

# Fowey River Academy

## Newsletter



# CEO Report by Sara Davey

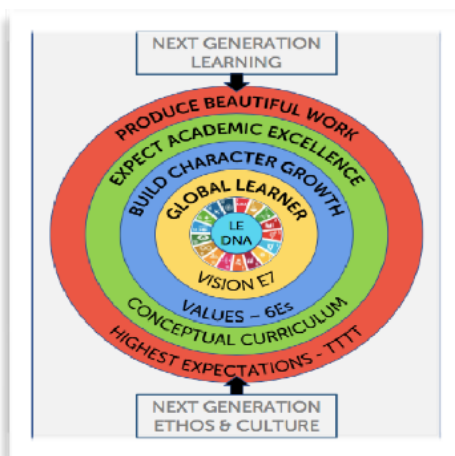
Dear Parents/Carers

The Leading Edge Academies Partnership has made a unwavering commitment to support Fowey River Academy since October when both the Headteacher and the Senior Assistant Headteacher found themselves with unexpected but significant health issues which have involved long term absence. The Academy has been supported by myself and Mr Harvey as the CEO and COO respectively followed by Mr Eddy who has been the Acting Headteacher since November who has a specific expertise in improving behaviour. This is a number one priority for Fowey as we develop even higher expectations for relationships, academic work and character building for future readiness. We expect news of Mr Dale and Mr McKiness soon and wish them both a speedy recovery.

As the CEO, my principal aim has been to appoint new staff to strengthen the leadership team so that rapid improvement can be obtained in response to the Ofsted Report that was published in the autumn term. This has involved adding skilled Senior Leaders in both Literacy and Numeracy to develop core skills. These staff will also provide strength in the English and Maths Faculty. In addition, we have also appointed a Senior Leader to be in charge of developing academic excellence and this week we have appointed an outstanding leader to support the work with special needs students at Fowey and across the Trust.

These new staff are essential building blocks for the Academy as we rebuild after the disappointing legacy from the previous Trust. The existing Senior Leadership Team have been hard at work developing a new educational approach which is summarised in the diagram below. At the centre of the diagram is the commitment to the future by supporting the UN Global Goals. This chimes with the Trust vision statement of a "world class education for global learners".

Visible evidence of work towards the 17 Sustainability Goals can be found in our curriculum designs, our display and the work of the support staff including the catering, admin and site teams. The blue ring of the diagram highlights the importance of the shared values we have at Fowey River Academy and they include, Excellence, Empathy, Endurance, Evolution, Equity and Ethical behaviour. These values drive all decision making and also form the shared language we use in the form of Learner Habits. Our reward system awards merits with stickers from these 6Es and our Fowey River Way is displayed on student planners and front screens of our computers. This language and behaviour will be crucial to develop for the next generation of learners because increasingly employers are asking for young people of character before they ask for academic qualifications. We want Fowey students to have both!



The green ring is the newly rebooted “Conceptual Curriculum” that is being launched very soon. Every subject will plan their lessons in a nine-week block with three assessment case studies and clearly identified big ideas or concepts linked to their discipline. Each module will have a clear narrative driven by the Essential Question and every piece of work that is completed throughout the module will inform the module grade rather than a single test at the end of the unit. Each case study will allocate a mark using the mark scheme that will be available to all and an average grade will be calculated by combining the scores of the three case studies. This will allow for some much more varied and challenging types of assessment which could include essays, fieldwork reports, scientific posters, drama performances as well as the normal tests.



The red ring focuses on how we are going to ensure this is successful. Teachers will be honing their skills of TTTT or “Teaching To The Top” and this will be a focus of teacher training each week. All students will receive top grade lessons and there will be scaffolds or supports for all students to develop their thinking and study skills. The expectation will be that students will produce beautiful work by drafting and redrafting towards the goal of excellence.

However, to do this we need the support of parents by helping their child be “Ready for Learning”. They need to bring pens, pencils, rulers and crayons/highlighters to school each day in a pencil case rather than a blazer pocket. They also need to bring a Student Planner and a fully charged iPad. In our recent survey of lessons, it was interesting to note that one

hundred per cent of the students who were asked said the iPads had made learning more interesting.

Finally, I hope everyone had a safe and restful weekend as we survived the latest onslaught of storms!

Best Wishes

Sara Davey



## Aspire360



Following months of planning we are finally able to announce that our [Crowdfunder](#) is **LIVE!** At FRA we are determined to provide new and unique opportunities for our students and our partnership with the Morvargh Sailing Project is like no other. We are trying to raise £30k to take up to 40 year 9 students around Britain, providing a life-changing

experience. Although this is for Year 9, we hope to roll out further trips to other year groups and if we exceed the Crowdfunder target, the money raised will go to creating new experiences for other year groups. To ensure that [Aspire360](#) is open to all and not exclusive we aim to raise every penny that we need and not ask parents to individually pay for the trip...this means it's a monumental community challenge to make this trip a reality...but we are confident that with your support we can do it...just imagine seeing our students sailing out of Fowey each year on such an epic adventure!!



### Science update...

**Year 7:** 'Science@Home' launched with (a really topical) an explanation of how lightening was caused and students were delighted with the effects of static electricity from the Van Der Graaf.

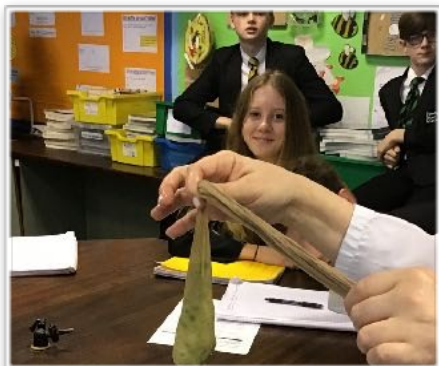
**Year 8:** Spring semester started with a few queasy faces during the pluck. We discussed how the respiratory system is joined together and looked at the structure of the lungs, heart and liver. Pupils were surprised at how spongy the lungs are in comparison to the heart which is a dense muscle. These pupils have continued to look at their lung volume and will be analysing the data from the practical next week.

**Year 9:** Spring semester started with a bang for the pupils with modelling the digestive system. It seems to put a few off food for a few minutes! From the digestive system we went back to look at what different foods are comprised of in terms of the food groups. They tested these foods to see positive results. Next week, we are moving onto looking at the enzymes used at different stages of the digestive system.

**Year 10:** 'Change or the same' launched with a fun lesson on electroplating and alloying copper coins. This was much enjoyed by students and staff alike. Students - 'this is like magic!'



## Year Group Updates...





## Year Group Updates...

### Art update

**Year 7 REAL launch:** Year 7 were exploring the cost of art in lessons this week. We discussed the controversial sale of artist Jeff Koons sculpture of a Rabbit which sold for £71 million last year. Jeff Koons is famous for his sculptures that look like balloon animals. We tried to recreate his sculptures by making some of our own balloon animals! The students really got to grips with the work and enjoyed it.

**Year 10 Textiles:** As part of the textiles course we are exploring textures and techniques. This week students have learnt about felt-making and how to create their own fabrics. From these fabrics we will create our own fabric flower sculptures.



### Treat Friday

Pictured below are just some of the students in year 9 who have received 7 or more credits for following the FRA values. Each student has been a part of the treat Friday experience having hot chocolate, cookies and doughnuts.

Congratulations to this weeks winners Maggi, 2 tickets to the cinema and Ben, £10 love to shop voucher. Each student with 7 or more credits are entered into the weekly draw for fantastic prizes.





## Outdoor Ed...storm Ciara by Robyn Burt

### Storm Ciara

#### A BIGGER PICTURE

#### What types of storms do we see in the UK

Hail, ice storms, thunder and lightning storms, flooding,



#### Damage

Storms can cause the potential to harm national properties, a storm surge, heavy rain or snow causing flooding or road impassability, lightning, wild fires, and vegetation and crops.



#### Risks

Storm surge and storm tide, heavy rainfall and inland flooding, high winds, rip currents, Stranding of vehicles, Damage to personal properties and stranding of animals.



#### More risks

Flying debris, flooding and disruption to vital services like healthcare.



#### Transport

Storms and flooding have disrupted road travel and caused flights to be cancelled. Storms in Europe affect airlines.



## Year 11 Maths

As you are aware, Year 11 are completing their second set of Mock Exams. This is a practise towards their real exams, so a further opportunity for them (and us!) to identify gaps in their learning early enough to make a difference.

After the Mocks are over, students should be following their revision timetable to make sure they are covering any individual area's they need to.

If they have not created one yet, please help them to do so or ask them to speak to their form tutor, who will be glad to support them.

In the maths exams, there are certain formulae that pupils must learn off by heart. You can help them to learn and retain these by putting post-it notes up in often-visited places (the fridge, the bathroom mirror, the bedroom door, the edge of a computer screen). You can also help by quizzing them on each formula. If your child needs any help with tips for memorising these, or if they are unsure which they need to remember, please make sure they speak to their classroom teacher.

Please remind your child that revising maths is all about practising! Little and often is best. If you have any questions or concerns, please contact your child's teacher or me at [omiller@fracademy.org.uk](mailto:omiller@fracademy.org.uk)



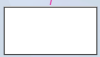










# GCSE 9-1 MATHEMATICS FORMULAE

SUITABLE FOR AQA AND EDEXCEL / FOUNDATION TIER

tutor2u\*

### Formulae to Memorise

You will not be given these formulae in the exam

Areas	Volumes	Circumference and Area of a Circle	Trigonometry
 <p>Area of a rectangle = <math>l \times w</math></p>	 <p>Volume of a cuboid = <math>l \times w \times h</math></p>	 <p>Circumference of a circle = <math>2\pi r = \pi d</math> Area of a circle = <math>\pi r^2</math></p>	 <p><math>\sin x = \frac{\text{opp}}{\text{hyp}}</math> <math>\cos x = \frac{\text{adj}}{\text{hyp}}</math> <math>\tan x = \frac{\text{opp}}{\text{adj}}</math></p>
 <p>Area of a parallelogram = <math>b \times h</math></p>	 <p>Volume of a prism = area of cross section <math>\times</math> length</p>	<p><b>Pythagoras' Theorem</b></p>  <p><math>a^2 + b^2 = c^2</math></p>	<p><b>Compound Interest*</b></p> <p>Where P is the principal amount, r is the interest rate (as a percentage) over a given period and n is the number of times that the interest is compounded:</p> <p>Total accrued = <math>P \left(1 + \frac{r}{100}\right)^n</math></p>
 <p>Area of a triangle = <math>\frac{1}{2} b \times h</math></p>	 <p>Volume of a cylinder = <math>\pi r^2 h</math></p>	<p><b>Compound Measures</b></p> <p>speed = <math>\frac{\text{distance}}{\text{time}}</math></p> <p>density = <math>\frac{\text{mass}}{\text{volume}}</math></p> <p>pressure = <math>\frac{\text{force}}{\text{area}}</math></p>	<p><b>Probability*</b></p> <p>Where P(A) is the probability of outcome A and P(B) is the probability of outcome B:</p> <p><math>P(A \text{ or } B) = P(A) + P(B) - P(A \text{ and } B)</math></p>
 <p>Area of a trapezium = <math>\frac{1}{2}(a + b) \times h</math></p>	 <p>Volume of a pyramid = <math>\frac{1}{3} \times \text{area of base} \times h</math></p>		

### Formulae given in the Exam

You do not need to memorise these formulae

#### Volume and Surface Area



Curved surface area of a cone =  $\pi r l$

Volume of a cone =  $\frac{1}{3} \pi r^2 h$



Surface area of a sphere =  $4\pi r^2$

Volume of a sphere =  $\frac{4}{3} \pi r^3$

#### Kinematics Formulae

Where a is a constant acceleration, v is initial velocity, v is final velocity, x is displacement from the position when t=0 and t is time taken:

$$v = u + at$$

$$s = ut + \frac{1}{2} at^2$$

$$v^2 = u^2 + 2as$$

## Year 11 Maths



# GCSE 9-1 MATHEMATICS FORMULAE

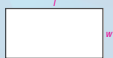
SUITABLE FOR AQA AND EDEXCEL / HIGHER TIER

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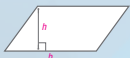
## Formulae to Memorise

You will not be given these formulae in the exam

### Areas



Area of a rectangle =  $l \times w$



Area of a parallelogram =  $b \times h$



Area of a triangle =  $\frac{1}{2} b \times h$



Area of a trapezium =  $\frac{1}{2} (a + b) h$



Volume of a cuboid =  $l \times w \times h$



Volume of a prism = area of cross section  $\times$  length



Volume of a cylinder =  $\pi r^2 h$



Volume of a pyramid =  $\frac{1}{3} \times$  area of base  $\times h$

### Circumference and Area of a Circle



Circumference of a circle =  $2\pi r = \pi d$

Area of a circle =  $\pi r^2$

### Pythagoras' Theorem



$a^2 + b^2 = c^2$

### Compound Measures

speed =  $\frac{\text{distance}}{\text{time}}$

density =  $\frac{\text{mass}}{\text{volume}}$

pressure =  $\frac{\text{force}}{\text{area}}$

### The Quadratic Formula

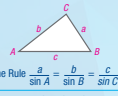
The solutions of  $ax^2 + bx + c = 0$ , where  $a \neq 0$ , are given by:

$$x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$$

### Trigonometry



$\sin x = \frac{\text{opp}}{\text{hyp}}$   $\cos x = \frac{\text{adj}}{\text{hyp}}$   $\tan x = \frac{\text{opp}}{\text{adj}}$



Sine Rule  $\frac{a}{\sin A} = \frac{b}{\sin B} = \frac{c}{\sin C}$

Cosine Rule  $a^2 = b^2 + c^2 - 2bc \cos A$

Area of a triangle =  $\frac{1}{2} ab \sin C$

### Compound Interest

Where  $P$  is the principal amount,  $r$  is the interest rate (as a percentage) over a given period and  $n$  is the number of times that the interest is compounded.

Total accrued =  $P \left(1 + \frac{r}{100}\right)^n$

### Probability

Where  $P(A)$  is the probability of outcome  $A$  and  $P(B)$  is the probability of outcome  $B$ .

$P(A \text{ or } B) = P(A) + P(B) - P(A \text{ and } B)$

Conditional Probability

$P(A \text{ and } B) = P(A \text{ given } B) \times P(B)$

## Formulae given in the Exam

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$s = ut + \frac{1}{2} at^2$

$v^2 = u^2 + 2as$

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\*Students sitting AQA examinations are expected to know or be able to derive the formulae for Compound Interest and Probability. Knowledge or derivation of these formulae is not specified in the Edexcel Specification.



## iPads Revolutionising Learning

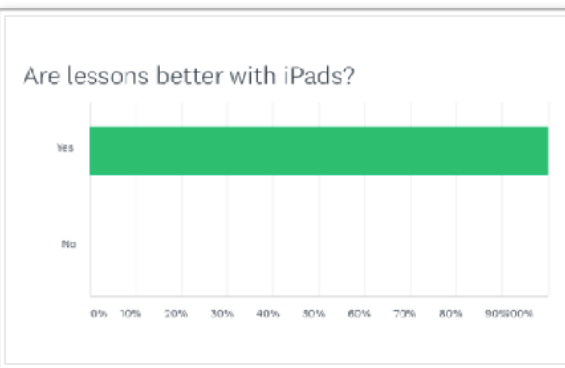
Since the introduction of iPads last term, teachers have been working hard to embed the use of digital technology in lessons to support learning.

As the recent Y7 student survey results show 100% of students surveyed think that lessons are better with iPads.

How Are Teachers Using Digital Technology to Improve Learning?

As the recent Y7 and Y10 student survey results show, all departments are uploading lessons to Firefly for students to access in class and at home. The development of this cutting-edge digital curriculum is improving teaching and learning through:

- Allowing teachers to use multimedia approaches to aid understanding such as instructional videos created by staff, video clips, imagery and text.
- Allowing students to learn at their own rate, as one Y10 student summarised; "iPads help you learn because you can go through the lesson at your own speed."
- Aiding the metacognition process through the material always being available for students to revisit and revise at a later date.
- Breaking down some of the barriers for SEN learners thanks to students being able to easily enlarge content, alter colours and use spelling tools.
- Developing digital literacy.

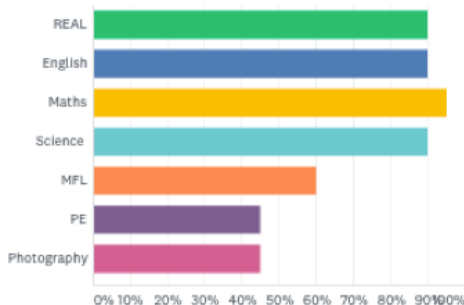


In addition, to prepare our students for the demands of a multimedia driven world and to develop flexible creative thinking skills, students are also being set challenging tasks on iPads such as creating; short films using iMovie, magazines using Photoshop, compositions using GarageBand, animations, illustrations, stop motions and PowerPoints.

In terms of assessment for learning and homework, along with traditional methods, many subjects are now also developing online quizzes and utilising revision APPs such as Seneca. Students have enjoyed this method commenting; "Quizzes are a fun way of learning," "Doing Kahoot is much better for revision," and "Nuttly Tiles in languages really helps me to learn." The Science department have also been using SeeSaw to deliver digital feedback in video, audio and text form which has proven a hit with students who have commented, "I really like SeeSaw, it makes the feedback easier to understand."

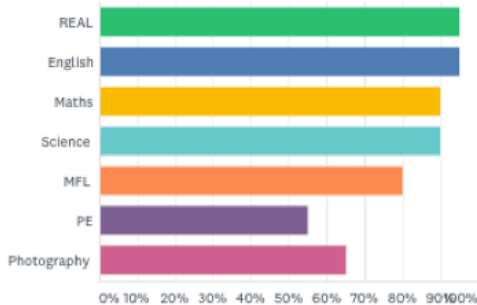
Students are not just benefitting academically, as one Year 7 commented; "Using iPads is also teaching me how to use the internet safely."

Tick all subjects that have the lesson on Firefly for you to open on your iPad.



ANSWER CHOICES	RESPONSES
REAL	90.00% 18
English	90.00% 18
Maths	95.00% 19
Science	90.00% 18
MFL	60.00% 12
PE	45.00% 9
Photography	45.00% 9

Please tick all subjects that get you to use iPads in every lesson.



RESPONSES
95.00% 19
95.00% 19
90.00% 18
90.00% 18
80.00% 16
55.00% 11
65.00% 13

### Argyle on tour!

"After a very long drive to Oxford, then to Cambridge it was worth it with 3 games and 3 wins!!!

We played against Norwich, West Brom and Ipswich!

Then yesterday we travelled down from Cambridge to Somerset to play some more football but unfortunately it wasn't so successful."

Well done Maddie...we are all very proud of your efforts.



### Stand up to cancer...

On Monday 10th February the year 11 football team took on the year 10 team in a charity football match. The boys demonstrated excellence and professionalism and the event enabled them to raise £80 for a great cause. The money has been donated to a local student named Ellie who is close to a number of students in the school and who is currently battling cancer. Thank you to everyone involved in the planning and running of the event!



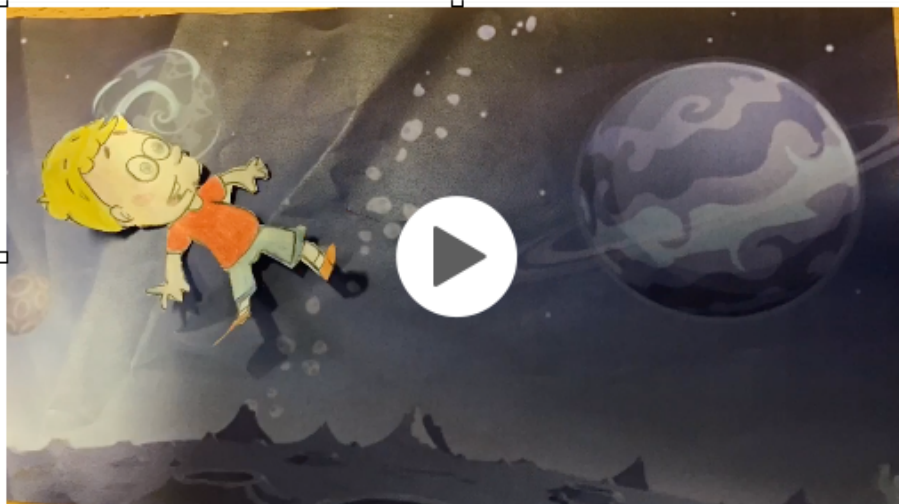


### Year 9 Dance

Pictured below is Year 9 student Leo who has been selected by studio4/4FSYouthDance to represent Cornwall at a National Street Dance Competition. This is a prestige event where Leo had to go through a tough selection process. Leo will be performing at Alton Towers where the countries finest dance talents will be on show.



### [Ella O'Brien Music Assessment](#)





To inspire lifelong global learners who have a desire and belief that they can achieve.

Teaching student's, the vital knowledge, skills, attributes to be successful. Providing every student with the experiences that shape and develop their character and the support and guidance to nurture their talents

### **This week was National Empathy week**

The programme is run by the Youth Sports Trust and Times Educational Supplement

The world needs more Empathy

Empathy Week 2020 is an invitation for 200,000 young people to put empathy into action and create a better world. Together, we are building the #EmpathyGeneration.

During the 5 days of Empathy Week, students watched real life [cinematic-stories](#) and we helde active-discussions that connect you to very different lives from your own during tutor time and lessons.

This years theme was 'Sporting Change' - which delved into the captivating stories of [Slum Soccer India](#) and explores how empathy has the power to change lives

Empathy Week took our students on a personal journey with the aim of equipping them with the tools and mindsets they need to understand and solve complex challenges that shape a better world.

### **Young change maker award**

Following on from empathy week we will be launching the Young Change Maker award

The award encourages, challenges and provides all students with the opportunity to really make a difference to our school, community, country or world and make it a better place for future generation

**FORM YOUR TEAM**  
**TAKE ACTION**  
**MAKE CHANGE**

### **TACKLE CHALLENGE**

Students will be asked to form teams of 2-5 people to discover and define a local or global issue and work together to develop and deliver an innovative solution. The most successful Academy projects will be submitted for prestigious national award

There are young people around the world making a choice and taking action to change the world for the better. Please read these articles to find out about 5 teens who have changed the world.

<https://www.bbc.com/health/article/20200426-67ch-4782-a266-1rd480428726>

<https://www.ene.org/international/blog/if-you-could-change-one-thing-in-the-world-what-would-it-be/>

**Why not you next?**

At National Online Safety we believe in empowering parents, carers and trusted adults with the information they need to hold an informed conversation about online safety with their children, so that they feel it is needed. This guide focuses on one platform of many which we believe trusted adults should be aware of. Please visit [www.nationalonlinesafety.com](http://www.nationalonlinesafety.com) for further guides, hints and tips for adults.

YOLO

YOLO is an anonymous question and answer app that works in combination with Snapchat. In May 2019 it became the most downloaded app in the UK iTunes store only a week after its release and with no prior marketing or promotion. It has become hugely popular amongst children, particularly teenagers, as it offers them the opportunity to join in anonymous Q&A without having to reveal their identities, which often encourages more honest and open peer feedback. This can offer kids a real sense of self-worth when they receive positive comments on their posts but can also have serious drawbacks if abused. At the time of writing this guide, YOLO was only available to download from the iTunes App Store and unavailable to Android users.

AGE RESTRICTION  
13+

## What parents need to know about

YOLO

Send me honest messages  
Snapchat

## EVERYTHING IS ANONYMOUS

Once a user has downloaded YOLO, they will be prompted to open Snapchat and post a message to their Snapchat story which asks their friends and followers to send them honest messages. From these responses, all of which are anonymous, the user can then choose one and either reply direct to it in the YOLO app or reply via an image or video in Snapchat. This response can then be added to their Snapchat story. Given the anonymity, these messages may not always be helpful or positive.



## RISK OF BULLYING

Like previous similar apps before it, YOLO could be used to facilitate bullying given user identities are hidden. Cyberbullies may see this as an opportunity to send offensive or abusive comments to your child, especially as there is little opportunity for screening replies prior to them landing in your child's inbox. Children's charities, such as the NSPCC, have already voiced their concerns over the potential for the app to be misused.



## NO AGE VERIFICATION PROCESS

Whilst YOLO recommends that the app should not be used by children under the age of 13, the iTunes store provides a recommended age rating of 17+. Nonetheless, if your child chooses to download the app and already has Snapchat, there are no age verification checks and no initial barriers to use. As long as your child has access to an iPhone and has Snapchat installed, they have access to YOLO.



## AN INFLUENTIAL FEEDBACK TOOL

YOLO is designed to offer children the ability to tell their peers what they think of their posts and aims to encourage positivity between friends. However, the app may become an influential tool in shaping how your child behaves and interacts if they receive feedback from their followers which is more critical, such as in respect of appearance or their day-to-day actions. Children are so keen to be accepted by their friends that they may try and act on the criticism in order to do whatever it takes to fit in.



## Top Tips For Parents

1

## SPEAK TO YOUR CHILD ABOUT CYBERBULLYING

The best way to deal with offensive or harmful comments online is to talk your child and prepare them for what they may encounter. Offer them advice and support in dealing with nasty comments and teach them how to report or block users, so that they feel empowered to take action and can build confidence in staying safe online. Try to get them to talk about it so that they don't feel alone or unable to call for help.



2

## TALK TO YOUR CHILD ABOUT YOLO

Every child wants to feel a sense of validation from their friends and peers but some may be looking for it for different reasons to others. Talk to your child about their use of the app and why they use it. Ask them if they see it as a positive influence in their life and the type of questions they are being asked by their followers. If they don't really see any benefit in it, do they really need it?



3

## TALK ABOUT BEING KIND ONLINE

Unfortunately, children and teenagers can say nasty things and the anonymity that YOLO provides means that some may see this as an opportunity to openly say things that maybe otherwise they wouldn't. Talking to your child about being kind to everyone, both online and offline, and treating others how they would wish to be treated will help your child to understand the damage that cruel or nasty comments can have on others and the potential long-term consequences it could bring.



4

## USE BOTH YOLO AND SNAPCHAT PRIVACY FEATURES

Although YOLO primarily works through Snapchat, it does offer the ability to report offensive comments and permit users to be blocked. If your child is concerned about comments they have received, this should be the first step they take in order to ensure nothing is received from that user. Similarly, to ensure your child is only interacting with friends and people they know, ensure that only their friends, and not everyone, can view their Snapchat story. This will limit who can send your child any anonymous messages.



5

## IF WORRIED, SIMPLY DELETE THE APP

If your child has received a number of offensive comments or is repeatedly being targeted by bullies, then the best option may be to delete the app altogether. All the features of the original Snapchat app will remain the same and your child will still be able to interact with their friends as per normal.



**National Online Safety**  
#WakeUpWednesday

## Meet our expert

Pete Barth is a writer with over 10 years in research and analysis. Working within a specialist area for West Yorkshire Police, Pete has contributed work which has been pivotal in successfully winning high profile cases in court as well as writing as a subject matter expert for industry handbooks.



SOURCES:  
<https://enelo.com/terms>  
<https://enelo.com/privacy>  
<https://www.bbc.co.uk/news/technology-48214413>



Year 11 Careers information

**CORNWALL COLLEGE  
COURSES & CAREERS  
ADVICE EVENT**

CAMBORNE, SALTASH,  
ST AUSTELL & NEWQUAY

[www.cornwall.ac.uk](http://www.cornwall.ac.uk)

- Tour the campus
- Meet expert lecturers
- Explore career pathways

**SAT 14 MAR  
10AM - 12PM**



**DUCHY COLLEGE  
COURSES & CAREERS  
ADVICE EVENT**

ROSEWARNE & STOKE CLIMSLAND

[www.duchy.ac.uk](http://www.duchy.ac.uk)

- Tour the campus
- Meet expert lecturers
- Explore career pathways

**SAT 21 MAR  
10AM - 12PM**



**FALMOUTH MARINE SCHOOL  
COURSES & CAREERS  
ADVICE EVENT**

[www.falmouthmarineschool.ac.uk](http://www.falmouthmarineschool.ac.uk)

- Tour the campus
- Meet expert lecturers
- Explore career pathways

**SAT 28 MAR  
10AM - 12PM**



**OFSTED  
OUTSTANDING**

**CALLYWITH COLLEGE**

**OPEN MORNING**

**SAT  
29  
FEB  
10AM - 1PM**



As assessed on visit  
Falmouth College  
[callywith.ac.uk](http://callywith.ac.uk)



**CALLYWITH COLLEGE**

**OFSTED  
OUTSTANDING**

**WE ARE OUTSTANDING**

**DISCOVER YOUR OUTSTANDING COLLEGE AT OUR NEXT OPEN EVENT**



As assessed on visit  
Falmouth College  
[callywith.ac.uk](http://callywith.ac.uk)



5<sup>th</sup> March  
LIVE Screening of  
RCS's Macbeth  
For Yr 8's

16<sup>th</sup> March Year  
11 Easter  
Revision  
Programme  
Bookings Open

16<sup>th</sup> March World  
Book Day

Year 7 Parents'  
Consultation  
Evening 12<sup>th</sup>  
March 16.00-  
19.00pm

# We Are



The Leading Edge Academy Partnership

