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## DEAR PARENTS AND CARERS

Welcome to the latest edition of our newsletter.

I would like to draw your attention to the 'Attendance Matters' section of this edition and ask you carefully read these pages and ensure your child(ren) attends school each and every day. The link between achievement and attendance is undeniable and students that attend school regularly outperform those that do not. It is imperative that you encourage excellent attendance and you fully understand the implications of irregular attendance to school. I appreciate your support in this matter, and as always, if you need additional support or guidance please contact your child's progress leader.

As I write this welcome Year 11, are about to embark upon their whole year group exams and I want to wish them all well. Good luck Year 11. A copy of the timetable is included in this edition of the newsletter.

As always, the opportunities for trips and visits has been exceptional and our Spanish visitors had a great time learning about our culture and this week our students will be heading to Spain to do the same. The skiing trip to Italy was a fantastic success and I know the students (and staff) had a great time. The Duke of Edinburgh (DofE) expeditions have started with Year 9 undertaking their bronze award. Well done to all involved.

Just last week we held another Inclusion Drop-In and our Educational Psychology team from Knowsley led whole staff training and led training for our teaching and classroom assistants in Lego Therapy. We are really proud of our offer in terms of intervention and investing in staff training is an excellent way to ensure our students get the support they need to achieve well.

As you flick through this edition you will see the brilliant learning opportunities our students have had recently across the curriculum from Year 11 Maths residential, practical's in science and learning about orienteering in PE. The day to day learning opportunities are so important to students development of knowledge and skills; this is why we want them attend everyday – so they don't miss out on opportunities.

Please take note of the key dates on the front page, especially the Year 7 Parents' Evening on Thursday 21st May – we look forward to seeing you all there. We will also start the transition process of welcoming our new Year 6 students this term; please take note of the summer school dates so they can make the most of the opportunities to ensure they make a great start. Please enjoy the good weather we have been having recently,

Mr I Critchley

Executive Principal

### KEY DATES 2026

Friday 1st May - Wednesday 17th June	GCSE EXAMINATIONS
Tuesday 5th May - Friday 22nd May	KS3 P2S3 ASSESSMENTS
Thursday 7th and 14th May	YEAR 10 GEOGRAPHY FIELD TRIP
Saturday 16th - Sunday 17th May	YEAR 9 BRONZE DOE EXPEDITION
Thursday 21st May	YEAR 7 PARENTS' EVENING
Friday 22nd May	END OF TERM



A GREAT PLACE TO BE A PART OF

# STUDENT FRIENDLY SAFEGUARDING INFORMATION



## What is safeguarding?

- ✓ Keeping you safe and healthy at school and at home
- ✓ Making sure that you feel safe in your environment and are protected from harm from both adults and other young people
- ✓ Educating you to know how to keep yourself safe

### Who is available to help?

#### At school you can talk to;

- Your Form Tutor/Progress Leader/  
Assistant Progress Leader/Learning  
Mentor/Any trusted adult, e.g. Teacher,  
TA, Mid-day Assistant
- The Safeguarding Team
- The School Nurse

#### Outside of school you can talk to;

- Trusted family member, trusted adult  
such as sports coach or friends
- Your family doctor
- Kooth/CAMHS
- The police

### Who can I go to?

#### In school you can go to:

- Pastoral Hub - F10
- Pupil Support - S01
- Progress Leader /  
Assistant Progress Leader
- A Classroom Teacher
- School Nurse drops ins
- Any member of staff

#### Outside of school;

- The School Website
- Online Support Websites
- Childline - 0800 1111

### When can I speak to someone?

#### At school you can talk to;

You or a family member can talk to a member of staff at anytime about a worry or a concern that you may have about yourself or a friend.

# Safeguarding

## at Halewood Academy



## Our Safeguarding Team



Mrs Cross



Mrs Campbell



Mr Day



Mr Harrison



Mrs Smallwood

### How will you keep me safe?

- We will educate you to ensure a strong culture of diversity and inclusivity where difference is celebrated positively;
- We will educate you to stay safe online and out in the community;
- All **Halewood Academy** staff are trained to spot the signs of abuse or neglect;
- Staff are trained to deal with incidents of abuse from adults to children and also abuse which can occur between young people;
- We will always listen and act upon your concerns. This may involve working with your parents or carers or getting help from other services outside of school:
- Your wishes and feelings will always be considered.

### Why is it important?

From time to time, children can suffer abuse from adults and also young people. Abuse can be physically, sexually or emotionally harmful or neglectful and can happen in person or online, at home, within the community or in school.

We want to make sure that everyone at **Halewood Academy** is protected from abuse and harm.



# SEND UPDATE



HALEWOOD  
ACADEMY



**Anna Freud**  
National Centre for  
Children and Families

## Talking mental health with young people at secondary school



**Some advice for  
parents and carers**

# SEND UPDATE



HALEWOOD  
ACADEMY

## It's good to talk

"The teenage years are both exciting and challenging to parents and children. Children start to see a future independent of their parents while parents have to find new ways of protecting a young person who may choose to turn to peers rather than parents for support.

This period can be a confusing and testing time which can be hard for parents. Most young people navigate their way through adolescence. However, for a small number of children problems can become persistent and can threaten the connection between parent and child. Talking early on, before problems become too ingrained, almost always helps.



Sometimes we stop talking because we don't know what to say. We hope this leaflet may help. Of course, we all know that it's not always possible to talk, but it is always good to make the offer. Sometimes supportive friends or a trusted adult – perhaps a teacher – can help. Professionals are there, but even if their help is required, it is still good to talk."

**Professor Peter Fonagy, CEO of the Anna Freud National Centre for Children and Families**

## Mental health and wellbeing during secondary school

As parents and carers, it can be hard to know whether your child's feelings and behaviour are normal or becoming a problem. This is especially during adolescence when young people can feel a great deal of pressure and increasingly want to loosen their family ties.

Young people's need for independence is partly due to changes in brain development. This makes reading and understanding others more difficult than when they were younger. This can lead to a feeling that young people are in a world of their own. Usually they can be struggling to understand others!

As young people experience strong emotions and feelings that come and go, it is important to talk about them. Feelings and moods that become a problem, last a long time, become overwhelming, and stop young people from doing what they want to in their lives.

We know that having strong relationships lies at the heart of good mental health. As parents and carers we also have our own stresses such as money, job security and juggling family demands. These can put pressure on our capacity to respond sensitively to our children.

Talking can be a helpful way for young people to manage their wellbeing as it helps them to make sense of and manage difficult experiences and feelings.

**MOMENTS  
MATTER,  
ATTENDANCE  
COUNTS.**



# SEND UPDATE



HALEWOOD  
ACADEMY

## Top tips for talking

★ **Give your full attention, be curious and take it seriously.** We all know it's not nice to be half listened to. Being actively interested in your child can be a powerful way to help them feel listened to and understood. Try to resist the urge to downplay or dismiss what your child is telling you.

★ **Emphasise that you are always available to talk.** It may be that your child doesn't want to talk, can't find the words at the moment or is trying to assert their independence. But don't be misled by your teenager's need for separation. They need you just as much as ever.



★ **Take time to reflect.** Research shows that thinking about what is going on in your child's mind and being aware of your own thoughts and feelings promotes secure attachment, good social skills and the ability to 'read' others.

★ **Provide empathy.** When children feel truly understood they start to be able to manage their emotions and this has a big impact on their wellbeing. Using empathy is also a great way to defuse tension.

★ **Be aware of your own stress and negative feelings.** They can really get in the way of feeling close to your child. Reflecting on the causes of stress can prevent it from spilling into your relationships at home.

★ **Think about timing.** Ask yourself 'Is this the right time to talk?' Choose a time when you can focus on your child and ignore distractions.

★ **What should I do if I am worried?** You can find some advice and guidance listed on the back of this leaflet. In particular, MindEd for Families provides comprehensive information on a range of mental health problems. If problems persist, become overwhelming or you feel your child is displaying particular symptoms, we strongly recommend that you visit your GP.



# SEND UPDATE



HALEWOOD  
ACADEMY

## Where can I find advice and guidance?

**Child in Mind:** a series of podcasts we have developed at the Anna Freud National Centre for Children and Families. They feature BBC Radio 4 presenter Claudia Hammond interviewing our clinical experts, and have been shortlisted for the Mind Media Awards. They are freely available at [www.annafreud.org](http://www.annafreud.org):

- The adolescent mind
- What is therapy and how does it work?
- Why do some people self-harm?
- What is trauma and how does it affect the brain?
- Is medication for mental health problems safe?
- The impact of sexual material online
- What do we know about anxiety and what can parents do about it?
- What is ADHD and what help is available for children with ADHD?
- What do we know about eating disorders and how to cope?



**ChildLine** for 18s and under  
0800 1111

**YoungMinds Parent Helpline**  
0808 802 5544

**Youth Wellbeing Directory**  
[youthwellbeing.co.uk](http://youthwellbeing.co.uk)

**NSPCC** 0808 800 5000

**Anna Freud National Centre for Children and Families**  
[www.annafreud.org](http://www.annafreud.org)

**The Mix** [www.themix.org.uk](http://www.themix.org.uk)

**MindEd for Families**  
[www.minded.org.uk/families](http://www.minded.org.uk/families)

## About the Anna Freud National Centre for Children and Families

The Anna Freud National Centre for Children and Families has developed and delivered pioneering mental health care for over 60 years.

Our aim is to transform current mental health provision in the UK by improving the quality, accessibility and effectiveness of treatment.

We believe that every child and their family should be at the heart of the care they receive, working in partnership with professionals.



Anna Freud National Centre for Children and Families is a company limited by guarantee, company number 03819888, and a registered charity, number 1077106

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LONDON

# ATTENDANCE MATTERS



## Attendance Matters

As we advance through the first few weeks of the summer term, attendance of all our pupils remains a priority. I have therefore included in this article, some of the benefits of good attendance and some top tips for parents/carers. I hope you are able to discuss these topics with your child/children.

## Benefits of Good Attendance

At Halewood Academy we expect high levels of attendance and punctuality from all of our pupils. We believe that by improving attendance we will –

- Ensure more of our pupils have a happy and enriched life experience
- Enable pupils to achieve more at school academically, emotionally and socially
- Overcome some of the challenges that we continue to face post-pandemic
- Help pupils build positive, long lasting friendships and lead happy lives
- Improve mental health and wellbeing of pupils and their families
- Reduce child exploitation and abuse, anti-social behaviour and knife crime on our streets
- Help pupils and families prosper socially and economically
- Increase chances of success in further or higher education or apprenticeships
- Improve employability of pupils once they leave school
- Improve lifestyles and better prepare our pupils for adulthood and the world of work

## Top Tips

What can parents/carers do to ensure good attendance?

Ensure your child attends every day, on time, equipped and ready to learn

Ensure school has up to date addresses and telephone numbers

Contact school on the first morning of absence by **8:15am on 0151 477 8830 (option 1) or via email [admin@halewoodacademy.co.uk](mailto:admin@halewoodacademy.co.uk)** and provide your reason for absence. The main office is open from 8:00am.

Contact the school each day of absence until your child returns to school

If contact is not made for an absence, it is recorded as unauthorised. The school is responsible for deciding if the absence is acceptable or not

If your child is being monitored by the School Attendance Team electronic copies of medical verification must be provided in order for the absence to be authorised

Ensure medical appointments are made outside of school time. If this is not possible, your child needs to be in school prior to and after the appointment. We will need medical evidence upon their return

Holiday requests during term time will not be authorised. Parents who take their children out of school for a holiday may be issued with an Education Penalty Notice

Contact school if you are experiencing difficulty in getting your child into school

Work with the school and any other agencies to resolve any difficulties which may affect regular school attendance

We would ask that parents/carers support their child's education by ensuring regular school attendance and if there are any barriers to this please contact a member of the team so that we can work together to overcome any difficulties.

Thank you for your ongoing support with improving school attendance.



# ATTENDANCE MATTERS



## Education Penalty Notices

### (England) Regulations 2007

#### Warning of penalty notice for persistent lateness after the register has closed

At Halewood Academy we expect high levels of attendance and punctuality from all of our pupils. We believe that good attendance and good punctuality will ensure that more of our pupils have happier and enriched life experiences, and they will have greater academic success. The beginning of the school day is designed so that pupils start their day off with form time activity, this helps ensure pupils are organised and ready for a successful day in school. When pupils are late to school, they miss out on this opportunity.

Working within an agreed Code of Conduct, the Local Authority can issue a penalty notice to parents if a child has missed a number of sessions without permission from the school.

Arriving after the registers have closed (U code) for the morning session will result in an unauthorised absence mark for the entire session. The late mark will therefore count as absence and will consequently be recorded as unauthorised in the school register.

#### When may a penalty notice for absence be appropriate?

When a school determines that the national threshold has been met, they must consider whether a refer to the LA so that a penalty notice can and should be issued or not.

The national threshold has been met when a pupil has been recorded as absent for 10 sessions (usually equivalent to 5 school days) within 10 school weeks. With one of, or a combination of the following codes:

**Code G** - the pupil is absent without leave for the purpose of a holiday

**Code N** - the circumstances of the pupil's absence have not yet been established

**Code O** - unauthorised absence as determined by the school

**Code U** - the pupil arrived after the close of the morning register

We look forward to working with pupils and families for the remainder of the summer term to improve punctuality to school. As a reminder, pupils should arrive at school for 8:30am for lines or tutor time, with registration starting at 8:35am.

## YEAR 7 PARENTS' EVENING REMINDER

We would like to invite you to our  
Parents'/Carers Evening for  
**Year 7** students on  
**Thursday 21st May 2026 4-7pm**

SAVE  
the DATE



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# CYCLING TO SCHOOL



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ACADEMY

Biking is a fantastic way to commute to school. It promotes physical health, reduces your carbon footprint, and can even be a faster way to get around. However, ensuring safety and responsibility when biking on school grounds is essential to protect yourself and others. Here are some key guidelines to follow for responsible and safe bike usage.

## Choosing the Right Gear

**Helmet:** Always wear a properly fitted helmet. It is the most critical piece of safety equipment.

**Reflective Clothing:** Wear bright or reflective clothing, especially if biking during low-light conditions.

**Bike Lights:** Equip your bike with front and rear lights. This is crucial for visibility, particularly in the early morning or late afternoon.

By adhering to these guidelines, you can enjoy all the benefits of biking while ensuring your safety and that of others around you. Remember, responsible biking is about more than just following rules; it's about creating an environment where everyone on school grounds feels safe and respected.

carry a  
passenger  
unless your  
cycle has  
been built or  
adapted to  
carry one

## MUST NOT

ride in a  
dangerous,  
careless or  
inconsiderate  
manner



The daily routine of picking up and dropping off children at school is a significant part of many families' schedules. While it may seem like a mundane task, the way parents and carers approach parking during these times can have a substantial impact on the safety, efficiency, and community well-being. Responsible parking is not just a matter of convenience; it is a crucial component of creating a safe and respectful environment for everyone involved.

The primary concern during school pick-up and drop-off times is the safety of children.

Parking irresponsibly, such as in no-parking zones or double parking, can obstruct visibility for other drivers and pedestrians, increasing the likelihood of accidents.

Responsible parking during school pick-up and drop-off times is essential for ensuring safety, maintaining efficient traffic flow, respecting the community, protecting the environment, and setting a positive example for children.

Thank you.

## DISABLED PARKING AT SCHOOL

Halewood Academy has been made aware that people are parking and double parking in the allocated disabling parking bays to pick up and drop off students.

Please be considerate of our disabled community and only use the disabled parking bays in the school car park if you are a blue badge holder, particularly when dropping off and picking up students.

Thank you  
Halewood Academy



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# STUDENT SPOTLIGHT



HALEWOOD  
ACADEMY

# Student Spotlight

**We want to celebrate you!**

Often we see and hear about achievements within Halewood Academy, but we don't always find out about the brilliant things going on outside of school. We would love to hear about them and celebrate these achievements too.

Each month we will celebrate students achievements. This could be for:

- Sporting achievements
- Performing arts (musical talents, performances etc)
- Volunteering
- Excellent work during lessons/homework
- Going above and beyond in lessons
- Attendance and punctuality
- Charity work
- Caring for friends/family
- Working with groups (Cadets/Guides/Rainbows/Brownies)

If you want to nominate a student, or yourself, please scan the barcode or click the link below.

[Student Spotlight Nomination – Fill in form](#)



WE SEEK THE BEST



# SAUZE D'OULX SKI TRIP 2026



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ACADEMY

Year 9 and Year 10 students embarked on an exhilarating week-long skiing adventure in the picturesque resort of **Sauze d'Oulx, Italy** at the end of **March**. This charming alpine destination, nestled in the **Italian Alps**, offered the perfect backdrop for an unforgettable experience filled with snow, slopes, and friendship.

The students arrived at **Sauze d'Oulx (Hotel Clotes)** with excitement in the air, eager to hit the slopes. They were warmly welcomed at their cozy alpine hotel, which boasted stunning views of the snow-covered mountains located just a few steps from the slopes of the **Vialattea**.

Students received 5 hours of tuition a day along with a 5-day Ski lift pass. With over 400km of beautifully groomed slopes and a seemingly endless amount of cruisy blue and red runs, it's perfectly suited to beginners, intermediate and advanced levels looking to explore new areas. Our beginner students were looked after thanks to the Sportinia area and definitely took advantage of the excellent tuition that was on offer. There was enough gentle slopes around to keep beginners and other levels happy for the week.



ASPIRE

# SAUZE D'OULX SKI TRIP 2026



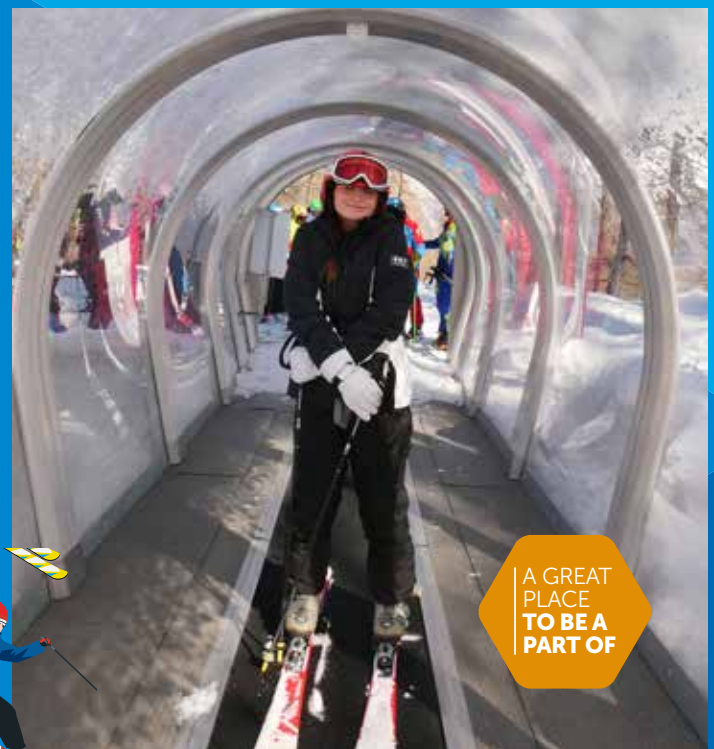
HALEWOOD  
ACADEMY



The students also embarked in the local activity of paintballing which the students thoroughly enjoyed with many laughs and screams had.

As the week drew to a close, the students reflected on their fabulous experiences, cherishing the memories and friendships made. The ski-ing adventure in Sauze d'Oulx not only provided amazing opportunities for outdoor sport for those who had never done ski-ing before but also allowed them to enjoy other activities that provided personal growth, resilience, and teamwork.

The trip concluded with a farewell dinner, where students and instructors celebrated their accomplishments and the unforgettable moments shared on the slopes. This adventure in the Italian Alps left an indelible mark on each student, promising stories and memories to be cherished for years to come.



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# YEAR 9 DofE UPDATE



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On Saturday, 25th April, Year 9 students embarked on an invigorating training walk around Rivington. This activity was a crucial part of their preparation for the Duke of Edinburgh Bronze Award, designed to equip them with essential skills and experience for their upcoming expeditions.

The walk took place in the picturesque region of Rivington, which is known for its stunning landscapes and challenging terrains. The students navigated through a variety of environments, including lush woodlands, open moorlands, and historic landmarks, providing a comprehensive experience of the area's natural beauty.

The Rivington training walk was a successful and enriching experience for Year 9 students. It not only prepared them for the physical demands of the Duke of Edinburgh expeditions but also fostered personal growth and a deeper connection to the environment. The skills and memories gained from this walk will undoubtedly benefit the participants in their pursuit of the Bronze Award and beyond.

The students were divided into small groups, each tasked with walking from point to point along a pre-determined route. This structure encouraged collaboration, as they needed to rely on one another to interpret maps, make decisions, and maintain a steady pace.



The teamwork was impressive, with each group member contributing their unique strengths to ensure the success of their team.

Overall, the training walk was a valuable experience, providing both a practical and emotional foundation for their future endeavors. The students returned with sun-kissed faces and a newfound sense of friendship, eager for their next challenge in the Duke of Edinburgh Bronze Award journey.

*"Well done to all Year 9 students on their Duke of Edinburgh training walk — you showed excellent teamwork and resilience, and we are very proud of how prepared you are for the expedition in May".*

Miss Patel and Miss Evans.

# SPANISH STUDENT EXCHANGE VISIT



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COLLABORATE



WELCOME  
BACK!

## Halewood Academy Welcomes Spanish Students from Zaragoza

Halewood Academy recently had the pleasure of welcoming back students from our partner school in Zaragoza, Spain. This exciting exchange program, which fosters cultural understanding and educational collaboration, has been a highlight for students and staff alike.

### A Warm Welcome

Upon their arrival, the Spanish students were greeted with open arms by their Halewood peers and teachers.

### Cultural Exchange Activities

Throughout their stay, the students participated in a variety of activities designed to immerse them in British culture and education.

As the visit came to a close, both schools expressed their commitment to continuing this valuable partnership. Plans for future exchanges are already underway, ensuring that more students will have the opportunity to benefit from this enriching experience.

Halewood Academy is proud to be a part of such an inspiring initiative, and we look forward to strengthening our ties with our friends in Zaragoza for many years to come.



# YEAR 11 GEOGRAPHERS RE-RELEASE



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This term **Year 11 Geographers** spent three hours with our cohort of 106 students, working through a series of three work booklets designed to support their pre-release material for the decision-making exercise on whether **Lincolnshire Council** should build a reservoir. It may not sound thrilling at first glance, but the students approached it with great focus and commitment.

Their conduct throughout was outstanding. They worked incredibly hard and were genuinely appreciative of the small treat at the end of the session.

Five classes went on to sit a mock exam based on what they had learned. The students were even keen to have photos taken, which reflected the positive atmosphere and pride they were taking in their work.

All students have earned three additional prom stamps in recognition of their effort and attitude during these sessions.

Mrs Hayden-Lyons

Assistant Principal (Teaching and Learning)



ASPIRE

# LEGO THERAPY TRAINING



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All Teaching Assistants and Classroom Support Assistants took part in Lego Therapy training, delivered by Educational Psychologists in The Achievement Centre.

The therapy focused on developing key skills such as turn-taking, communication, delivery of instructions and problem solving and can be adapted to suit the learner's individual needs. It will enable the development of key communication skills to be taught in a way that will build confidence so that students can apply the skills they learn in therapy to the classroom setting.

By focusing on communication skills within the **Lego Therapy framework**, learners build self-confidence. This newfound confidence empowers staff to translate the skills they develop during therapy into their everyday classroom interactions. As a result, these skills are not just theoretical but practical, aiding in smoother classroom dynamics and enhancing overall learning experiences.



In conclusion, the **Lego Therapy** training session has equipped **Teaching and Classroom Support Assistants** with innovative tools to support their students' development effectively. By integrating these skills into classroom settings, both educators and students can benefit from a more collaborative and communicative learning environment.



# YEAR 7 SCIENCE

## DISSECTING CHICKEN WINGS



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Dissecting chicken wings is a fascinating and educational task commonly explored in Year 7 science classes. This hands-on activity offers students a unique opportunity to learn about anatomy and the function of muscles, tendons, and ligaments in a real-world context.

The primary goal of dissecting chicken wings in a classroom setting is to help students understand the structure and function of the musculoskeletal system. By examining the anatomy of a chicken wing, students gain insights into how muscles work in conjunction with bones and how these structures enable movement.

It's important to approach dissection with sensitivity and respect for life. Encourage students to think about the ethical implications and the importance of using such activities to further scientific understanding. By engaging in the dissection of chicken wings, Year 7 students can enhance their comprehension of biological concepts in a hands-on and memorable way. Through careful observation and guided exploration, learners gain valuable insights into anatomy and the incredible mechanics of movement.



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# SPORTS UPDATE



HALEWOOD  
ACADEMY



Year 7 students were enjoying different elements of badminton during their PE classes this week.

The Year 7 students showed great enthusiasm and progress in developing their badminton skills. With continued practice, they will enhance their abilities and enjoy the many benefits that come with playing this dynamic sport. As they refine their techniques, they may even participate in friendly matches or competitions, further honing their skills and enjoying the spirit of the game.

## Benefits of Playing Badminton

Engaging in badminton offers numerous physical and mental benefits:

- **Improved Cardiovascular Health:** The fast-paced nature of the game promotes cardiovascular fitness.
- **Enhanced Coordination and Reflexes:** Regular practice helps improve hand-eye coordination and quick reflexes.
- **Social Interaction:** Playing doubles or participating in class activities fosters teamwork and communication skills.



# SPORTS UPDATE



HALEWOOD  
ACADEMY

Orienteering is an exciting and educational activity that combines physical exercise with map-reading skills. For Year 7 students, it provides a fantastic way to engage with the outdoors while developing important skills in navigation, teamwork, and problem-solving.

The lesson in **Orienteering** for Year 7 students is more than just a another lesson; it's an enriching experience that combines physical activity with essential life skills.

By participating, students not only improve their fitness and health but also develop valuable abilities that will benefit them in many areas of life. The students enjoyed the search identifying all the individual letters on the route by recording the results and feeding back the information back to their teacher.

We encouraged our students to take part in orienteering and watch them grow in confidence, teamwork, and problem-solving prowess.



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# YEAR 11 MATHS RESIDENTIAL AT CONDOVER HALL



## Year 11 Maths Revision Booster Trip to Condover Hall

Thirty-eight Year 11 students took part in a two-day maths residential at Condover Hall, a historic building over 400 years old located near Shrewsbury. During the trip, students took part in four focused revision sessions designed to help prepare them for their upcoming summer exams, covering both calculator and non-calculator questions, working with Halewood Academy staff.

There was also plenty of time for adventure and team-building activities. Students challenged themselves on the zipline, climbing wall, and the thrilling leap from a 12 metre tall pole to catch a trapeze before letting go and being lowered to the ground.



## EXCELLENCE

As this will have been their last trip away with the school, the sunny weather made the experience even more enjoyable, and all students flew the flag for our school brilliantly throughout the trip through their excellent behaviour and positive attitude. We hope the hard work and revision will help everyone improve in their Summer maths exams, and that the trip will remain a lasting fond memory for all the students.



# EMOTIONAL STILLS IN DRAMA



HALEWOOD  
ACADEMY



Performing arts require a unique blend of technical skill and emotional depth. Actors, dancers, and performers of all kinds must convey a wide range of emotions authentically, while also mastering the physical control and discipline required for still techniques. Below are some strategies and insights into effectively practicing these essential aspects of performance using scripts as an aid.

### Techniques for Emotional Expression

These students studied the emotional spectrum, the next step is to express these emotions authentically:

**Method Acting:** Immerse themselves in the character by drawing from their own emotional experiences. This technique can help them maintain authenticity in their performance.

**Improvisation:** Participate in improv exercises to practice spontaneous emotional expression. This can help you become more adaptable and responsive on stage.

The students enjoyed displaying a variety of still poses which were studied in depth by their teacher Ms Bragg.

# 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



# INCLUSION DROP-IN SESSION



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This term, we hosted an **Inclusion Drop-In Session** for parents and carers. This informal event aimed to provide a welcoming environment where **Parents and Carers** could engage with our staff and learn more about our **SEND (Special Educational Needs and Disabilities)** offerings and the support available to students.

Your participation is crucial in ensuring we create an inclusive and supportive educational environment.

Thank you for your continued support and collaboration. We look forward to hosting more such sessions in the future to strengthen our partnership with you.



## SPRINGBOARD TO HOSPITALITY SUMMER KICKSTART

**FREE** two-week course for **16-18** year-olds interested in opportunities within hospitality. No experience or qualifications needed—just a positive attitude! The course offers the chance to gain industry qualifications, improve communication, interview skills, and CV building. Includes a work placement, plus the chance to connect with employers for potential job opportunities. Kick-start a career in hospitality today!

### What to Expect

- Free training providing skills and opportunities for working in Hospitality
- 3 industry recognised qualifications
- Opportunity for full or part time employment/apprenticeships
- Support with travel

For more information: [careers&education@springboarduk.org.uk](mailto:careers&education@springboarduk.org.uk)



To apply



# ART THERAPY VISIT ACHIEVEMENT CENTRE



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This term, the Achievement Centre had the pleasure of hosting an **Art Therapy Visit Tutor**, offering a unique opportunity for students to explore the intersection of art and emotional well-being. The visit was designed to introduce students to the concept of art therapy and its benefits as a therapeutic practice.

The students also enjoyed fun-filled activities that play a crucial role in boosting their self confidence and enthusiasm for learning. By creating a supportive and engaging environment using calming lighting and sounds, we empower students to reach their full potential and develop a lifelong love for learning outside the everyday classroom timetable.





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WE SEEK THE BEST

**FREE**  
**SUMMER**  
**School**

**Monday 10th August to Friday 14th August**  
for all New Year 7 students starting in September 2026.  
Sessions run from 9.15am - 2.45pm.



**FREE** snack, lunch and drinks will be provided.  
All sessions will be fun, engaging and a great  
opportunity to meet new friends!

To book a place, please email  
**[summerschool@halewoodacademy.co.uk](mailto:summerschool@halewoodacademy.co.uk)**  
Please also provide two emergency contact names  
and numbers within the email.

A GREAT  
PLACE  
TO BE A  
PART OF

MEMBER OF THE WADE DEACON TRUST

# NUMERACY CALCULATOR



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## CALCULATOR

Calculator Skill of  
the month





### Simultaneous Equations

Your Casio Fx-991CW calculator can solve simultaneous equations. This is a grade 5 topic on both foundation and higher and will be worth 3 - 4 marks!

















Solve the simultaneous equations

$$\begin{aligned} 2x + 5y &= 4 \\ 7x - 5y &= -1 \end{aligned}$$

Home – scroll to Equation – EXE     EXE

Press EXE for Simul Equation, Press EXE for 2 unknowns  

Type in your value for x press EXE, repeat for y and =      

Type in your second values press EXE        

Press EXE 

The answer for x will appear.



Press EXE, the answer for Y will appear 



Maths  
Challenge

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

Solve the simultaneous equations

$$\begin{aligned} 4x + 2y &= 10 \\ 5x + 3y &= 12 \end{aligned}$$

Solve the simultaneous equations

$$\begin{aligned} 6x + 5y &= 4.5 \\ 3x - 2y &= 9 \end{aligned}$$

N

## STRATEGY

# YEAR 11 SUMMER 2026 TIMETABLE



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Practical exams: H&C (09.03.26 - 11.03.26) Art & Design (21.04.26 and 23.04.26), Spanish Speaking exams (30.04.26 - 01.05.26),  
3D Design (16th, 17th, 20th and 22nd April), PE Practical Moderation (01.05.26)

Morning 9.00am start			Date	Afternoon 1.00pm start		
Code	Subject	Dur		Code	Subject	Dur
BAC0301	BTEC Animal Care (12)	2h	Friday 1st May	BT0301	BTEC Travel & Tourism (8)	2h
<b>BANK HOLIDAY</b>			Monday 4th May	<b>BANK HOLIDAY</b>		
BHS0301	BTEC Health and Social Care (18)	2h	Tuesday 5th May			
			Wednesday 6th May			
			Thursday 7th May	8100/1	GCSE Citizenship Paper 1 (1)	1h 45m
R184/01	CAMNAT Sport Studies (13)	1h 15m	Friday 8th May			
C720U10-1	GCSE English Literature Paper 1 (184)	2h	Monday 11th May			
			Tuesday 12th May	8461/1H	GCSE Biology Paper 1 (H 9)	1h 45m
				8464/B/1F 8464/B/1H	GCSE Combined Science Biology Paper 1 (F 107, H 77)	1h 15m
8035/1	GCSE Geography Paper 1 (105)	1h 30m	Wednesday 13th May	J277/01	Computer Science Paper 1 (24)	1h 30m
1MA1 1F/H	GCSE Math Paper 1 (Non Calc) (F 126, H 67)	1h 30m	Thursday 14th May	8100/2	GCSE Citizenship Paper 2 (1)	1h 45m
8145/1	GCSE History P1 (81451AD-1h, 81451BB-1h) (91)	2h (Total)	Friday 15th May	R050/01	CAMNAT IT (13)	
8462/1H	GCSE Chemistry Paper 1 (9)	1h 15m	Monday 18th May	R180/01	CAMNAT Sport Science (13)	1h 15m
8464/C/1/F 8464/C/1/H	GCSE Comb Science. Chemistry Paper 1 (F 107, H 77)	1h 15m				
C720U20-1	GCSE English Literature Paper 2 (184)	2h 30m	Tuesday 19th May	J277/02	GCSE Computer Science P2 (24)	1h 30m
			Wednesday 20th May			
C700U10-1	GCSE English Language P1 (194)	1h 45m	Thursday 21st May			
J587/01	GCSE PE Paper 1 (29)	1h	Friday 22nd May	NCFE	L1/2 Tech Award in Bus & Ent (70)	1h 30m
<b>HALF TERM</b>						
J587/02	GCSE PE P2 (29)	1h	Monday 1st June			
8463/1H	GCSE Physics Paper 1 (H 9)	1h 15m	Tuesday 2nd June			
8464/P/1F 8464/P/1/H	GCSE Combined Science Physics P1 (F 107, H 77)	1h 45m				
1MA1 2FH	GCSE Maths P2 (calc) (F 126, H 67)	1h30m	Wednesday 3rd June	8035/2	GCSE Geography Paper 2 (105)	1h 30m
81452AA 81452BC	GCSE History Paper 2 (81452AA-1h, 81452BC-1h) (91)	2h	Thursday 4th June			
C700U20-1	GCSE English Language P2 (194)	2h	Friday 5th June			
8461/2H	GCSE Biology Paper 2 (H 9)	1h45m	Monday 8th June	8365/1	L2 Cert in Further Maths Paper 1 (1)	1h 45m
8464 /B/2F/H	GCSE Combined Science Biology Paper 2 (F107, H 77)	1h 15m				
8692/L/F/H	GCSE Spanish List (F 22, H 14)	35m/45m	Tuesday 9th June			
8692/R/F/H	GCSE Spanish Reading (F 22, H 14)	45m/1h				
NCFE	L1/2 Tech Award in Child Devel & Care (16)	1h 30m				
1MA1 3F/H	GCSE Maths Paper 3 (F 126, H 67)	1h30m	Wednesday 10th June	1GK0 1H	GCSE Greek Listening (1)	45m
				1GK0 3H	GCSE Greek Reading (1)	1h 5m
8035/3	GCSE Geography P3 (105)	1h30m	Thursday 11th June			
8462/2H	GCSE Chemistry Paper 2 (H 9)	1h 45m	Friday 12th June	5409UBO-1	Tech Award Hosp & Catering (16)	1h 20m
8464/C/2F/H	GCSE Combined Science Chemistry Paper 2 (F 107 H 77)	1h 15m				
8463/2H	GCSE Physics Paper 2 (H 9)	1h45m	Monday 15th June	8365/2	L2 Cert in Further Maths Paper 2 (1)	1h 45m
8464/P/2F/H	GCSE Combined Science Physics P2 (F 107 H 77)	1h15m	Tuesday 16th June			
8692/WF/H	GCSE Spanish Writing (F 22, H 14)	1h 10m / 1h 15m	Wednesday 17th June			
1GK0 4H	GCSE Greek Writing (1)	1h 25m	Thursday 18th June			
			Friday 19th June			
			Monday 22nd June			
			Tuesday 23rd June			
<b>Contingency Day</b>			Wednesday 24th June	<b>Contingency Day</b>		

# CELEBRATING DAVID ATTENBOROUGH



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## CELEBRATING DAVID ATTENBOROUGH'S 100<sup>TH</sup> BIRTHDAY!

“ My lifetime has coincided with the great age of discovery in the natural world. Now, we face our greatest challenge: to make sure a lively planet can be our legacy to future generations. ”

– David Attenborough

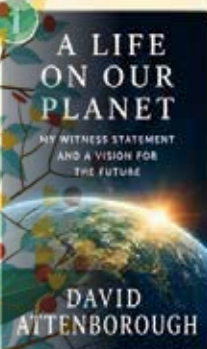
For 100 years, David Attenborough has opened our eyes to the wonder of our planet.

LET'S LISTEN.  
LET'S LEARN.  
LET'S TAKE ACTION  
FOR NATURE.



READ. GET INSPIRED. PROTECT OUR PLANET.

5 MUST-READ BOOKS FOR 11-15 YEAR OLDS



Sir David's most personal book yet—his witness statement and hopeful vision for the future of life on Earth.



A brilliant adventure about hope, survival and the fight to save the natural world.



Clear facts, practical solutions and everyday actions to help build a better future.



The inspiring true story of Greta Thunberg and her mission to protect our planet.



A beautifully written true story of rewilding—and the incredible power of nature.

THE FUTURE OF OUR PLANET  
IS IN OUR HANDS.

Be curious. Be kind.  
Be the change.



# SPARX READING CLUB



HALEWOOD  
ACADEMY

# Sparx READING CLUB

• READ. DISCOVER. GROW. •



MONDAY-FRIDAY  
8:00-8:30



IN OUR SCHOOL  
LIBRARY

EVERY  
READER,  
EVERY DAY,  
EVERY STORY!



GRAB A BOOK.  
SPARK YOUR FUTURE.

# HOMEWORK PRIZE DRAW



HALEWOOD  
ACADEMY

## FORTNIGHTLY HOMEWORK PRIZE DRAW!

**WIN EXCITING VOUCHERS!**  
Rewarding your hard work and dedication.

### HOW TO ENTER:



**SUBMIT 100% OF  
YOUR HOMEWORK**

### RANDOM SELECTION:

A winner is  
**CHOSEN AT  
RANDOM**  
from  
**FROM EACH  
YEAR GROUP**



### COLLECT YOUR REWARD:

**WIN A  
FANTASTIC  
VOUCHER!**

Treat yourself for your  
achievements!



**START SUBMITTING NOW!  
HARD WORK PAYS OFF!**

# SPARKX READER



HALEWOOD  
ACADEMY

# COMPLETE YOUR SPARKX READER HOMEWORK

## EVERY MONDAY!

A better  
you, every  
Monday!



**BE CONSISTENT**  
A little time each week  
makes a big difference.



**IMPROVE YOUR READING**  
Build your skills, confidence  
and vocabulary.



**ACHIEVE YOUR BEST**  
Regular practice leads to  
real progress.



**COMPLETE IT. EVERY MONDAY.  
SUCCEED EVERY DAY.**

**Sparx  
Reader** ✨

➤ **LET'S MAKE EVERY MONDAY COUNT!** ➤

# Meaningful May 2026

MONDAY



4 Send your friend a photo from a time you enjoyed together

TUESDAY



5 Let someone know how much they mean to you and why

WEDNESDAY



6 Look for people doing good and reasons to be cheerful

THURSDAY



7 Make a list of what matters most to you and why

FRIDAY

1 Do something kind for someone you really care about

SATURDAY

2 Focus on what you can do rather than what you can't do

SUNDAY

3 Take a step towards an important goal, however small

11 Look around for things that bring you a sense of awe and wonder

12 Listen to a favourite piece of music and remember what it means to you

13 Find out about the values or traditions of another culture

14 Get outside and notice the beauty in nature

15 Do something to contribute to your local community

16 Show your gratitude to people who are helping to make things better

17 Find a way to make what you do today meaningful

18 Send a hand-written note to someone you care about

19 Reflect on what makes you feel valued and purposeful

20 Share photos of 3 things you find meaningful or memorable

21 Look up at the sky. Remember we are all part of something bigger

22 Find a way to help a project or charity you care about

23 Recall three things you've done that you are proud of

24 Make choices that have a positive impact for others today

25 Ask someone else what matters most to them and why

26 Remember an event in your life that was really meaningful

27 Focus on how your actions make a difference for others

28 Do something special and revisit it in your memory tonight

29 Today do something to care for the natural world

30 Share a quote you find inspiring to give others a boost

31 Find three reasons to be hopeful about the future



ACTION FOR HAPPINESS

Happier · Kinder · Together

