



NEWSLETTER

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DEAR PARENTS AND CARERS

Welcome to the final edition of our newsletter for the first spring half term.

Since January we have seen improved attendance across the school and I want us to carry this into the next half term. We make no apologies for the importance we place on attendance and I am grateful for your support as parents and carers to ensure your child(ren) attend school each and every day. As you are aware, regular attendance has a significant impact on students achievement and well-being.

Again, you will see all the fantastic things that have been going on in school over the last few weeks. I was absolutely delighted parents and carers got the opportunity to come to our inclusion drop in – thank you to those that attended and the positive feedback we received. Please keep an eye out for future events like this as we look to continually support all students and their families.

In this edition you will see advice on how to revise and the completion of homework. As you are aware, in **Years 7-9** we have invested in Sparx for **English, Maths and Science**; the expectation is that all students complete their homework on time. For those that need more support or access to devices we have maths **Sparx** club every lunchtime and homework clubs.

I am also delighted we have been able to work with **Arriva** to demonstrate the need a change to their route to ensure a pick up close to school at 4.05pm each day.

Please see the information contained within the newsletter for times and routes. This is a fantastic opportunity for students from our Speke community to stay for extra-curricular and revision. Please do not waste the opportunity.

In this edition you will also see the brilliant work students have been producing across the curriculum; well done to all those who have had their work showcased. Thank you to all the parents and carers that attended our very successful **Year 9 Parents' and Options' Evening** – there were some excellent conversations around future careers and aspirations.

Finally, please be reminded that we start next half term on **Tuesday 24th February**; **Monday 23rd** is an **INSET** day. Students will be given a new timetable when they return and please ensure that they arrive for 8.30am with their full uniform, bag and all the necessary equipment.

Enjoy the half term break and best wishes,

Mr I Critchley
Executive Principal

KEY DATES 2026

Monday 9th February - Friday 6th March	YEAR 7 - 9 P2S2 ASSESSMENT WEEKS
Tuesday 24th February	SPRING TERM BEGINS
Friday 27th February - Saturday February	YEAR 11 LONDON TRIP
Wednesday 24th - Thursday 25th February	YEAR 11 COLLEGE INTERVIEWS
Wednesday 4th March	CAREER FAIR 2026



A GREAT PLACE TO BE A PART OF

SAFEGUARDING, EMOTIONAL WELLBEING AND MENTAL HEALTH



As we finish for the half term holidays can we remind parents/carers of some useful contacts in relation to Safeguarding, Social and Emotional and Mental Health

Parent/Carer/Pupils

Need support for when it is out of school hours?

Please see below some useful websites/information to support young people and their parents/carers.

MASH

The Knowsley Multi Agency Safeguarding Hub (MASH) brings together agencies from services that have contact with children at risk to make the best possible use of their combined knowledge to keep them safe from harm.

The MASH provides a 'first point of contact' for Early Help, Children's Social Care (CSC) and Adults Social Care enabling members of the public and professionals to raise concerns about the safety and welfare of children or adults. This may include children or adults identified as potentially needing support or as being at risk of suffering abuse.

Knowsley Multi-Agency Safeguarding Hub (MASH) on 0151 443 2600 (during office hours)

If you urgently need help outside office hours you can contact the Emergency Duty Team on 0151 443 2600.

Please note if you believe a child or young person is at immediate risk of harm, you should contact the police urgently, CALL 999 Emergency.

<https://www.knowsleyscp.org.uk/children-and-young-people/what-should-i-do-if-i-am-worried/>

Liverpool Children's Service's

Careline child services manages all child social care enquiries and referrals. You can contact us 24 hours a day, 7 days a week on the link or telephone 0151 459 2606 or on the link below

<https://liverpool.gov.uk/children-and-families/childrens-social-care/childrens-social-care-service/>

Young minds

Young minds is a Mental Health Charity for Children and Young People. It provides Information, advice &



support for young people affected by mental health. Young minds also offer support to parents.

Parents contact 0808 802 5544 - Young person text YM to 85258 for free 24/7 support.

<https://www.youngminds.org.uk/>

NSPCC

The NSPCC helpline is staffed by trained professionals who can provide expert advice and support. We're here



if you're concerned about a child, if you're a parent or carer looking for advice.

Contact number 0808 800 5000

<https://www.nspcc.org.uk/keeping-children-safe/our-services/nspcc-helpline/>

Behaviour in the Community

We would like to remind all pupils about their conduct on the way to and from school and how they interact with members of the community, including local businesses and community public buildings. On rare occasions we receive complaints from residents about the way in which a minority of pupils behave and this leaves us disappointed. We pride ourselves in the fact that the vast majority of our pupils behave in an exemplary way both within school and the local community. As a school we would like to remind parents and carers that our 'Behaviour for Learning Policy' does stress that we have the power to address any anti-social behaviour from our pupils both to and from school and when wearing our school uniform. Pupils are representing Halewood Academy and we will not have our reputation compromised by any inappropriate behaviour.

INCLUSION DROP IN

*Thank
you!*



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Inclusion Drop In

Thank you to all parents/carers who attended our first Inclusion Drop In in Wednesday 4th February. This was an opportunity for parents/cares to meet some of the key staff in the Inclusion Team and learn more about the Inclusion provision available at Halewood Academy. The feedback was positive from parents/carers who attended. (Please see below)

We will host another Inclusion Drop In next term and plan to invite other agencies who may be able to provide support to students and parents/carers. If there is an organisation that you would particularly like to know more about or an area of Inclusion / SEND that you would like to learn more about please send an email to sendadmin@halewoodacademy.co.uk and we will aim to facilitate this.

Over the next half -term we will be inviting parents/carers of those students who have an identified SEND into school during one of our SEND Review Days.

In the meantime if you have any queries in relation to SEND or the Inclusion provision available, please send an to admin@halewoodacademy.co.uk and please be sure to be specific with your enquiry so that we can answer fully or signpost this to the relevant member of staff or external agency if applicable.



Feedback from Parents/Carers who attended the Drop in...

What did you find most helpful or enjoyable about today's Inclusion Drop-in Session?

'What support is offered, where and how to get help and a chance to meet the teachers face to face.'

'Meeting up with Mrs Campbell!'

'Everything was great, very informative and beneficial'

'Someone listened'

Was there anything particular that you felt worked well or met your needs?

'The way that I was allowed to ask what I needed to without feeling judged'

'Just to know there is support for both the student/parent'

'The neurodiversity information and the support that is now going to be offered to my child'.

Did you feel listened to and supported by staff during the session?

'Yes, got everything off my chest'.

'All staff lovely, informative and answered all questions. Excellent'.

'Yes, got chance to ask what was on our mind'.



RESPECT IN OUR COMMUNITY



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A Message to Parents and Families

At Halewood Academy, we are incredibly proud of the young people we serve and the community of Halewood that we are part of. The vast majority of our pupils represent themselves, their families, and our town positively every day.

However, we have, along with other schools in Knowsley and Liverpool, recently received a formal letter from **Merseyside Police and the TravelSafe Partnership**, raising concerns about an increase in anti-social behaviour involving young people in the local area, particularly around public transport.

What has been reported?

Merseyside Police have shared that over recent weeks there have been multiple incidents affecting bus services and public safety. These incidents have occurred in Huyton, Kirkby, Stockbridge Village and Halewood which have included:

- Groups of young people obstructing buses and intimidating drivers
- Tampering with emergency exits and parts of vehicles
- Throwing objects at buses
- Aggressive behaviour and verbal abuse towards drivers, passengers, and local businesses

These actions are not only unacceptable, they also place young people and members of the public at serious risk.

Police action

Merseyside Police have been clear that they will be taking firm action where necessary, including:

- Identifying and interviewing involved young people and parents

- Issuing Community Protection Notices
- Making referrals to appropriate youth intervention teams
- Pursuing criminal offences where thresholds are met



Our school expectations

We want to take this opportunity to remind all pupils and families that our expectations extend beyond the school gates.

As a school, we expect every pupil to:

- Show respect to members of the public
- Treat transport staff and local businesses with courtesy
- Behave safely and responsibly when travelling to and from school
- Make positive choices, even when with friends or in groups

Most importantly, we expect our pupils to positively represent Halewood at all times.

Our young people are ambassadors for our community, and we want them to be known for their kindness, maturity, and pride in where they come from.



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RESPECT IN OUR COMMUNITY



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How parents and carers can help

- We ask that parents and carers speak with their children about:
- The importance of being respectful and responsible citizens
- The impact anti-social behaviour has on others
- How quickly poor choices can escalate into serious consequences
- The long-term effects of criminal behaviour on future opportunities

We know that young people sometimes make mistakes, but with strong partnership between school and home, we can support them to make better decisions and keep everyone safe.

Working together

We are committed to working constructively with **Merseyside Police, TravelSafe**, and local partners to prevent further incidents and to ensure that Halewood remains a safe and welcoming place for everyone.

Thank you for your continued support in reinforcing high standards of behaviour and helping our pupils to be positive, respectful members of the community.

Regards,

Mr G Harrison
Vice Principal



HALEWOOD ACADEMY



Our school core values:

R A C E R



RESPECT

Respect Everyone



ASPIRE

Aspire to be the Best



COLLABORATE

Collaborate to Succeed



EXCELLENCE

Excellence in all we Do



RESILIENCE

Resilience at all Times

MEMBER OF THE WADE DEACON TRUST

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MOMENTS MATTER ATTENDANCE COUNTS



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Congratulations!

Congratulations - Good attendance!

As we reach the end of half term 3, it is an opportunity to look back and reflect on a strong 6 weeks of attendance. Since we returned to school in January we have seen a week-on-week improvement for 5 weeks in a row!

This has meant that cumulative attendance (this academic year to date) has moved up by 0.2%. Now this might not sound much, but in the world of attendance it does demonstrate improvement. During half term 3 **Year Groups 9 and 11** have been the most consistent year groups in school, whilst **Years 8 and 10** have set record weekly attendance – the best weekly attendance in 13 weeks. **Year 7** lead the way with the highest attendance of all year groups and they too have set a new record for weekly attendance, beating their own record set back in October 2024 near the start of the academic year.

In addition, we have seen Friday attendance improve across all **Year Groups** this half term.

We are super proud of this half term's attendance – well done everybody!

Your child's attendance matters, and we are grateful for your dedication to their education. Let us continue working together to help them thrive in school.

**MOMENTS
MATTER,
ATTENDANCE
COUNTS.**



Research shows that consistent attendance at the beginning of each term sets a positive tone for the rest of the academic term. Your child's attendance during this crucial period can significantly impact their performance. Thank you for prioritising attendance to ensure their success.

We are very much looking forward to another good half term for attendance when we return after the half term break. Good attendance for the 5 weeks of half term 4, will ensure we finish the spring term off on a high. It will set us up nicely for a strong summer term.

Your active involvement in your child's attendance is invaluable. Keep up the great work in prioritising their education. Thank you for all that you do to ensure their success. Have a fantastic half term break.

**DAYS OFF
COST
GOOD
GRADES**

RESEARCH SUGGESTS THAT EACH 17 DAYS MISSED FROM SCHOOL, YOUR GCSE RESULTS WILL GO DOWN ONE GRADE!



Attendance Matters - Attend Today, Achieve Tomorrow



TEACH IT BACK TO ME



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“Teach it Back to Me” – A strategy for parents to check their child’s understanding

Dear Parents and Carers

When you ask your child to explain what they’ve learned, you’re doing more than testing memory — you’re helping them process, organise, and deepen their understanding. This approach encourages active thinking, strengthens recall, and builds communication skills. Below are detailed, parent-friendly strategies you can use at home to make these conversations more effective and engaging:

1. Use the “Teach Back” Method

Invite your child to take on the role of the teacher and explain the lesson to you or another family member. Encourage them to use their own words rather than repeating the teacher’s exact phrasing. This helps you see whether they truly understand the concept or are simply memorising. Find a suitable place at home such as around the kitchen table or maybe a parent’s office space if working from home.

2. Ask “Why” and “How” Questions

Instead of only asking “What did you learn?”, go deeper with open-ended prompts such as:
“Why do you think that works?”

“How would you solve a similar problem?”

These questions encourage critical thinking, help them connect cause and effect, and reveal whether they can apply the concept in different situations.

3. Encourage Real-Life Connections

Help your child link the lesson to something familiar in their daily life. For example:

“Can you give me an example from our home or neighbourhood?”

“Where might we see this in real life?”

Making these connections strengthens long-term memory and shows them the relevance of what they’re learning.

4. Break It Into Steps

If the topic is complex, ask your child to explain it step-by-step. For example:

“What’s the first thing you’d do?”

“What comes next?”

“How do you know you’ve finished?”

This approach checks their understanding of the sequence and logic behind the process, which is especially useful for maths problems, science experiments, or historical timelines.

5. Use Visual or Creative Summaries

Encourage your child to summarise the lesson in a creative way — drawing a diagram, making a quick mind map, creating a comic strip, or even writing a short story that explains the concept. This taps into different learning styles and can make abstract ideas more concrete.

6. Reflect together

After they’ve explained, ask them how confident they feel about the topic and what part was most challenging. This builds self-awareness and encourages them to take ownership of their learning.

BUILDING CONFIDENCE

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Building Confidence: The Importance of Gradual Progression in Homework

It is a natural instinct for parents to want to stretch their children academically. When supporting with homework, the temptation is often to jump straight to the most challenging questions to "test" understanding. However, current educational research suggests that rushing to difficult content too early can be counterproductive, potentially damaging both motivation and retention.

Confidence in learning is fragile. If a student is exposed to high-difficulty tasks before they have secured the basics, they are likely to experience repeated failure. This does not build resilience; it often reinforces the feeling that they "just can't do" the subject.

To support your child effectively, we recommend adopting a **"Training Wheels" approach** at home. This method prioritises building momentum and success before tackling complex problems.

1. Prioritise Success Over Struggle

Motivation is fuelled by success, not by struggle. When sitting down to homework, encourage your child to start with questions they can answer confidently. Achieving a high success rate on simpler tasks builds the cognitive fluency required to tackle harder ones later. If they are stuck, suggest they go back to a previous, easier exercise to regain their footing.

2. The 'I Do, We Do, You Do' Method

Avoid the urge to simply point out an error. Instead, mirror the classroom approach:

- **I Do:** Ask your child to watch while you (or a helpful video resource) solve a similar problem, explaining the steps aloud.
- **We Do:** Try the next question together. Ask them to suggest the next step, but keep the pen in your hand or guide them closely.
- **You Do:** Only once they are confident, let them attempt a similar question independently.

3. Allow Supports (The Training Wheels)

Homework is practice, not a test. It is perfectly acceptable for students to use their exercise books, knowledge organisers, or formula sheets while working. Forcing a child to work from memory too soon adds unnecessary cognitive load. Let them use the supports they need; they can remove them gradually as they become more fluent.

Summary

The goal of homework is to consolidate learning, not to generate anxiety. By allowing your child to keep the "training wheels" on for a little longer, you help them build the genuine confidence required to succeed when the stabilisers eventually come off.

Mr J Marsh

Lead Practitioner and Homework Lead

EFFECTIVE HOMEWORK HABITS



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Effective Homework Habits

As a parent, intervening while your child is doing their homework is a careful balance. Nobody gains anything from a situation where a child is helpless during a task with no support offered at all. Simultaneously; too much help, or even effectively doing the homework for them, doesn't help them learn or retain any information from the classroom.

So how do we find that 'Goldilocks Zone' – where we offer the support that is 'just right' so that they can access the task, but also ensure that they are thinking and learning?

Here are some strategies to achieve this:

- **Check in but not too often:** Not every question or task has a set method that is the one and only way to approach it. Sometimes you need to sit and think about a question, and even start going down a certain route before changing strategy and trying something else. This is absolutely fine and part of learning. Check in to support and offer advice but ensure the child is given time and space to think and strategise.
- **Ask before you tell:** Using quick prompts such as "how did you get this?" or "what is your plan for the next question" and getting children to think about their approach (even if this is wrong) is much more effective than telling them the answer or pathway.
- **Correct patterns, not every mistake:** For example, if a pupil is adding fractions and they have forgotten to make the denominators the same for 5 questions in succession, correct the first question and ask them to attempt the other four. This gives them practice and ensures they don't embed any misconceptions which may become 'muscle memory.'
- **Ensure your child has had a go before asking for help:** At the end of every lesson at Halewood, we have a Blue Zone. It is 15 minutes of independent practice, the first 10 of which no help is offered and no questions answered. The reason for this is to build resilience, encourage pupils to have a go and preparing them for the stark reality that once they sit down for that GCSE paper, they are on their own. Support is no issue at all, and is to be encouraged, but we must make sure they have thought long and hard about it first and not asked for help as an easy way out in order to avoid thinking.
- **Praise:** Not every homework task is easy, nor is it supposed to be. If a child has demonstrated resilience and clearly put a lot of effort in, notice it, praise and reward.

Homework is an essential part of learning. It consolidates what happens in the classroom, gives students a chance to forget and then retrieve leading to content going into the long-term memory. It also gives pupils extra practice on content which will give them an edge on their peers nationally come GCSE time.

Whether teachers or parents, or both, our natural instinct is to offer as much support as we can as quickly as we can. It is important that we know when to allow them to have a go themselves, when to allow them to struggle through a question and think hard in order to develop their understanding and when to offer the hints that help them stay on track.

UPDATE ON AFTER SCHOOL BUS

HALEWOOD
ACADEMY9th February 2026

Dear Parents and Carers,

Update on After-School Bus Provision (Speke Route)

I am writing to share an important update regarding after-school transport for pupils travelling towards Speke. Following the introduction of the 4:15pm bus service, which has been funded directly by the school, we have been able to demonstrate to the bus operator that there is a genuine and consistent need for an after-school service based on current pupil usage. The school initially self-funded this provision to ensure pupils could safely access transport after the school day and to evidence that this support was required. We are pleased to confirm that this approach has now been successful, and the bus operator has agreed to make a long-term change to an existing public route to meet this demand.

Arriva Route Amendment (3A)

Arriva have agreed to amend the route of their current 3A bus service so that it can pick up at the bus stop on the junction of Higher Road and Torrington Avenue and drop off in Speke. This amended route will replace the additional service which the school is currently arranging to collect pupils from outside of school.

Important Dates

The last day the school-funded service will pick up from school will be: **Friday 13th February 2026**

The amended Arriva 3A service will begin from: **Tuesday 24th February 2026**

The amended service will collect at: **4.05pm each day (Monday to Friday)**

Key Information for Families

This is a public bus service, not a school service. Pupils attending extra-curricular and super-curricular activities will be able to use this service. As this is a public route, it is a paid service (although we anticipate many pupils will already have bus passes, weekly savers, or other travel arrangements). The timetable for the 3A service can be viewed here: <https://www.merseytravel.gov.uk/timetables/bus/3a/>

Support with Bus Fares

Any families with concerns about bus fare costs in order to access school or extra-/super-curricular provision should contact their child's Progress Leader, who will be able to discuss available support.

Thank you for your continued support. We are pleased that the school's initial investment has helped secure a sustainable and consistent transport option for pupils moving forward.

Yours faithfully,

Mr G Harrison
Vice Principal

MEMBER OF THE WADE DEACON TRUST

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UPDATE ON AFTER SCHOOL BUS



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4:15 Bus Service

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We are pleased to share an important update regarding after-school transport for pupils travelling towards Speke.

Following the introduction of the **4:15pm bus service**, which has been **funded directly by the school**, we have been able to clearly demonstrate to the bus operator that there is a genuine and consistent need for an after-school service based on current pupil usage.

The school initially self-funded this provision to ensure pupils could safely access transport after the school day and to evidence that this support was required. We are delighted to confirm that this approach has now been successful, and the bus operator has agreed to make a long-term change to an existing public route to meet this demand.

Arriva Route Amendment (3A)

Arriva have agreed to amend the route of their current **3A bus service** so that it can:

- **Pick up** at the bus stop on the junction of **Higher Road and Torrington Avenue**
- **Drop off** at **Speke**

This amended route will replace the additional service which the school is currently arranging to collect pupils from outside of school.

Important Dates

- The **last day** the school-funded service will pick up from school will be:
Friday 13th February 2026
- The amended **Arriva 3A service** will begin from:
Tuesday 24th February 2026
- The amended service will collect at:
4:05pm each day (Monday to Friday)

Key Information for Families

Please note:

- This is a **public bus service**, not a school service.
- Pupils attending extra-curricular and super-curricular activities will still be able to use this service by leaving their club at 3:55pm.
- As this is a public route, it is a **paid service** (although we anticipate many pupils will already have bus passes, weekly savers, or other travel arrangements).

The timetable for the 3A service can be viewed here:

Merseytravel Timetable – Bus 3A

<https://www.merseytravel.gov.uk/timetables/bus/3a/>

Support with Bus Fares

Any families with concerns about bus fare costs in order to access school or extra-/super-curricular provision should contact their child's **Progress Leader**, who will be able to discuss available support.

We are pleased that the school's initial investment has now helped secure a sustainable and consistent transport option for pupils moving forward.



Starting from
Tuesday
24th February
2026

YEAR 9 PARENTS' OPTIONS EVENING



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WE SEEK THE BEST

KS4 OPTIONS 2025-2026

Version Number: 06
Next Review Date: March 2027
Academy Link: Mr R Ellis

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PLEASE SCAN
QR CODE
VIA MOBILE
FOR THE OPTIONS
BOOKLET

The annual Year 9 Parents' and Options Evening held this term was a resounding success. This event provided a valuable opportunity for parents and carers to engage with the educational journey of their children. We are approaching an important milestone in Year 9's education at Halewood Academy where students begin to consider your GCSE options in preparation for starting Key Stage 4 in September.

Overall, the Year 9 Parents' and Options Evening was an excellent opportunity to empower parents' and carers with the information they need to support their children's educational and career decisions. The positive impact of this event will surely resonate throughout the students' academic journeys.

For more detailed information on subject pathway's please scan the QR code or follow this link our KS4 2025-26 Options booklet. (<https://shorturl.at/BpNvU>)



YEAR 9 PARENTS' OPTIONS EVENING



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VALENTINES CARDS FOR SALE



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In our Creative Crafts Club this term, which are made up of enthusiastic students from Years 8, 9, and 10, have been busy creating handmade Valentines cards. We are delighted to share that these will soon be available to purchase, with all proceeds going to support The British Heart Foundation. We kindly suggest a minimum donation of £1 per card.

It has been wonderful to see pupils from different year groups collaborating so positively. A special mention goes to Ruby W and Eva R in Year 10, who have demonstrated excellent leadership and organisation as part of their Duke of Edinburgh Award involvement.



Supporting the
British Heart Foundation



CELEBRATING ACADEMIC EXCELLENCE



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EXCELLENCE

This term, we are thrilled to recognise the outstanding achievements of several students from Year 9 and 10 who have demonstrated exceptional dedication and excellence in their subject of Spanish with a reward of a box of chocolates to enjoy! Their hard work and commitment to academic success have truly set them apart. They scored 100% on every piece of homework since September on Seneca.

Let us celebrate:

Katie S, Heritage A, Lyra C, Connie M, Eva R.

Their consistent efforts and dedication to their studies have paid off, serving as an inspiration to their peers. Their achievements not only bring pride to themselves but also to the entire school community. May they continue to strive for excellence and inspire others with their exemplary performance. Well done!

YEAR 9 FOIL MODEL MAKING IN ART



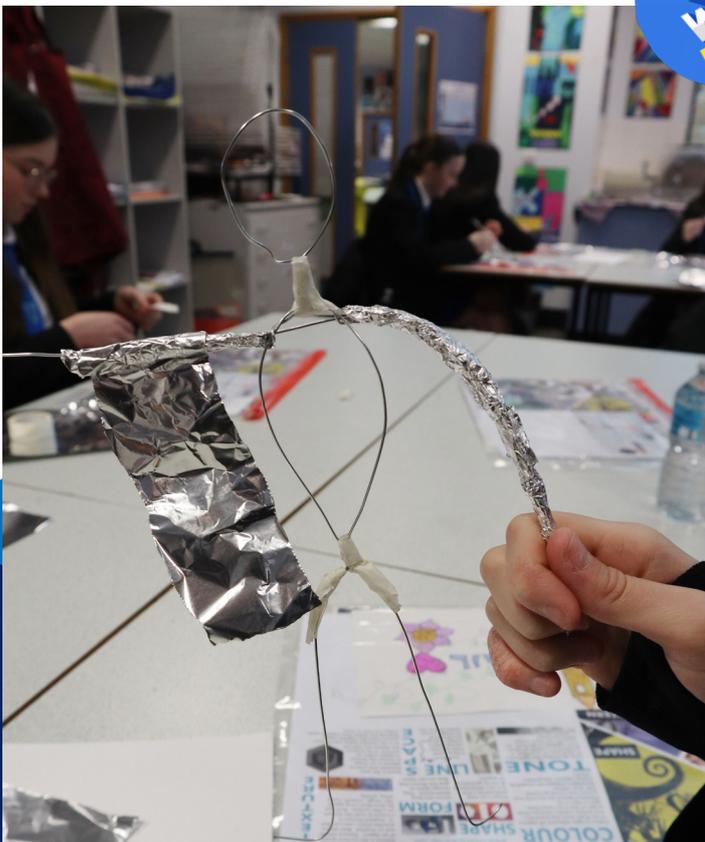
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Foil models are a fantastic way to explore creativity and learn about human form and structure. This project involves using wire and foil to create a three-dimensional representation of a human figure. It's a fun, hands-on activity that enhances understanding of proportions and anatomy.

Creating foil models is a rewarding project that combines art and engineering. It's a chance to learn about human anatomy while expressing their creativity. They enjoyed the process and whilst having fun bringing their creations to life!

They began by deciding which figure they wanted to create. Whether it's a human figure, an animal, or an abstract form.

Creating foil models is more than just an art project; it's a chance to combine their creativity with a deeper understanding of form and structure. It requires patience, resilience and using that correct materials needed.



ASPIRE

YEAR 9 MATT MOORE COURSEWORK



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This term Year 9 students have embarked on an exciting journey exploring the vibrant and dynamic world of graphic design through their portfolio projects. The focus of their exploration has been the innovative works of **Matt Moore**, an artist renowned for his versatility and creativity.

He is the founder of **MWM Graphics**. Matt practices different artistic disciplines : colourful graphic artwork – he is the originator of **Vectorfunk** – painting, watercolours, and of course aerosol, which remains his favourite technic, especially for a big mural surface.

Year 9 students have taken inspiration from **Matt Moore's** diverse artistic practices to create their own portfolios. The project encourages them to experiment with different media and techniques, fostering creativity and self-expression. By studying Moore's work, students gain insight into the innovative processes behind successful graphic design and contemporary art.

<https://mwmgraphics.com>



ENGLISH YEAR 11 POETRY



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This term, the Year 11 English department has dedicated itself to an in-depth revision of the poetry anthology for the English literature course. The focus has been on understanding how questions might be structured in the Paper 1 exam, alongside a thorough exploration of key themes and the poems that best illustrate these themes.

Exam Question Structures

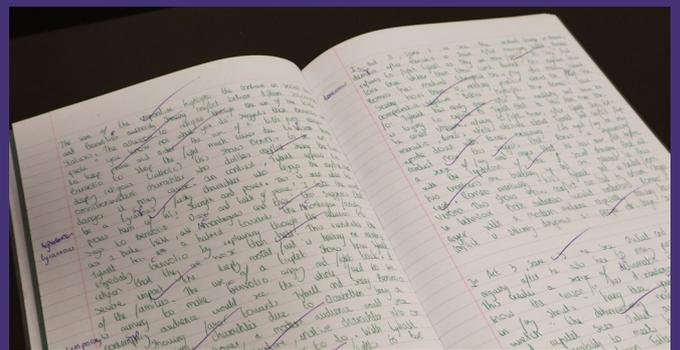
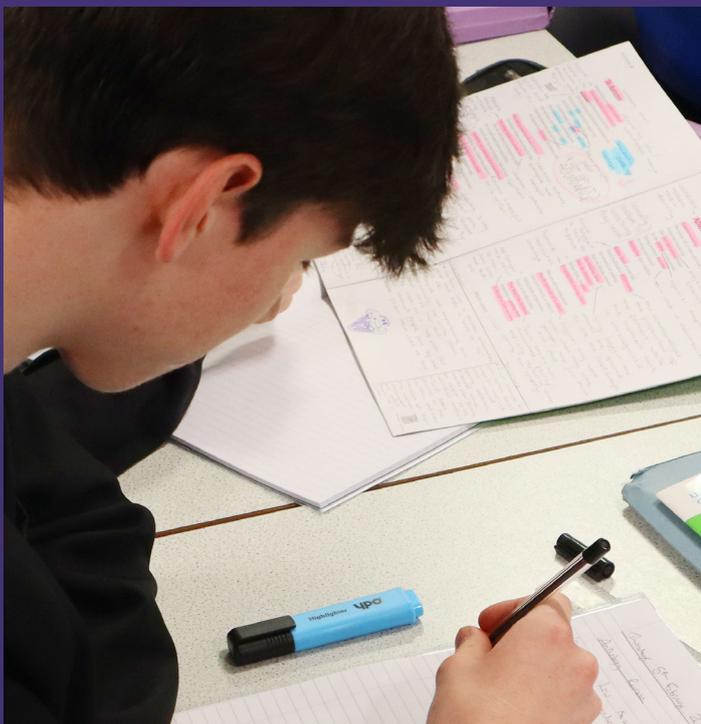
Students have been trained to anticipate various question formats that they might encounter in

their exams. Understanding these structures is crucial to effectively preparing responses. Some of the question types include:

Comparative Questions: Asking students to compare themes, tones, or techniques between two poems.

Thematic Questions: Focusing on a particular theme and requiring an analysis of how it is presented in specific poems.

Technique-Based Questions: Concentrating on the use of literary devices such as imagery, symbolism, and structure within the poems.



Key Themes in the Anthology

The students have engaged in thoughtful discussions to identify and analyse major themes within the poetry anthology.

Linking Poems to Themes

One of the critical skills developed is the ability to link poems to themes, enabling students to craft nuanced and comprehensive responses. By understanding the thematic connections, students can articulate how poets use language, structure, and form to convey complex ideas and emotions.

Through this detailed revision process, Year 11 students have equipped themselves with the analytical tools necessary to excel in their exams. They have gained a deeper appreciation of poetry and the rich tapestry of themes it presents, preparing them not only for their assessments but for a lifelong engagement with literature.

YEAR 7 7NST BEST ATTENDANCE



HALEWOOD
ACADEMY

Huge congratulations to all of 7NST. You have been recognised as the best Year 7 form group this term for showing the most improved attendance. This is a remarkable accomplishment that speaks volumes about their dedication and commitment.

Sweet Rewards

To celebrate their fantastic efforts, they enjoyed the delicious cookie rewards. They were well-deserved treats for their hard work and perseverance. They have set a wonderful example for their peers, and Halewood Academy are incredibly proud of each and every one of one.

Keep Up the Great Work

Keep up the great work and continue striving for excellence. Their determination and positive attitude are truly inspiring. The Academy look forward to seeing more of their achievements in the future. Well done, Year 7!



SPORTS UPDATE

INTERNATIONAL FRIENDSHIP



HALEWOOD
ACADEMY



Welcoming El Limonar International School

This term was a fantastic occasion as we had the pleasure of welcoming pupils and staff from El Limonar International School in Murcia. The excitement was palpable as our guests arrived, eager to engage in friendly competition and cultural exchange.

Year 10 Boys' Victorious Football Match

The highlight of the evening was undoubtedly the friendly football match between our Year 10 boys and their Spanish counterparts. The teams played with great enthusiasm and sportsmanship, showcasing their skills and teamwork. Our boys emerged as winners with a 2-0 victory, a testament to their hard work and dedication. The match was not just about the score, but about building camaraderie and mutual respect among the players.

Year 10 Girls' Enthusiastic Badminton and Netball Games

Meanwhile, our incredible Year 10 girls were equally enthusiastic as they welcomed El Limonar's students to the badminton and netball courts. The matches were filled with energy and laughter, as the girls demonstrated their athletic prowess and strategic thinking.

Both teams played exceptionally well, fostering an environment of friendly competition and cultural appreciation.

Celebrating Sportsmanship and Cultural Exchange

The experience was a resounding success, highlighting the importance of sports in bridging cultural gaps and building international friendships. Both our pupils and the visiting students from Murcia left with smiles on their faces and new friendships forged. The day was a reminder of the power of sports to unite people from different backgrounds and create lasting memories.

We look forward to future opportunities to collaborate and compete with our friends from El Limonar International School.

Mr Bailey was extremely proud of their efforts.



SPORTS UPDATE



HALEWOOD
ACADEMY



Thrilling Match in the Knowsley League

This week, the Year 8 boys had an exhilarating match against Lord Derby Academy in the Knowsley League. The game was a nail-biter, showcasing the talents of both teams as they fought for dominance on the field.

Early Lead with a Superb Header

The match kicked off with a bang when our team took the lead, thanks to a superb header from Mark. His goal was beautifully set up by excellent delivery from Alfie, demonstrating the seamless teamwork and skill that our squad is known for.

Lord Derby Academy's Response

However, Lord Derby Academy was quick to respond, battling back to equalise with a smart finish. The determination and skill from both sides made for a captivating contest that kept spectators on the edge.

Winning Goal by Lennon

Our Year 8 boys continued to press forward, seeking to regain their advantage. It was Lennon who stepped up with an outstanding half volley from the edge of the box, securing the lead once more.

What a hit!

Lennon's goal was a testament to the hard work and dedication of the entire team.

A Proud Moment for Mr. Rylands

The performance from the Year 8 boys was nothing short of remarkable, and it left Mr. Rylands extremely proud of their efforts. The team's commitment and skill were evident throughout the match, making it a game to remember in adverse conditions.

Congratulations to the Year 8 boys on their fantastic performance and victory! Keep up the great work!



JUNIOR BAKE OFF



HALEWOOD
ACADEMY

APPLICATIONS ARE NOW OPEN FOR **JUNIOR BAKE OFF**

Aged between 9-15 and love to bake?
We'd love to hear from you!

WWW.APPLYFORJUNIORBAKEOFF.CO.UK



APPLICATIONS CLOSE 15TH MARCH 2026

YEAR 11 MOCK EXAM TIMETABLE - MARCH 2026



HALEWOOD
ACADEMY

Year 11 Mock Exam Timetable - March 2026

ALL EXAMS TO BE HELD IN THE SPORTS HALL UNLESS STATED OTHERWISE							
Day/Period	Period 1 9.00am start	Period 2 10.00am start	Break (11.00-11.15)	Period 3 11.15am start	Early Lunch/P4 (12.15-1.00)	Period 4 1pm start	Period 5 2pm start
Monday 16-Mar	<u>English Language Paper 1 (1h 45m)</u> (Whole Year)		Break (11.00-11.15)	P3	Lunch for H&SC students only (12.15-1.00)	<u>Health & Social Care (2h) to be held in S18 (18)</u>	
Tuesday 17-Mar	<u>Maths Paper 1 F/H (Non-calc) (1h 30m)</u> (Whole Year)		Break (11.00-11.15)	P3	Lunch for Dance/H&C students only (12.15-1.00)	<u>Hospitality & Catering (1h 20m) to be held in S18 (15)</u> <u>Dance (2h) to be held in G03 & G04 (11)</u>	
Wednesday 18-Mar	<u>Combined Science Biology F/H (1h 15m)</u> <u>Separate Science Biology F/H (1h 45m)</u> (Whole Year)		Break (11.00-11.15)	P3	P4	Lunch (1.15-2.00)	P5
Thursday 19-Mar	<u>English Literature Paper 1 (2h)</u> (Whole Year)		Break (11.00-11.15)	P3	Lunch for Animal Care/T&T students only (12.15-1.00)	<u>Animal Care (2h) to be held in S18 (12)</u> <u>Travel & Tourism (1h) to be held in S18 (8)</u>	
Friday 20-Mar	<u>Maths Paper 2 F/H (calc) (1h 30m)</u> (Whole Year)		Break (11.00-11.15)	P3	Lunch for Geography students only (12.15-1.00)	<u>Geography (Paper 1) (1h 30m) (106)</u>	
Day/Period	Period 1 9.00am start	Period 2	Break (11.00-11.15)	Period 3 11.15am start	Early Lunch/P4 (12.15-1.00)	Period 4 1pm start	Period 5
Monday 23-Mar	<u>Combined Science Chemistry F/H (1h 15m)</u> <u>Separate Science Chemistry F/H (1h 45m)</u> (Whole year)		Break (11.00-11.15)	P3	P4	Lunch (1.15-2.00)	P5
Tuesday 24-Mar	<u>English Language Paper 2 (2h)</u> (Whole Year)		Break (11.00-11.15)	P3	Lunch for PE/SS/SR students only (12.15-1.00)	<u>PE (1h) (30), Sports Science/Studies (1h 15m) (26)</u>	
Wednesday 25-Mar	<u>Combined Science Physics F/H (1h 15m)</u> <u>Separate Science Physics F/H (1h 45m)</u> (Whole Year)		Break (11.00-11.15)	P3	Lunch for Comp Sci /Child Care students only (12.15-1.00)	<u>Computer Science (1h 30m) (24)</u> <u>Child Development & Care (1h 30m) (16)</u>	
Thursday 26-Mar	<u>Maths Paper 3 (Calc) (F/H - 1h 30m)</u> (Whole Year)		Break (11.00-11.15)	P3	Lunch for Spanish students only (12.15-1.00)	<u>Spanish Writing F/H (1h 10m/ 1h 15m) (36)</u>	
Friday 27-Mar	<u>History (2h) (91)</u>		Break (11.00-11.15)	P3	Lunch for Business students only (12.15-1.00)	<u>Business (1h 30m) (58)</u>	

Starting from
**Monday
16th March
2026**



A GREAT
PLACE
TO BE A
PART OF

KS3 & YEAR 7 & 8 GRADUATION



HALEWOOD
ACADEMY



KS3 Graduation



Building on the KS3 awards evening at the end of last year, all year 7, 8 and 9 pupils will aim to graduate this year by meeting the set of criteria below.

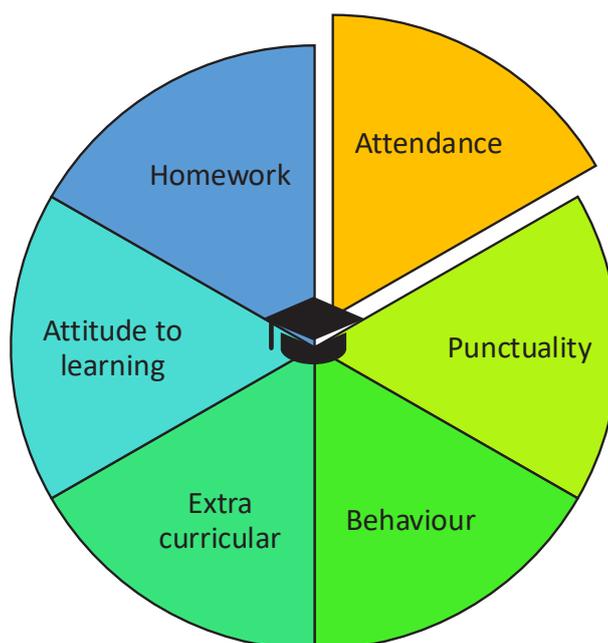
Having strong attendance, excellent punctuality, high standards of attitude to learning and behaviour, engaging in home learning and attending extra curricular clubs will help you graduate.

In form time you will have a booklet to track your progress and see what areas you could improve in.

A celebration evening will be held at the end of the summer term to celebrate those the pupils achieving bronze, silver or gold graduation awards.

CRITERIA	BRONZE	SILVER	GOLD
Attendance	92% +	95 - 97%	97%+
Attitude to learning	2 – 2.4	1.8 - 2	1 – 1.8
Punctuality	Between 5 - 10 late marks to school or lessons	1 – 5 late marks to school or lessons	No late marks to school or lessons
Behaviour	2 - 4	1 - 2	0
Homework	80 – 89% completion	90 – 94% completion	95% + completion
Extra curricular	4-5	6-8	9+

Year 7 & 8 Graduation



MYP APPLICATIONS



HALEWOOD ACADEMY



MYP Applications

Want to be the next MYP of Knowsley?



Term running from 2026-2028



Scan the QR code to apply!

TT ROCK STARS



HALEWOOD
ACADEMY

**TIMES TABLES
ROCK STARS**



FEBRUARY TOP OF THE ROCKS

DATE:

14.02.2026 - 23.02.2026

TIME:

09:00 - 15:00

* ANSWER AS MANY QUESTIONS AS POSSIBLE *
PLAY IN ANY GAME TYPE * THE WINNING CLASS
WILL HAVE THE HIGHEST NUMBER OF CORRECT
ANSWERS PER PUPIL * ASK YOUR TEACHER FOR
FULL DETAILS AND RULES *

N

NUMERACY CHALLENGE



HALEWOOD
ACADEMY

CALCULATOR

Calculator Skill of
the month

Prime Factors

Your Casio Fx-991CW calculator can express a number as a product of its prime factors



Write 60 as a product of its prime factors.

Home – calculate – EXE



Type your number – EXE



Press format – scroll down to Prime Factor



Press EXE



Maths
Challenge

Using the example above can you answer the following questions using your calculator:

Write 72 as a product of its prime factors
(2 marks)

Write 240 as a product of its prime factors
(2 marks)

N

STRATEGY

KNOWSLEY PARENT POWER



HALEWOOD
ACADEMY

Knowsley Parent Power programme have an exciting and unique opportunity for our current **Year 10 and 11 students**.

They have organised a fully-funded, specially-curated trip to **St Peter's College, University of Oxford**, aimed at high-achieving students (and their parents/carers) who are on track for highly-selective universities (Russell Group, Oxford, Cambridge).

Key Information:

- **Monday 16th February 2026 – 7am to 8pm.**
Coach leaves from Southdene Centre at 7am.
- Transport and food all provided
FREE OF CHARGE

St. Peter's College will provide activities and information to support anyone who wants to apply in the future

Spaces are severely limited to ensure a high-quality experience

Because of the limited places and the need to accurately identify the right students, they are contacting all the Knowsley secondary schools directly to see if there are any families who would be interested in this experience. We only have 30 spaces – this includes both young person and their adult.

We also have upcoming trips to Hope University, and Liverpool University that are more inclusive and less bespoke than this.

If you would like any further information, please get in touch with **Jane Harrison**:
Jane.Harrison@thebrilliantclub.org;
07429 404 687."

END OF TERM LOST PROPERTY



HALEWOOD
ACADEMY

School has an increasing number of items in Lost Property such as coats, bags, shoes, trainers, folders etc. If your child has lost an item, please encourage them to view the lost property to return the item to them.

Any items remaining in lost property after the end of term will be donated to a local charity.

Regards
Halewood Academy



KNOWSLEY PARENT POWER



HALEWOOD
ACADEMY

Knowsley Parent Power

**Is your child aiming for a top university?
Join us for a unique opportunity to visit St Peter's
College, Oxford!**

Date: Monday 16th February 2026

Pick up : 7.30am Return : 8.30pm

**Venue: Southdene Community Centre, Broad Lane,
Kirkby, L32 6QG**

We are running a specially curated, fully funded free trip to give ambitious young people a firsthand experience of life and learning at one of the world's leading universities.

Who is this trip for?

- Key Stage 4 and 5 (Ages 14-18) students & their parent
- Achieving excellent grades in school.
- Highly motivated to apply to a selective, research-intensive university (such as Oxford, Cambridge, or Russell Group institutions).
- Interested in exploring their potential in an academic environment.

Spaces are limited to ensure a high-quality experience.

What the trip includes:

- A guided tour of St Peter's College, Oxford.
- The chance to speak with current Oxford students and staff.
- Workshops on the Oxford application process and interview skills.
- An insight into the benefits of further and higher education.
- food & transport is completely free.

**To RSVP, to find
more information,
contact Jane:**

Jane Harrison
parentpowerknowsley@thebrilliantclub.org
07429 404 687



OPERATION GEARS



HALEWOOD
ACADEMY



Dear all,

I am writing to provide an update on **Operation Gears**, a targeted campaign to tackle serious organised crime, robbery and ASB linked to the illegal use of two-wheeled vehicles, including electric motorcycles, scooters and non-compliant e-bikes, which launched in July 2025.

As with all major cities, Liverpool is experiencing a boom in electric bikes and electrically assisted pedal cycles (EAPCs). Whilst this is seen by many as an alternative to public transport and the increased cost of vehicles, this has undoubtedly presented a problem whereby electric bikes / EAPCs are reported as a dominant form of transport, many do not understand the legalities in relation to these bikes and alongside the education, there will be those who inherently utilise these for criminality and target vulnerable users.

Merseyside Police are committed to tackling the increased threat and risk posed by EAPCs and electric bikes but in doing so, education is needed for those using them.

A large portion of riders are young people, sometimes illegally dependent on their age and the absence of a substantial driver's licence. More importantly, they are leaving themselves vulnerable to being targeted for the bikes which are seen as a high-value item.

We have seen a re-occurring trend of Merseyside cohort of males aged between 11-17 years being the vulnerable target group and we are committed to safeguarding where possible.

There have been many reports of various crime that are crosscut with electric bikes being involved and we do not want any of our Merseyside young people to become a victim of any crime.



MERSEYSIDE
POLICE
Putting our Community First



OPERATION
GEARS

OPERATION GEARS

HALEWOOD
ACADEMY

We have continued to enhance knowledge and education to provide a better understanding of laws and regulations that govern the use of these EAPCs and electric bikes despite numerous social media and news reports.

This letter intends to seek your continued support to educate yourselves and your children.

With this education; we have focused on, the roads become safer for both adults and especially children, but also pedestrians, as we recognise some who ride electric bikes, do so on pavements, endangering the safety of others and secondly; to reduce the number of victims associated with EAPCs / electric bikes including road traffic accidents, theft, and robbery, which have an added impact on both our NHS and Mersey Fire and rescue service.

The safety also extends not just when riding the bike but storage of bikes as some batteries can become unstable which has sadly caused house fires, some fatal.

Whilst the continual education has seen some real positive changes within the schools' settings, there is still recent evidence of parents not understanding the impact and actively purchasing these two-wheeled vehicles for children.

When investigations arise, there may be no alternative but to make parents accountable for children, and we will seek, to prosecute for offences relating to the use, cause and permit of these vehicles, where appropriate.

OPERATION GEARS



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Identifying an illegal

ELECTRICALLY ASSISTED PEDAL CYCLES (EAPCs)

Electric motor mounted to the front or rear wheel (or under the pedals) to provide electric drive without pedalling



Twist and go throttle and accelerator

Battery mounted to the frame with zip ties or other methods

You can ride an electric bike if you're 14 or over, as long as it meets certain requirements. These electric bikes are known as 'electrically assisted pedal cycles' (EAPCs). It must show either:

- The power output
- The manufacturer of the motor
- The battery's voltage
- The maximum speed of the bike

It's electric motor:

- Must have a maximum power output of 250 watts

If a bike meets the EAPC requirements, it's classed as a normal pedal bike.

This means you can ride it:

- On cycle paths and anywhere else pedal bikes are allowed.

Any electric bike that does not meet the EAPC rules is classed as a motorcycle or moped and needs to be registered and taxed.

You'll need a driving licence to ride one and you must wear a crash helmet.

OPERATION GEARS



HALEWOOD
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Identifying an illegal

OFF-ROAD ELECTRIC MOTORCYCLE



**SOLD FOR OFF-ROAD USE ONLY
(PRIVATE LAND ONLY IF THE RIDER HAS PERMISSION)**

This is an electric motorcycle.

Some of the most well-known manufacturers of off-road electric motorcycles would include SUR-RON, Talaria, Bultaco, Stealth etc.

OPERATION GEARS



HALEWOOD
ACADEMY

Identifying an illegal POWERED SCOOTERS



External company BOLT (you may spot them as the green scooters around Merseyside) are the only road-legal versions of the powered scooters.

- All powered scooters are classified as Personal Light Electric Vehicles (PLEVs)
- The only place privately owned scooters can be used is on private land (with the landowners' permission)
- If used on the road or in a public place, they are treated as motor vehicles

We continue to tackle the issue from a policing perspective but work closely alongside partner agencies as we recognise that we need assistance beyond the police to tackle this upward trend.

I am sure you agree, to ensure the safety of your children, is paramount and with that, I hope that with this bit of education, parents and guardians can make better choices and enable the safety of themselves and others.

If you have any information about the use, storage or selling of two-wheeled vehicles you believe to be illegal, please let us know.

OPERATION GEARS



HALEWOOD
ACADEMY

SCAN TO REPORT ANONYMOUSLY TO
CRIMESTOPPERS



SCAN TO REPORT TO MERSEYSIDE POLICE



Kind Regards
Sergeant Carly Slinger
Prevention Hub
Merseyside Police



MERSEYSIDE
POLICE
Putting our Community First



OPERATION
GEARS

Friendly February 2026



MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

SATURDAY

SUNDAY



2 Ask a friend how they have been feeling recently

3 Do an act of kindness to make life easier for someone

4 Invite a friend over for a 'tea break' (in person or virtual)

5 Make time to have a friendly chat with a neighbour

6 Get back in touch with an old friend you've not seen for a while

7 Show an active interest by asking questions when talking to others

8 Share what you're feeling with someone you really trust

9 Thank someone and tell them how they made a difference for you

10 Look for good in others, particularly when you feel frustrated with them

11 Send an encouraging note to someone who needs a boost

12 Focus on being kind rather than being right

13 Smile at the people you see and brighten their day

14 Tell a loved one or friend why they are special to you

15 Support a local business with a positive online review or friendly message

16 Check in on someone who may be struggling and offer to help

17 Appreciate the good qualities of someone in your life

18 Respond kindly to everyone you talk to today, including yourself

19 Share something you find inspiring, helpful or amusing

20 Make a plan to connect with others and do something fun

21 Really listen to what people say, without judging them

22 Give sincere compliments to people you talk to today

23 Be gentle with someone who you feel inclined to criticise

24 Tell a loved one about the strengths that you see in them

25 Thank three people you feel grateful to and tell them why

26 Make uninterrupted time for your loved ones

27 Call a friend to catch up and really listen to them

28 Give positive comments to as many people as possible today

ACTION FOR HAPPINESS

Happier · Kinder · Together

