have learnt. Well done to all the students and good luck to the students who will be leading next term.



Duke of Edinburgh

The Duke of Edinburgh Award has been filled with Year 10 students and they too, have begun their training and preparation for their completion of the renowned award. We wish them the best of luck.

Basketball

The Year 7 girls basketball team finished the league winning 3 out of 4 of their games, where they have all shown excellent development in their skills and commitment, as well as great determination, as a team.



The Year 7 and 8 boys basketball team beat Niksham school, with the year 8 girls team being victorious in all of their games- a massive well done to them. The Year 9 girls beat Shenley and the Year 10 boys beat Kings Norton Boys in a very tense, high pressured game, 35-29 having to play into overtime.



Ball Crew

Year 7 have had trials for the Aegon Classic Ball Crew, for which there was a massive turnout. We thank all students for giving up their time to attend trials and congratulate those who have been selected to continue this far. Those students have already started training, ready for the event in June.



Floor Moppers

10 of our students were selected to be Floor Moppers at the All England Badminton Championships and enjoyed the experience.

We also have three major trips coming up with a Girls' Football and Netball Trip to Liddington and a Boys Football Development trip to Villareal FC.

All PE and sport updates can be followed on our twitter page @BCPEDepartment!

CITIZENSHIP/PSHE

Year 7

This term year 7 students have been investigating the role of our government in society including; what democracy is, questioning the relevance of the monarchy in modern society, how parliament operates, the various political parties and roles of MPs, as well as the laws on voting. Some activities students have engaged in include writing a letter to our local MP, Roger Godsiff, on a topic of their choice, creating their own political party and designing campaign posters advertising their own opinion on voting rights (as pictured here).



Year 8

This term year 8 students have studied a topic surrounding liberties and freedom. Students have been developing their understanding of democracy, international law, protected characteristics and the free press. Some activities students have engaged in include a debate over the morality of the death penalty, created a presentation with a critical analysis of conflicting rights in North Korea and a leaflet on the importance of the 2010 Equality Act and what it means for society today.

Why might someone argue that the press shouldn't be completely free to write/say what it wants?



Year 9

Year 9 lessons this term have been selected by teachers from several options best suited for the needs of the class, sometimes at the request of the class. The topics students have explored include; issues surrounding drug use, dangers of alcohol, what safe relationships are, eating disorders, organ transplant and gender issues.

During these lessons students are informed about the issues, are able to debate topical case studies or laws, and are signposted to advice and guidance. Following these lessons students are now beginning to work through career guidance booklets to help them focus on the years ahead.

Fox Hollies – Inclusive Leadership Award

Around 30 year nine students this term have taken part in this active citizenship project where they develop their leadership skill through training on disability awareness and sign language, supporting lessons at Fox Hollies Special School and sharing their experiences with students back in school. The aim of the project is to develop disability awareness and give students the confidence to work with people who have different needs. All students have done an excellent job at befriending and supporting during their weekly visits. In fact we saw one student who is effectively mute whilst in school speak for the first time to one of our students, an experience we all (including the staff at Fox Hollies) were incredibly amazed and pleased with.



At the end of this term we will be taking 8 Challoner students along with 15 Fox Hollies students on a retreat to Kingswood adventure centre to develop offer more time for friendships, leadership skills and communication skills to develop. This picture was taken on St Patricks Day, some of our year 9 students are leading a dance class in Irish Dancing at Fox Hollies.

Sixth Form Student Voice Leaders

In order to make student voice in sixth form more effective we have implemented a new way of delivering it that is student centred. Two members of all year 12 forms spent each Thursday form time for six weeks bringing about change in the school. The group of students created an action plan, held a cake sale to raise funds, evaluated their planning and organisation and finished the project with the money ready to make the change they desired.

The change they wanted to see was for access to microwaves in the common room during break and lunch so they can buy cheaper food and bring it in without paying canteen prices, despite raising the money this plan is on hold until the work on the roof is complete and students get their common room back. The next group begins after Easter.



Year 12 Student Voice Leaders Week 2 Action Plan			
Who is in your group? Full names			
What are your aims? What do you want to change/improve and how?			
Steps to achieve your aims... (be specific, see hints below)	How are you going to complete this step?	Who is completing what and by when?	What challenges may you face and support may you need?

Personal Tutor Time

Personal tutor time is an essential time of week for delivering key Social, Moral, Spiritual and Cultural (SMSC) learning. During this time students reflect on any issues that may be requested by SLT or planned as part of the SMSC curriculum.

This term personal tutors have delivered a range of sessions to inform students and inspire debate, some of these topics include; voting for our school charity, Safer Internet Day 2017, World Religions Day, revision tips and techniques and resilience in the face of adversity.

One of the most popular tutor sessions was on the legal principle of Joint Enterprise. This principle was a shock to many students as they were unaware that just by failing to stop, assisting or supporting a serious criminal act could lead to punishment by association of the criminal.

What is Joint Enterprise?

- The law is clear and unforgiving - if your **presence, knowledge or actions** lead to a serious crime you too could be charged with this crime.
- This is referred to in law as '**joint enterprise**'.
- This means that it's not just the person who uses the knife, gun or their hands to cause harm that could be charged with the crime. Anyone who knows that a crime is planned, even if they are not sure, but still **fail to do anything to prevent it** could also be charged and go to prison or get a criminal record.



MFL

This term, KS3 students have been working hard especially Year 8 who have just finished their T1 assessments.

The MFL department would like to emphasise the fact that the academic year is not over for Year 8 students and they should keep working hard in order to prepare for new challenges in Year 9. In the next module, some students will be part of an exciting and fun video project about themselves. In addition to this, all students will focus on descriptions of people, relationships with friends and family, clothing and music.

Year 7

Year 7 have been learning about how to talk about school, subjects, new technologies and how to give their opinions with a justification. To support Year 7 students in the revision process, new resources will soon be available on frenchbc.weebly.com prior to P2 to practise spelling and understanding of the topic-based vocabulary.

We would like to insist on the fact that P2 assessments will cover the topic studied from September to April.

Year 9

Year 9 recently had end of module assessments which were designed according to the new French GCSE challenges in order to prepare and support them for this demanding GCSE. All the topics studied so far will be assessed in the end of year assessment, T2. The MFL department has subscribed to a great new website, [vocabexpress](http://vocabexpress.com), where students can practise the vocabulary of each topic. Furthermore, each student has been given access to digital copy of the text book we are using which should be helpful to revise grammar points but, also, to practise listening and reading skills.

We cannot stress enough
how important learning
and revising the vocabulary
thoroughly and consistently
at home is.

Good luck to everyone!

Advice to Year 11

Not long left until the GCSE exams now! Our GCSE listening and reading exams are on the 16th May 2017 this year, we advise all students to learn and test themselves regularly before the examinations. By now, all students will have started past paper practice in class. At home, students can use the various websites available to them to revise/ learn and practise the different topics.

www.quizlet.com (free, can also be useful for other subjects)
www.vocabexpress.com (password needed)

We have complete lists of French GCSE vocabulary available in school. Please ask your French teacher if you would like one. This way, you can go through topics and highlight words you know and focus on any gaps.

Finally, all writing and speaking courseworks (60% of the French GCSE) will be submitted to AQA by the end of April. Any student with an outstanding coursework need to be ensuring they are completed by then.

French exchange

On Friday 17th March our school welcomed a group of French students from La Rochelle for the second year. The exchange was a great success; our year 11, 12 and 13 students spent the whole morning taking part in conversations, quiz and even had the opportunity to taste some local delicacies brought in by our French friends. Many students have exchanged contact details and we hope will keep in touch in the future.



MEDIA STUDIES

The Media Studies team have had another action packed and coursework filled term. Students from Years 10, 12 and 13 have been completing their coursework and have created some brilliant pieces, especially Year 13s academic essays and Year 12 music videos.

Year 11 are fully immersed in exam revision for their topic of 'Game Shows' – we also hope to be analysing a certain Challoner teacher's performance in a game show soon. Watch this space!

BBC School Report

BBC School report was completed by Year 8 on the 16th March; this is a chance to really understand what it feels like to be part of a high pressured news team and give the students a slice of what Media might be like as a GCSE/A Level option. 8x2 were fantastic on the day and produced some quality pieces. They utilised all they had learnt about news bias, being 'clear, concise and correct' and the structure of TV and web news.

Here are some of the students talking about the process:

Freddie (Entertainment correspondent) - I thought it was really nice to do something different, because usually school is quite formal and you feel like you have to be the best you can be, but it was nice to have a day where you can do something you really enjoy. My favourite part was making and performing mine and Adam's entertainment show - even though the top 5 was cut out (because the filming was blurry) I felt like I was part of something - part of a team.

Joe (Web news team) – I really enjoyed the day, it improved my reading, writing and confidence. I found a lot of breaking news stories that were really surprising and interesting to read.

Emilia W (News anchor, TV writer and camera person)– I really enjoyed the experience and it has definitely improved my confidence and media understanding. I think this experience will have benefitted others too. The experience was a once in a lifetime opportunity and I am glad I was chosen to present.

Annalise (radio reporter) – It was a good day - it was great to miss lessons to do something different and all in all a good experience. I got to work with my friends. When we were in the media room recording I got nervous and was getting my words mixed up, we had to act very serious – just like the news.

Shannon (Star and writer of Shannon's Savers) – I found the day really fun; it was a great experience. I liked how the school had different people doing different things, but everyone was doing something they liked. My favourite part that I did was the vox pops as it was fun to see different peoples' opinions.

Martin Lewis – the real money saving expert (and his team) sent well wishes to Shannon on the project. They wrote:

Thanks very much for sharing Shannon's video! She's very talented and has clearly learnt a lot from Martin.

Can you let Shannon know that I've shared it with Martin (and the team) and he thought it was brilliant - he wishes her success with her BBC School Report project!



We have also had Sarah Smith working with us this year, a Schools Direct student from Warwick University. She has been an amazing asset to the department and recently got a job for her NQT year in Leicester. Well done Sarah!

ART AND DESIGN

Year 7

This term, Year 7 have been studying Still Life. They have focused on the work of Vincent Van Gogh, specifically 'The Sunflowers' to improve their watercolour painting skills. They have also studied the work of Michael Craig Martin and have experimented with overlapping outlines of everyday objects, colour and wax resist technique.



Year 10 and 11

Year 10 students are branching out into different ideas and materials, away from teacher-given examples.

Students in Year 11 are completing their final project, with each student working on concepts, artist inspiration and material experimentation depending on their personal skills and interests. This means that learning is expected to be more independent than during previous projects, and most have revelled in the opportunity to explore their own passions and concepts that interest them.

A Level



Year 8

Year 8 have been working hard on their T1 assessment project 'Cubism'. This has involved exploring the work of Pablo Picasso and George Braque, which provided inspiration for their mixed media final piece. This involved selecting a section of the Weeping Woman and recreating it in relief using recycled papers, string, collage and cardboard.



Year 9

Year 9 students have been exploring the famous 'drip paintings' of Jackson Pollock, learning how to control paint and adding layers of colour through action painting. Students were encouraged to critically analyse and compare his work to that of Robert Rauschenberg and then recreate work based on this. This included using found objects to recreate a personal and abstract response, a direct juxtaposition to the Pop Art movement they are now focusing on, including oil pastel transfers and collage.



A level students in Art have embraced the Spring term by continuing to develop their artistic practice through a range of exciting materials and processes as part of their final exam project. They have extended their contextual knowledge by engaging with a range of contemporary artists, who explore different issues and concepts which feed into their own responses. All are working on large scale pieces that react to their material experimentations and particular concepts.

Artist in Residence

Both Artists in Residence – Eilise Lancaster and Lydia Parkes – have been hard at work creating high quality and exciting artworks situated around the school grounds. Eilise has created a mural of Elliemae McLoughlin, a hard-working Year 8 student with incredible talent and successes in dance. She has been commissioned to create two more murals of students who have shown excellent attainment within sport. Lydia has created paintings that feature wildlife and flora, which have been printed onto a range of tiles and presented as part of a trellis in the Peace Garden.

These vibrant and curious artworks have evoked a colourful and stimulating entrance to the space, working in collaboration with Jo the Gardener's landscape. Lydia's next project will be working on the Big Sleuth bear, where she will facilitate workshops with selected Year 9s and 10s to create an original design that will be exhibited as part of this year's Art Trail across the city.



PRODUCT DESIGN

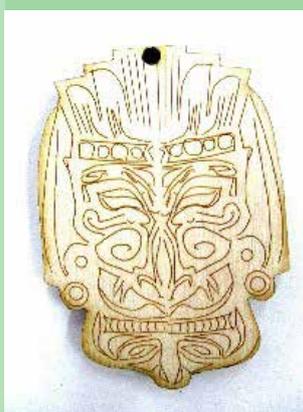
Year 7 Bag Charms

Year 7 Design and Technology students have been busy working on their bag charm designs inspired by Art Nouveau, Art Deco and Memphis art movements. Initial designs were sketched and students have been learning about a variety of manufacturing techniques, working with acrylic and aluminium to be able to make their designs appropriate to their intentions. All students have worked incredibly hard this term and they should be very proud of their achievements.



Cultural Jewellery

In our other Year 7 project, students have been learning about cultures from around the world in order to produce a piece of jewellery which celebrates the ideas, beliefs and customs of different cultural groups. Check out these fantastic laser cut plywood examples made by Tate, Joshua, Millie, Wicktoria and Dillon. The patterns were applied through dye sublimation printing, a process which uses heat to transfer ink into the surfaces of a wide range of materials.



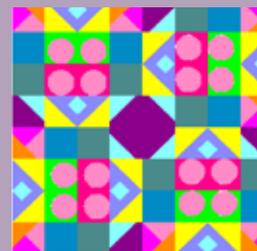
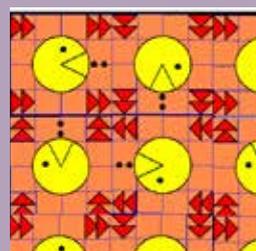
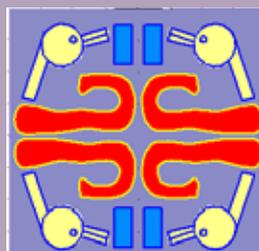
Inspired by Nature

Year 8 students have also been designing jewellery this term, but this time inspired by natural forms. Students tested a range of jewellery making techniques using aluminium, learning how to pierce, roll and crease to achieve interesting shapes and textures. Once students had drawn out their final design they began making their pendant out of brass and copper.



Year 8 Retro iPhone Cases

The other Year 8 Product Design project involves students investigating the design of a 20th century decade in order to design a retro style phone case. Students learn how to create repeat patterns using 2D Design software and investigate the vacuum forming process using HIPS plastic. Well done to Cara, Owen, and Liam who all took inspiration from the 1980's when designing these imaginative patterns.



Year 9 LED Light Garden

In year 9, students have been designing and making an LED garden night light. Some pupils have taken inspiration for their design from the work of Dale Chihuly, an American glass artist who produces large glass sculptures and installations inspired by nature. The electronic circuit inside the light has been built by hand with students learning how to solder discrete components to a printed circuit board. A light dependent resistor allows the electric current to flow only when it gets dark, therefore the light turns on automatically. One of these sophisticated products might be illuminating a garden near you over the Easter period!



Year 11

Year 11 students are in the final stages of manufacture of their final products, which alongside their supporting folders are worth 60% of their GCSE grade. Amongst the first to finish are Aliyah Qazim and Laura Ahern. Aliyah has developed a children's walker which makes use of LED lighting to engage and stimulate its user whilst Laura has looked back to the 1980's for inspiration for her table top mood light. Well done to them and good luck to all the Y11 Product Design students over the next few weeks as they near the Easter deadline.

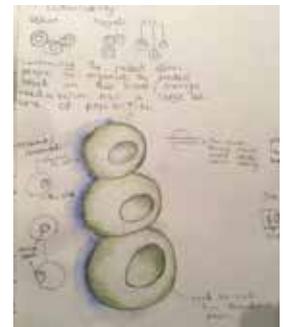


On 3rd April one of the GCSE groups visited Goldilocks Nursery on Institute Road in order to collect valuable research for their exam. Section A of the exam requires students to design a product and students are provided with a research theme on the 1st March each year. This year's theme is designing for a children's day nursery so a trip was organised for students to visit Goldilocks in order to analyse the environment and the type of products used to engage children of nursery age. The group were great ambassadors for Bishop Challoner school and were very appreciative of the time given up by nursery staff to show them around.

Year 13

Our A Level group are nearing the completion of their controlled assessment unit, worth 50% of their A Level grade. From a storage unit for logs to a rotating TV stand, students have had to identify their own design problem and develop a sophisticated and elegant solution. The group have experimented with a variety of materials and processes in order to select the best combination for their final outcome. As they round the bend into the home straight, we wish them the very best in the forthcoming weeks as they enter the exam period.

Jayden Goddard is looking to produce a small storage unit for everyday items which will appeal to the busy lifestyle of a young student. It must have a striking aesthetic as well as performing its storage function well.



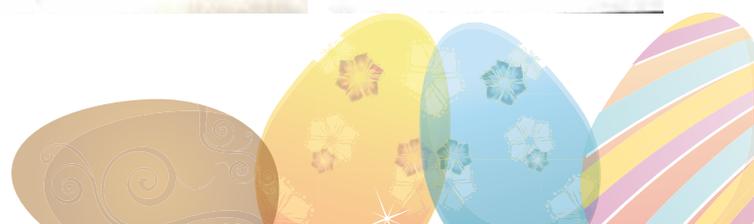
Examples of Nicklas Hunt's cardboard modelling and prototyping. Nicklas is developing a storage unit for logs which must withstand the high temperatures created in the area around a log burner.



TEXTILES

Year 7

In textiles, Year 7 pupils have been working on the pen pot holder project, using the art movements as inspiration for their designs. They generated shapes through paper modelling after studying art movements such as Memphis and Arts and crafts for the pen pot shape then created a repeating pattern on 'Grid Magic' software which was sublimation printed onto the fabric. These were then sewn using the sewing machine and by hand to create a 3D pen holder.



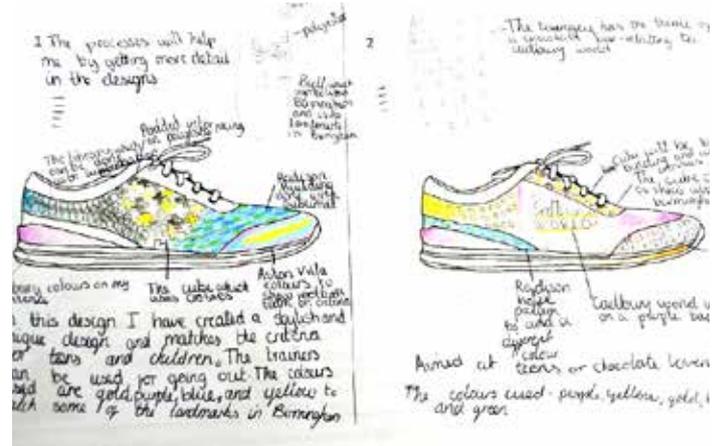
Year 8

In year 8 pupils have been experimenting with a range of felting techniques including nuno, resist and wet felting. They have all designed and made their own sports arm bands for their chosen sport. There has been some excellent designs and many pupils have improved their practical sewing skills on the machines.



Year 9

Year 9 pupils have been researching and designing their own trainer based on the city of Birmingham. They have looked at iconic buildings in the city and based the designs on these. These ideas have then been sublimation printed onto fabric to make a prototype of their trainer.



Textiles Club

Textiles club have been working on a variety of projects this term including wrap over tops, textiles installations, T shirts, cushion covers and even toy elephants!



Big Bang Fair

On 15th March our Year 7 students had a fantastic day at the national Big Bang Science and Engineering Fair held at the NEC. There were hundreds of interactive exhibits for students to engage with ranging from ultrasound machines which they could see their bones and blood vessels, cracking codes with micro bits and learning how civil engineers move 320 litres of water from the Welsh mountains to Birmingham every day.

Students particularly enjoyed the virtual reality headsets and karaoke shower. There was a great opportunity to question industry representatives from companies such as Atkins, Rolls Royce and Jaguar Land Rover to name but a few who were on hand to inspire and enthuse the young minds.



Well done to Annley, Jamar, Ethan, Edie, Carys, Oliver, Molly, Keeley, Thomas, Derrie, Isabella, Finleigh, Harlie and Patrick from our Year 7 STEM and Science Clubs.

STEM news

Over the past term our STEM club have been engaging with some of the resources provided by the Royal Academy of Engineering in their 'Existence at the Extreme' resource pack. Students have investigated the region of India which is deemed the wettest area on earth and have generated ideas for rain proof hoods based upon the banana leaf knups developed over the centuries by the indigenous population. They also developed their electronics skills by building a circuit with a moisture sensor that could potentially be used to alert farmers to incoming monsoons in areas where the radio and internet are not freely available.

© Johnny Haglund / HotSpot Media



BUSINESS STUDIES

Year 10 The current year ten will be the last year group to do the GCSE under the old specifications and hence will be completing controlled assessments in the summer term and first part of the autumn term. The classes are currently studying exchange rates and interest rates. The progress of the pupils is very good.

The summer term will be busy after GCSEs and A Levels, as we get ready for the challenges of the new GCSE syllabus and reflect on what went well, and improvements that we want to make to the A level course, having now been through it once.

Year 12 and 13

This is the second year of the new A level in Business. The A level exam and teaching is new this year and has required significant adjustment from previous years. We are looking forward to a successful examination season for year 12 and 13.

On Tuesday 28th February, a representative from Purity Drinks, a national drinks manufacturer, came into Bishop Challoner to speak with our 6th Form Business students. In each one hour session, students listened to an in depth and interesting presentation on the role of a marketeer, including 'a day in the life of...', how the role

Year 11

Year 11 will be finished the course material by Easter and have already started revising in study sessions. The topics currently being studied are motivation and remuneration. Year 11 are making good progress; with virtually all controlled assessments finished and improving assessment scores in many of the unit tests that have been carried out since Christmas.

fits into the whole organisation and how the theories that we learn in class are applied to real life scenarios.

Students then took part in their own market research activity, where they taste tested some drinks and gave feedback on the products design and packaging. Feedback from students is already extremely positive and they are now working on applying their knowledge to their own marketing challenge where they will be presenting a new brand to the rest of the class.



TEACHING SCHOOL



Thinking of a career in teaching? Train to Teach Events 2017



Bishop Challoner Teaching School Alliance (BCTSA) works with over 50 schools, primary and secondary. Our Alliance has a long and successful record of initial teacher training. We have School Direct PGCE places for a September 2017 start in many secondary subjects as well in Primary (General) and Primary (PE Specialism). We are pleased to be working with St Paul's School for Girls as we head into the next recruitment round for trainee teachers in Birmingham and beyond.

Morning Session 9 am – 11 am: Wednesday 3rd May

Evening Session, 6 pm – 8 pm: Wednesday 10th May

Come and join us for a coffee and find out more about our teacher training route.

I was so pleased to gain a job straight after my training year

I enjoyed every moment of my teacher training!

I loved the feeling of satisfaction when my students got good results



Contact us for more information: teachingschool@bishopchalloner.bham.sch.uk

Tel: 0121 441 6175

Website: www.bctsa.org

SIXTH FORM

Welcoming students to our Sixth Form

In addition to our own Open Evening and attendance at local 11-16 schools' post 16 Information Evenings, we have also been delighted to receive groups of year 11 students from local schools, to give them a personalised insight into the Sixth Form. We have run separate afternoons for Kings Heath Boys, Kings Norton Boys and Hall Green School. As part of the afternoon they took part in a Grade Boosting revision workshop.

All of our Year 11 students who have applied to the Sixth Form have had a meeting with a member of the Sixth Form team and we look forward to enrolling you on Results Day.

Deloitte Micro Tyco

We would like to congratulate Megan, Mollie, William, Luca and Daniel on securing work experience placements on the Deloitte Aspire Work Experience Programme. This is as a result of taking part in the WildHearts Micro-Tyco challenge where the students had to fundraise and use their entrepreneurial skills to raise money for the WildHearts charity.

They worked with representatives from Deloitte to complete diaries of their experiences and were selected from over 200 schools in the country. It is a fantastic achievement and placements with Deloitte through their efforts in the 'WildHearts Micro-Tyco' Challenge, Sixth Form students attended a celebration event at the Deloitte offices in Birmingham.

They were lucky enough to meet Mick Jackson the founder of Wild Hearts and hear about the charity and the wonderful work they do, giving micro-loans to communities to grow their own sustainable businesses. Students also met several apprentices on the Deloitte 'BrightStart' scheme who gave insight into working for the company and the opportunities open to students. The group will each complete a week of work experience with the world renowned company in July.



Stress Management Workshops

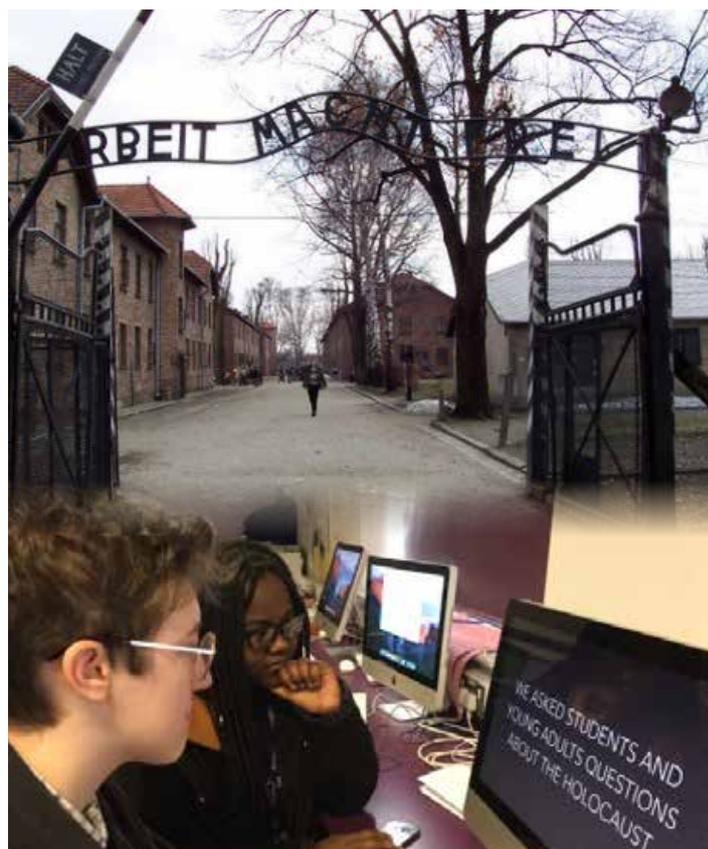
Over 60 students have attended stress management workshops, delivered by Change. This consisted of an hour's small group session, when stress management techniques were discussed, and a follow-up session two weeks later. Students have spoken very positively about their experiences of this.

Assembly- Kayleigh's Love Story

Both year groups have had a safeguarding assembly where they watched a short film that has been made by Leicestershire Police. It tells the harrowing, true story of Kayleigh Haywood, a 15 year old girl, who was sadly raped and murdered in 2015, just 2 weeks after being contacted by a much older man online. Whilst we feel our students are already aware of the great danger of meeting up with strangers, it is always worth repeating this message. We also discussed the importance of making safe choices when out socialising, especially as many of our Year 13 students will be off to universities in new cities in the autumn.

Trip to Auschwitz

Two of our Year 12 students, Teddy and Nia, attended an intensive and extremely memorable day on Wednesday 1st February when they joined students from across the Midlands on a trip to Auschwitz with the Holocaust Educational Trust. As Holocaust Ambassadors, they also had to work on a project in school or in the community, to ensure that lessons continue to be learnt from this most horrific period of history.



UCAS update

So far 6 students have made their final choice of university after receiving unconditional offers from universities such as University of Birmingham and University of Lincoln.

66 students have received all of their offers and of those 23 students have made their firm and insurance choices.

Year 13 students have received guidance in an assembly on the things they need to consider before making firm and insurance choices, such as availability of accommodation, available bursaries and student satisfaction and employability statistics.

Sutton Trust Summer

10 students have submitted applications for Sutton Trust summer schools. These are a very valuable aspect of their social mobility programme and promote widening access to Russell Group universities.

Sixth Form First Aiders

26 students were presented with their St John's Ambulance certificate in assembly on 20th March. This award has been achieved by completing a 4 week Essential and Basic First Aid course as their Enrichment on a Wednesday afternoon.



Year 12 Artists in St Catherine of Siena Primary School

In March a group of Year 12 Fine Art student spent the day helping Year 1 and Reception pupils at St Catherine of Siena Primary create a multi-faith art display.

Student Life

On 13th February Year 13 had an assembly from the University of Northumbria on student life. This was a light-hearted but very informative presentation from a recent graduate entitled "Living the Dream" and covered issues such as accommodation worries, budgeting, Freshers' fairs and the value of joining societies and taking advantage of the opportunities to gain as many new skills as possible.



Masterclasses

A record 98 masterclasses have been attended this academic year. These are worthwhile in giving students an insight into university life, a deeper understanding of their chosen subject(s) and are evidence of interest which can be referenced in university applications.

Work Experience with the Civil Service

Two proactive Year 12 students, Weronika and Kieran found themselves additional work experience with the Civil Service during February half term holiday, for which they have received a certificate.

Revision Assembly

Mrs Marsh delivered a revision assembly in March to the entire Sixth Form. They have since been focusing on revision strategies and drawing up revision timetables in tutor time.



Future Learn

We strongly recommend that any student wishing to demonstrate a genuine interest in their chosen university course looks at www.futurelearn.com for host of fascinating online opportunities. Courses starting shortly include topics as diverse as: Climate Change Leadership, Education for all: Disability, Diversity and Inclusion, Liver Transplants, Health and Humanitarian Crises and the Economics of Crime.

ASPIRE TO BE MORE

Future
Learn

OTHER BC NEWS

Uniform

Students are required to wear the standard uniform of blazer, tie, white/blue shirt with black straight leg school trousers (not skinny or boot cut) or girls can wear a knee length black school skirt. Girls are also reminded that if they choose to wear a skirt, then they should wear plain, black, opaque tights. Students are reminded that black leather school shoes should be worn and that trainers/trainer style shoes are forbidden.

Please note that school shoes must be kept completely black. There are a number of styles, particularly for girls, currently in fashion with wood style soles. These are not suitable for school. School shoes should also be leather and not patent.

In order to complement the smart school uniform we insist that students' hair is smart in appearance and that students do not have shaved/razored hair styles or lines/patterns shaved into the hair. Extreme changes of hair colour are also not permitted. The final decision as to whether a particular haircut/style is appropriate is at the discretion of senior staff.

Make up, nail varnish and jewellery are not permitted, with the exception of one pair of plain gold stud earrings which may be worn by girls.

Summer uniform can be worn from May half term onwards. Should the weather change and reflect the uniform to be worn any earlier you will be informed.

Attendance and Punctuality

If your child is absent from school, a notification phone call needs to be made to the school on the first day of the absence and every further day that they are absent too. Upon return to school, a written note needs to be handed in to their form tutor, stating the reason for absence.

Please encourage your child to be at school by 8.30am to instil the important life skill of good punctuality.

The school attendance target is 96%.

Year 7-	97%
Year 8-	96%
Year 9-	94%
Year 10-	95%
Year 11-	94%
Whole School-	95%

Thank you for your continued support.

Uniform Sales

Please look out for details of school uniform sales that will be held in school over the course of next half term. All items will be available to purchase. Prices and sale dates will be shown on the school website prior to each event.

Schoolcomms

Please continue to top up your child's Schoolcomms account in order for them to purchase school meals.

Mobile Phones

With most pupils in school now owning mobile phones for use to and from school, it is important that they are also not a distraction to study. All students should hand mobile phones into the pastoral office for safe keeping and can collect them at the end of the school day. Students found with mobile phones during lessons and around the school will have them confiscated and

they will be returned at the discretion of senior staff/Heads of Year. In more persistent cases, phones may only be returned to parents/carers.

I know that you will, as always, support us in maintaining the smart appearance of your children and high standards of discipline, so that our focus in school can be on educational achievement.

Important Dates

School Opens Monday 24th April	Y7-10 PGL Liddington Friday 5th May- Sunday 7th May
Ball Crew Training Monday 24th April- Friday 16th June	Year 10 Vaccinations/International No Diet Day Monday 8th May
Year 8 Maths Challenge Thursday 27th April	Villareal Football Trip Monday 8th May- Friday 12th May
Y10 DofE Bronze Practice Expedition Thursday 17th April- Friday 28th April	Canteen-Brazil Day Tuesday 9th May
Inset Day- School closed for students Friday 28th April	Good Shepherd's Mass at St Chad's Cathedral Wednesday 17th May
May Bank Holiday- School Closed Monday 1st May	Blessing of Hands Mass for Lourdes Sunday 21st May
Y10 Biology Exam Tuesday 2nd April	Year 8/9/10/12 Lourdes Pilgrimage Saturday 27th May- Sunday 4th June
Y10 Chemistry Exam Wednesday 3rd April	Half Term Monday 27th May- Friday 2nd June
Year 10 Physics Exam/Year 11 Leavers Mass and Service Thursday 4th April	School Opens Monday 5th June

HAPPY EASTER