

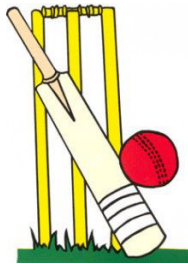


Newsletter



July 2022

A visit to Radlett Cricket Club



SUNRISERS VS SOUTHERN VIPERS MATCH

My friend and I visited the Radlett Cricket Club. It was one of the best experiences of our lives! Nothing could have been better than watching a professional women's cricket match and also doing mini competitions.

As the title says, this is all about the cricket match between the two teams, the Sunrisers and the Southern Vipers, which was intense but also so much fun. While watching the match, we all had a go at learning how scoring works in cricket; it was pretty confusing at first, but near the end some of us made sense of it. We did the scoring so we got used to how to use it and why we use it.

After we watched some of the match, we participated in some mini competitions. For example, one involved seeing how far we could throw a beanbag and the top 5 to throw it the farthest won.

At the end, most of us got autographs from a few of the players for the Sunrisers team - we got one from number 26 and during the whole match she was the best player in my opinion. After getting the autographs, we headed home. I loved the experience so much!



Briya K, Year 8 student

Year 7: a miniature Sports Day for a very good cause

On the 15th June, Reece and Arjun (Year 13 students) ran a miniature sports day event for the Year 7 with the help of the PE department, in order to raise money for the *Motor Neurone Association* and for *Cancer Research*.

On the day, the students came into school in their full PE kit and continued with their day as normal. But at the end of lunch, rather than attending their period 5 lessons, instead they made their way to the playground, where Reece and Arjun were standing with buckets ready to take in the £1 donations.

Once everyone was assembled, half of the year group went to the sports hall, where they played basketball, while the other half played dodgeball at Goals. After an hour of playing, the students switched sides so everyone got to play both games.



How much money did the event raise?

Reece and Arjun had previously been nominated for and then won the Jack Petchey award. With the winnings, they decided to go a step further and run a charity fundraising event. By asking for a donation of £1 to participate in the miniature sports day, they were then able to raise more money to donate to the charities, both of which are very close to their hearts.

They also set up a ParentPay link where all families could donate, and a large amount of money was raised this way. In the end, Reece and Arjun didn't use the original winnings from the award from Jack Petchey, so they were able to add that into the total money raised.

How much money was raised?

They had a goal of raising £1000 - in total, they raised an admirable £893.84. Very well done!

Thank you to those who have already donated and supported us.

Reece P and Arjun M, Year 13 students

Exploring the natural world

The Duke of Edinburgh's (DofE) Award Scheme is the world's leading achievement award for young people, and is highly regarded by universities, colleges and employers. It encourages young people to develop independence, commitment, leadership and teamwork through being involved in a personalised programme of activities that they choose themselves. The award consists of three progressive levels: bronze, silver and gold. The levels increase in terms of both difficulty and length of time. At Queensmead, students can start their bronze award in Year 9, and silver in Year 10.

To complete the award, students must volunteer their time, take part in a physical activity and learn a skill, as well as participating in both a practice and qualifying overnight camping expedition. This is not a "taught" award; the students need to be motivated self-starters but we train and support them for their expedition. To find out more about the award see: <https://www.dofe.org/what-is-dofe>.

Many of our participants see the expeditions as a highlight from their time at school, and it is the sort of experience they will remember for the rest of their lives. It is a fantastic opportunity to form close bonds with teammates and get their first experience of work through the volunteering section. It also gives people the opportunity to learn new skills such as map reading, putting up a tent or cooking outside!

Students in Years 9 and 10 wishing to take part can do so in September, when we will be advertising for new cohorts of bronze and silver students.



Miss Reed, PE Teacher

What was it like on the Expedition?

The Duke of Edinburgh was an extremely exciting experience! Our days were packed full of activities, whether it be walking, map reading or playing fun games, which made the experience such an exciting one. While we were out in the day, we were walking and navigating our way around country lanes and woods. We had to navigate our way to a certain checkpoint then we would have a break and move forward to the next checkpoint.

Due to the long treks through the countryside over the two days, we ended up walking around 20 miles, and we got to see so many different animals and amazing views from the fields. Once we had completed our walk on the first day we went back to the campsite, cooking a meal and relaxing, before ending the day with a really fun volleyball game.

Bradley C, Year 9 student

As fun as the experience was, it was also quite challenging. After an incredibly long half an hour walk, we were suddenly told we were walking in the wrong direction and therefore had to walk back uphill to restart the expedition! But we were relieved to find out this wasn't a big deal as we realised everyone had walked this way - actually one of the teachers had mistaken the route and directed everyone to go right instead of left! The biggest challenge was walking in large fields, as there was no shade from the intense heat. However, walking with a group made it fun as you could play games and encourage each other to keep going. Navigating using a map is quite a large part of DofE and compared to the practice expedition we were a lot better by now because, even if we went off route a little, we always got back and made it to the checkpoints.

This is an experience like no other; I would highly recommend this to anyone, as it was amazing!

Priyanshi S, Year 9 student



Spreading joy through the month of Pride

With June being the month to celebrate Pride, the charity committee came together once again for a bake sale.

Staff and students alike baked yummy homemade cakes, cookies and assorted treats, and we set up the stalls under cover on the playground, ready for Queensmead to clamour in their support of this fantastic cause.

As a school, we raised a grand total of £250 for the charity called Just Like Us, which supports the LGBTQ+ community. This is the largest amount of money the committee has made all year, so it was definitely a huge success! Miss Antony and her wonderful group of year 8 charity helpers did a fantastic job on the day.

To celebrate this joyful month even further, those students that are part of the charity committee sold LGBTQ+ pins to students and staff all around the school, spreading pride and joy around.

Thank you all for hard work, support and showing off Queensmead Pride!



Mr Fellows, *Teacher of Drama and English*
Miss Antony, *Teacher of Music*
Briya K, *Year 8 student*

The Last of the Lego Wars!

As the year draws to an end, the Lego Club fighters have continued to create incredible inventions to compete for the winning spot each week! Despite there being only three tournaments this term, the students' creations were still as spectacular as ever!

Mr Gajperia, *Head of Computing and ICT*

Week 11 - 25th May

This week, the students were celebrating a huge event - the Queen's Platinum Jubilee! They were given the task to create a build that was related to the Queen. They could have chosen something in relation to Britain, the monarchy, royalty or the many parades that were taking place all over the country! The possibilities were endless.

Not only that, but the groups were asked to tell a story to accompany their majestic builds.



Week 12 - 15th June

Family and sentimentality played a huge part in this week's build as students celebrated Father's Day. Their builds represented ideas of family, love, appreciation, the value of kindness and building family bonds.

Similar to last week, students could tell a short 30 second story to explain their builds.



Week 13 - 29th June

As it was the last Lego Club session of the school year, what better way to celebrate than for students to celebrate their love for school! Students were asked to represent their favourite school subject through their fantastic builds. Whether it was Computing, Maths, English, Geography or History, students ended this year of Lego Club with a huge success!

There was no option to tell a story this week, so the creation and ideas behind the builds was extremely important!



Peer-to-peer support: helping new starters feel at home

“The Young Interpreter Scheme® recognises the huge potential that exists within each school community for pupils of all ages to use their skills and knowledge to support new learners of English so that they feel safe, valued and settled from the start.”

It is an award winning scheme devised by Hampshire LA and implemented in schools nationally and internationally. Students receive specific training to be mentors for their peers who are learning English as an additional language. The scheme also supports Queensmead’s values: kindness and respect.

Miss Behan, EAL Coordinator



Congratulations to the above Young Interpreters, who were presented with their badges and certificates by Miss Johnston, following their training:

Year 7 - Sophie S, Jah-quesha C

Year 8 - Abdimalik, Ionut D

Year 9 - Ramla C, Sarah A, Skye N, Kadeem M, Kinga T

Year 10 - Aranya S, Lemar A

Young Interpreters’ Testimonials

The scheme has helped our students in many ways.

Below are some comments from the students themselves as they explain how it has helped them:

I wanted to volunteer to do the Young Interpreter Scheme because I wanted to help people that do not know English, as I was in the same position a few years ago. I think the training was very helpful and I got a better understanding of how it all works. - **Ionut, Year 8**

I wanted to volunteer because I believe I speak English well - why not? The training was very helpful and told us what to do for different scenarios, how and why you should prepare. - **Abdimalik, Year 8**

I volunteered for the Young Interpreter Scheme because I wanted to support others who were new to the school and also new to English. The scheme helped me to think quickly in a variety of circumstances, which was really helpful. We learned how to cooperate with others and understand that not everyone is as outspoken as we are. It helped me understand that some people do struggle with learning English and being in a new environment. Also, we learnt that we need to have patience and be more mindful of the situations those people may have been in. Overall, I have learnt that we should be conscious of other people that come to Queensmead, and we need to be more sympathetic and take our time to understand. - **Sarah, Year 9**

I wanted to volunteer because I wanted to expand my social skills and help people who have trouble with speaking English. The training was really fun, enjoyable and extremely helpful, as it spoke about different situations when helping people with interpreting. It gave us a rough idea of how to react in certain situations, as well as assisting and contributing to the scheme at Queensmead. It taught me that teaching another language to a person who has never spoken it takes time and empathy. You need to be patient and not rush things. - **Kinga, Year 9**

Showing some end of year team spirit

This year's Sports Days were a similar format to last year's Covid-affected bubble Sports Days. On Tuesday 21st June, we saw Years 7 and 9 competing in many different sports throughout the day, and on Wednesday 22nd June was the turn of Years 8 and 10. This year, each tutor group was divided into three teams named after one of the school values: Resilience, Respect and Kindness. Teams would then compete in three of nine possible sports throughout the day that build upon the equal curriculum that students have experienced this year, where there are no gender specific sports or ability setting.

As the day progressed it was obvious to see that students and staff were all getting involved in the spirit of the day and loving the competitive element of inter-form competition. The breaks between sports were essential because we were blessed with fantastic weather, meaning students needed to keep hydrated and reapply sunscreen throughout the day.

The final sports day of the year took place on Thursday 7th July. Year 12 tutor groups took on netball, football, badminton and dodgeball with a great deal of excitement and competitive spirit.

Overall, with so many smiley faces and students enjoying the activities, they were all incredibly enjoyable events -well done, everyone!

Overall winners for this year's sports days were:

Year 7 = 7E

Year 8 = 8A

Year 9 = 9F

Year 10 = 10C

Mr Walden, *Head of PE*



Queensmead celebrates the world of art

Queensmead's Summer Arts Festival was a great success!

This collaborative project combined many different mediums of art by many very talented students, including sculpture, drawing and painting.

Incorporating all of the arts, there was also a diverse array of fantastic musical presentations, ranging from the sixth form rock band to more classical performances on the violin and flute.

Students from all year groups did an incredible job, and it was wonderful that they had the opportunity to showcase their amazing talents with friends and family.

A massive well done to all the students involved!

Ms Evans, Teacher of Art

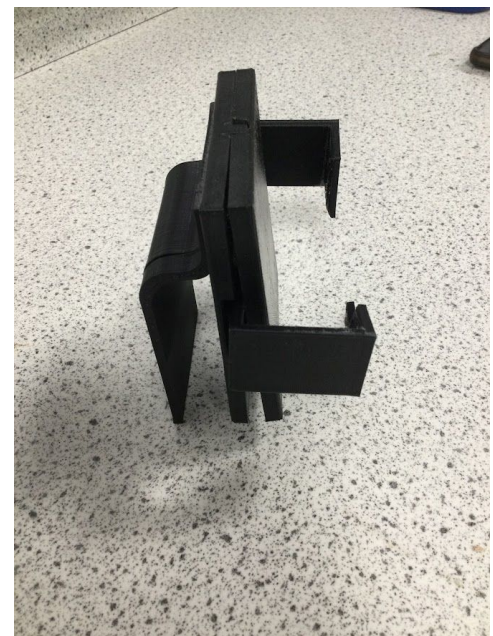
Below are just some of the amazing pieces of art that were showcased at this incredible event:



KS4: the Product Design and Technical Engineering students share their creations

At the end of a busy academic year, students in Years 11 and 13 have produced quality outcomes in response to their design context. In producing these outcomes, they have developed life long skills and demonstrated Queensmead values over the last nine months. The Department is incredibly proud of their efforts!

Mr O'Brien, *Head of DT*



Exploring the wonders of the natural world

On the 29th June, selected Year 8 students went on a rewards trip to Kew Gardens in Richmond. The trip did have its fair share of ups and downs, varying from educational lessons on biodiversity and duck-chasing break times, to bugs being accidentally consumed while shaking trees! It was quite the trip, and a funny one at that.

At the beginning of the trip, we met a kind lady and caretaker who gave us equipment to test *biodiversity*. We placed a gridded metal sheet onto the grass and counted the life (plants, bugs etc.) inside each square. We laid the grid on both mowed grass and an uncut forest-like area and, *not-so-surprisingly*, the forest-like region had a greater amount of biodiversity.

During the forest region investigation we had to shake a tree to see what bugs and insects would fall out. Most bugs managed to land in the net, but one found its way into an unfortunate person's mouth - not the lunch they intended but the one they got.



Approaching lunch time, we went into a greenhouse called the Palm House, which was filled with greenery from around the world with names too long for me to remember. In addition, there were balconies with hotter temperatures that wrapped around the interior to allow us to view the trees from a higher perspective in all their tall, green beauty.

Lunch time was probably the best experience, mainly due to no school work needing to be done, as well as the fact we met a duck. That was until another student chased it off - they are now having to live with their guilt for traumatising a duck! Many students, though, were excited to buy snacks from the cafe, until an everlasting dread came upon them when they read the sign at the till, "Card payment only".

Next period, our group went to a tall overview of the forest. My favourite part was definitely not climbing up the stairs, because although I got my steps in for the day, my legs were not as thankful. It was a high place we looked down from but too high for any small details to be seen. Although we were running out of time, the teacher let us view the fish in the tropical/desert exhibit. Watching the fish swim in green, dingy water sounds like it would be pretty boring, but I found it fascinating!

Overall, the trip was a great experience. Even though we got lost trying to find the exit, we walked past the stunning plants each time we went the wrong way. It was an educational experience and a fun one at that.

A whole world of opportunity: Year 10 and 12 students prepare for their future careers

This summer term, students in years 10 and 12 applied to take part in Career Accelerator, a programme which matches them with a mentor who can give them career advice and insights into the world of work.

How does it work?

They arrange a 3 month employer-led programme, providing fortnightly mentoring sessions – all of which are led by leading digital companies including LinkedIn, Just Eat Takeaway, Vodafone, Cisco and Microsoft. They are designed in accordance with the Gatsby Benchmarks and the Teacher Toolkit Framework. As part of the programme, students will be assigned a business mentor who works in the digital sector in order to develop ambitious and realistic career goals and the necessary steps to achieve these.

This mentoring helps students learn about career opportunities in the digital sector and make informed subject choices for their post-16 and post-18 options. The pupils will also feel more prepared when applying for their post-18 options and building their professional network.

Here, Emma Boschmans, 10G, shares her experience with the programme so far:

The Career Accelerator programme is, in my opinion, really interesting and a great eye opener as to what career you could potentially choose. The programme enables you to meet people doing the job you may hope to do in future or just professionals who share a passion for the subject with you. Firstly, you are interviewed by a manager before being matched with a mentor; I was matched with someone interested in and knowledgeable about politics which was really helpful as he helped me discover different routes I could go down and the different opportunities that lie ahead related to this subject.

You receive three one-hour mentoring sessions. Within these sessions, you can speak to your mentor about your aspirations and they can aid you in what steps you need to take to achieve them. I have found these highly useful and hope the experience will help to accelerate my career when I leave school. Furthermore, if you don't know what you want to do in the future, there is all the more reason to do this programme because it gives you an insight into what different jobs entail and what subjects you must do to get there.

Mr Corish, *Teacher of English*



Year 9 travel back in time...

The trip to the Natural History Museum was an interesting experience. We started out on the coach which was a 40 minute drive of pure chaos. Everyone was bubbling with excitement and went a bit overboard, and I must say, the seats were quite uncomfortable. Nevertheless, we finally arrived at our destination and the museum was colossal and grand, filled with meticulous detail.

After a while of calming everyone down and huddling up as a group, we then began to go to our first exhibition which was about Earthquakes and Volcanoes. In my opinion, it was very humid and suffocating inside as there were crowds of people all so excited to see the wonders of natural disasters. Very intriguing indeed.

After what seemed like hours, me and my friend Somer finally finished our section on the quiz as we were given a booklet to fill out at the start which everyone took unusually seriously. In that exhibition, there was a simulator of an actual earthquake experience that happened in Kobe, Japan. I thought it would be frightening to try it, but I was let down, as it simply swayed like a rocking horse. There was also a video recording of people experiencing the traumatic natural disaster which killed millions and I must say that's what frightened me the most - seeing them witness an actual earthquake for themselves.

Finally, when it reached the time to meet up in our selected waiting area, people were still wandering aimlessly. Meanwhile I was starving like a predator for my dry sandwich, and was ready for lunch! Once we were all gathered and took attendance, we made our way to the lunch hall for schools. It was busy with primary school students hogging the tables with their greasy little fingers.

Lunch took about one hour, but it seemed like others had different plans. It appeared to us that the gift shop and the cafe were open to us and everyone began exploring. This caused minds to lead astray, which then led to certain people holding us up for our next exhibition on climate change!

Overall, we all had something to learn from this trip. The different layers of the earth, deep sea trenches, earthquake simulations, and before I forget, how expensive the museum's gift shop was!

Somer and Nelly, Year 9 students



Speaking out: sharing our voices and beliefs

On Thursday 7th July, a group of Year 10 students completed the Jack Petchey Challenge, an exciting chance to boost their confidence when speaking out in public and having their voices heard!

What is the Speak Out Challenge?

“Our aim is to amplify young people’s voices by building confidence, developing skills and creating platforms for young people to share their stories and ideas to empower not only themselves but each other. In this way, we champion effective, positive communication to use in education, employability and social change.”

To achieve this goal, they run workshops all over London for Year 10 students to teach them how to have their voices heard.



Here is a breakdown of how the day went from one of our Year 10 students who participated in the workshop:

At the beginning of the workshop, we focused on content within speeches and stories. We went around the room introducing ourselves with names and some likes and dislikes to help with our confidence. In between these activities, we also played acting games such as ‘Funky Chicken’, which sounds silly but was actually really helpful. We were then asked a series of questions to answer and discuss for a whole minute each to test how we handle situations under pressure.

After our first break, we all came up with a funny story about ourselves that we had to perform as a speech, using engaging beginning and end sentences. We then watched some speeches performed by previous winners of the ‘Speak Out’ challenge in order to help with our final performance.

For the final activity, we had to write up and finalise a detailed speech about a topic we were passionate about using everything we’d learnt that day. We were told to practice this during break as we were not allowed any notes during our speeches - we had to know it all off by heart! Everyone’s performances were amazing and we got to hear about a huge range of interesting topics. Once we were all finished, everyone received a Jack Petchey certificate to celebrate their participation and achievement.

Angelina H, Year 10 student

Jack Petchey's
“SPEAK OUT”
Challenge!

Puzzle of the Week: the winners!

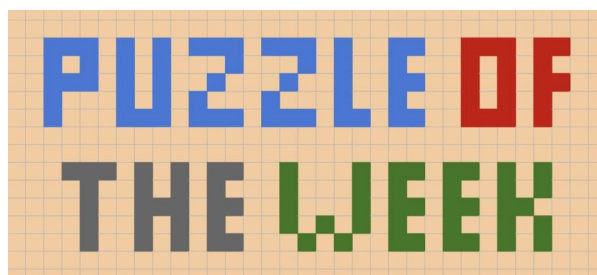
I'm pleased to congratulate the following students for their participation in the weekly puzzle of the week competition, they will be receiving their prizes shortly.

- Kirthesh S in Year 7 - most entries this year
- Bilal C in Year 7- most correct entries this year
- Kanishan M in Year 7 - most correct entries in year 7
- Dominic C in Year 8 - most correct entries in year 8
- Danie M in Year 10 - most correct entries in year 10

Since our school entered the competition in February, our school has consistently been in the top 20 schools worldwide with almost 500 entries. This marvellous result has given us an overall finishing position of 11th place!

Congratulations to everyone who has taken part this year and looking forward to an even more successful year when it relaunches again in September.

Mrs Morrissey, *Numeracy Coordinator*



Ms Barry's World of Books Reopens!

After a long period of closure due to exams, Ms Barry is incredibly happy to announce that the school library has now reopened!

Our library is a wonderful place for students to work in either independently or to share ideas with one another. Ms Barry always has a huge amount of resources printed and ready for students to revise for their upcoming exams.

Although it's a place to study, students are welcome to simply grab a book and immerse themselves in a brand new fictional world or discover new information about our world.

The library is open for all students to use before school, Break 1, Break 2 and after school. As a lovely reward after a long and tiring day of lessons, Ms Barry will also provide yummy and creamy hot chocolate - the perfect treat as we head into those cold and winters days!

Head to the library to ensure you grab yourself a reading book so you're prepared for DEAR time!

Ms Barry, *School Librarian*



Queensmead's Mathematicians Steal the Show

On Tuesday 12th July, four super mathematicians from Year 7 went to Ruislip High to take part in the annual 24 competition.

We competed against six other schools in the borough. We formed two teams of two students showing the other schools just how excellent we are at this game. When the final results were revealed, they achieved 1st and 4th positions out of 14 teams.

Massive congratulations to:

- Shacen B
- Abdul-Kareem C
- Sajana S
- Laksha J

for their fantastic achievement.

Mrs Morrissey, Numeracy Coordinator

