

Lordswood News

A Letter From The Headteacher

Dear Parents,

The snow has finally disappeared and at long last we can see signs of spring! There is now also similar optimism around the extremely long drawn out sports hall and sixth form development! Having lived through two other capital projects, this current project has undoubtedly been the most frustrating and I would like to commend students, the PE Department and Sixth Form Team for their patience and forbearance in having to make do with facilities that are far from ideal. We have been informed that work should be completed by the end of April and I am hopeful that this deadline, unlike previous ones, will be met. We will combine the official opening with the school's 60th anniversary celebrations. The development of the artificial football pitch has also been beset by delays but we anticipate that planning conditions will finally be signed off this week enabling work to start after Easter.

The last Parents' Forum on 16th February was very well attended and I should like to thank all those parents who attended for their contribution to what was a very productive meeting. The minutes of the meeting can be found on the school website under 'Your LGS' and in the parents' section.

One of the items discussed was the 60th anniversary celebration. We already have over 700 people who have signed up to the alumni page – a fantastic response! The climax of the celebrations will be a barbecue on Saturday 14th July for students, their families and staff and former members of the Lordswood community. We have already had some parents who have kindly volunteered to help plan this event - we are hoping also to have a number of stalls – but if you have experience of or an interest in organising an event of this kind, please do send me an email. I am planning to arrange an initial meeting at the end of April. We would like to be able to have a number of displays of Lordswood Girls' School over the last 60 years so if you are a former pupil and have any photos or other memorabilia, please could you send this into school marked for the attention of Mrs Riley. Please remember to include your name and address if you would like these to be returned.

This time of year is of course very stressful for our Year 11, 13 and some 12 students who embark on their external examinations next term. The usual examination stress has been exacerbated by the fact that, for many subjects, this is the first year of the new GCSE or A Level examination, meaning that there is less information and fewer resources available. There is much focused preparation taking place currently both in and outside lessons and there will be revision classes taking place over the Easter holidays; it is, however, crucial that students have a sensible and realistic study plan in place. Identifying what needs to be learnt and chunking this against time available each day, ensuring adequate breaks and suitable distractions is key. Any student requiring help in drawing up a revision plan, should speak to staff. I would want to stress, however, that it is necessary to keep a sense of perspective and it is crucial that students also have some time to relax and replenish their energy levels.



LORDSWOOD
Girls' School

At the end of this term we say goodbye to Ms Ramdewor and Mrs Price, as they start their maternity leave, and Ms Dhaenens and Mr Rasool, who are leaving to take up new posts. We wish Ms Ramdewor and Mrs Price well and wish Ms Dhaenens and Mr Rasool success and happiness in their new positions and thank them for all their work at Lordswood.

The term ends for all students at 3pm on Thursday 29th March and the summer term resumes on Monday 16th April at the normal time. In the meantime, I wish you all a very happy Easter, hopefully with lots of sunshine!

With very best wishes,

Mrs Jane Götschel
Headteacher

Spring Term Rewards

Congratulations from Mrs Peniket, Mr Baker and Ms Pickford

Many congratulations to those students in Years 7, 8, 9, 10 and 11 who received awards for their service to the school and local community in our spring term assemblies. The girls received a named chocolate egg and certificate to mark their achievements.

Mrs Peniket said of Year 7, "the girls have demonstrated leadership qualities in organising a range of events to raise money for our nominated charities in Year 7, Macmillan and LEPRO. Also, some of the girls have represented the school in debates, performed as a member of the school orchestra and acted as student council representatives for their review group. Well done to all our Year 7 reward winners and I hope you continue to thrive during the summer term."

Ava Simmons
Shannon Sheppard
Davina He
Harjas Sian
Shanzay Shuza
Mariam Mohamed
Anna Ndure
Samadhi Samarakoon
Esme Read
Hannah Lewis
Haya Vardag
Gity Afzah

Mr Baker would like to congratulate the following girls on their achievements this term:

Year 8	Year 9
Olivia Ludlow	Farah Shah
Nikita Gill	Sapna Karsan
Trinity Hutchinson	Jennifer Capper Grinham
Natasha Khan	Lucy Fan Bruno
Abbigale McLaren	Caitlin Norman
Alishbah Yasin	Florentina Dasgupta
Nour Abdel-Dayem	Samira Hamizi
Lucy McDonald-Stanton	Gursimran Kaur
Perina Batth	Maryam Ahmed
Eleanor Shrewsbury	Sana Kadra
Sanjana Kumari	Alisha Symons
Rachel Ling	Bonneeta Braich-Bains

Ms Pickford would like to congratulate Year 10 and 11 on a successful spring term. "Many Year 11 students have made a concerted effort to attend intervention sessions across subject areas to improve their grades. Year 10 and 11 enjoyed participating in a range of sessions on PSHE day. They particularly enjoyed learning from their older peers in the sixth form who created an engaging session on future aspirations, and gave some really good advice on organisation and stress management when it comes to examinations."

"I would like to wish both year groups a happy Easter break and would like to encourage the students to have a rest and recuperate ready for the summer term."

Year 10
Mehak Kholi
Luka Emanuel
Aleesha Ahsan
Amanpreet Johal
Keshef Maqsood
Amna Shuja
Saniyah Mahmood
Hajar Ahmed
Taksima Khatun
Shimpali Rajee
Steffi So
Victoria Babajide

Year 11
Nayab Wahid
Samera Akhtar
Saba Shahzad
Mariam Naseem
Zoe Ka-Nube
Samantha MBano
Raheema Zaiir
Beyonce Samuels-Wainwright
Eleanor Pratt
Zahra Hussain
Lotti Slowik
Holly Perkins



Our Year 7 award winners

The School Council

Mrs Riley keeps us up to date with what the Council

The School Council and Executive Committee have been busy working on various projects this term.

Following the success of their fundraising days during the Autumn term, the Council have arranged an awareness and fund raising day for the UK Sepsis Trust on Thursday 29th March. The UK Sepsis Trust is a charity very close to the heart of Lordswood as sepsis has affected members of the Lordswood community directly. Therefore all students and staff will be showing their support on the last day of term by wearing something red and donating £1.

There are 44,000 deaths from sepsis in the UK every year. This means that it kills more people than bowel, breast and prostate cancer and road accidents combined. Sepsis can initially look like flu, gastroenteritis or a chest infection, but there are common signs and symptoms including fever, an increased heart rate, increased breathing rate and confusion.

The UK Sepsis Trust states that nearly 14,000 of deaths due to Sepsis are preventable, as if caught early, sepsis can be treatable.

Therefore the key message to try to reduce cases of death from sepsis is awareness. The UK Sepsis Trust are trying to raise the profile of sepsis and their campaign slogan is: 'just ask "could this be sepsis?"'.

As well as the non-uniform day, there will also be an educational presentation for students to discuss during review time. We hope that students will continue to talk about this after the session to raise awareness in the wider community.

The Council have also taken part in a comprehensive consultation regarding lunchtimes and food in the canteen. Members of the Executive Committee met with Mrs Götschel and Mrs Avery, the Catering Manager, to discuss concerns brought up by students and everyone felt that the meeting was very positive and constructive. Following this, the Council also came up with a questionnaire addressing issues related to lunchtimes which was sent out to every student in the school. The responses are still coming in so, once these have been collated, we will share the findings with you.

The Council will be holding their Fundraising Week in the Summer Term during which each Year Council will be raising money for a different charity. This year, the Councils have chosen the British Heart Foundation, the RSPCA, Water Aid, Unicef and Save the Children so we hope that the school community will fully support them and participate in their events. Letters will be sent out on behalf of Year Councils at the start of the Summer Term so look out for news when we return from the Easter break!

What A Disney-Tastic Trip!

Miss Briggs reflects on a trip of a life time

Over the February half term, 47 students and five staff descended on Disneyland Paris to seek the thrills and excitement of the rides and the experience of professional vocalists and choreographers. Our trip was jam-packed from the start with a midnight arrival at the school ready to travel through the night, on coach and ferry to make it to the magical land of dreams. We had our very own driver, who drove us around and made the trip...ermm..very entertaining.

Our first evening was spent in the bustling Disney Village buying Mickey ears and eating (too much) fast food. At the hotel we had a PJ rehearsal party, singing at the top of our lungs in preparation for the musical theatre workshop; I'm sure our hotel neighbours didn't mind our tuneful wailing! Sunday started early, making our way through the closed park and then backstage to our workshop. Even though some of us were wishing for our

beds, everyone got stuck into the class and were able to produce a musical number ready to hit the Disney stage. The staff were so impressed with the vast array of talent, that they were keen to share advice on how to succeed within the performing arts industry and stressed the importance of commitment to learning and practising your stagecraft.

The rest of the weekend was spent queuing up for the most intense rides at the park; Mrs Arif's favourite, Star Wars HyperSpace Mountain was a popular choice! Most of us watched the performers in the Disney parade, enthralled by the talented dancers and very convincing Disney characters in outstanding costume and elaborate moving floats. Finally we all gathered to watch the magical firework show and squealed in glee to see our favourite Disney characters shining on the magical castle.

It was safe to say we all had a wonderful time, sharing many laughs, making new friends and memories that will last a lifetime.

Our Drama Department strives to inspire all students to take part in the creative arts as a possible hobby, creative outlet or career choice. A massive thanks to Mrs Arif, Miss Gager, Miss Hannon and Miss Walters for spending their half term with us and taking part in every moment!

Below are a couple of snippets from students who went on the trip.



The LGS Minnie Mouse gang

The drama trip during the February half term for four days to Disneyland Paris was an unforgettable experience-with advice that many of the drama students will take forward into their careers. In particular, the 100 minute musical theatre workshop we all participated in was interesting to all students.

Not only did we receive coaching on many vocal techniques, but we also learned a choreographed routine to "Something That I Want" from Disney's animated film "Tangled". These tasks seemed relatively simple when performed separately, however it became increasingly difficult to sing, dance and act at the same time! Nonetheless, we persevered with the help of our

coaches' expertise and were able to create something that both ourselves and our teachers were extremely proud of.

Charlotte Hitchco 11L

DisneyLand Paris was an amazing and hugely enjoyable trip and was an excellent distraction from work and exams and it's so important to have a break! Everyone had been excited to go, months in advance so the journey was loud with everyone in high spirits! Luckily, we still managed to get some sleep before our first day in the village. Once we'd arrived, we shopped, bought Minnie Mouse ears and took loads of photos. We were up early again the next day for a performing arts workshop in the Disney studios. We rehearsed a Disney song from the 'Tangled' sound track and practised a dance with the very friendly staff and had a chance to perform it at the end. I felt privileged to have an opportunity like this, to develop my skills in performing arts, especially as I don't take drama as a subject.

The Disneyland Park exceeded all of my expectations. The day was action packed as all of the groups tried to get round as many rides as possible. My group's first and favourite ride was Hyperspace Mountain, a crazy, rapid looping ride with lots of light effects making it even more out of this world. Finally, the castle was magical and it felt like we had entered a different world. Especially at the end when the whole Disney group got back together to watch the amazing firework display. We visited the Walt Disney Studios, where there were more rides and opportunities to meet some of Disney Pixar's most famous characters like the Incredibles and Buzz Lightyear. The rides were also thrilling in the studios and there was still so much more to see. None of us wanted to leave! But unfortunately we had to make our way home, exhausted from the three busy days we had.

All in all, it was an unforgettable experience and I think I speak on behalf of everyone who went (including staff who put up with our antics!).

Lotti Slowik 11W

Unify Success!

Competition success for LSFC students

Ethnic diversity and representation are what we stand for. We are Unify, a political campaign made up of four Lordswood Sixth Form Centre students: Erida Osmani, Madihah Tahir, Rudi Graham and Reya Malhi. We started this political campaign in October as a part of the Unite US competition which offers the winners the fantastic opportunity of an educational trip to Washington DC.

We were fortunate enough to get through to the semi finals so, on a rainy Friday morning, we made our way to Ernst & Young in Canary Wharf where we were asked to present what we have achieved in our campaign so far. During our presentation we added technical aspects that dealt with statistics to verify the lack of ethnic

representation in parliament, our inspiring interview with Preet Gill MP who previously studied at Lordswood and what we hope to do to further our campaign as well as other significant impacts we have made in our local community. With a massive amount of support and the number of people we have reached out to at an impressive 16,000 (approx), it wasn't hard for the judges to see how dedicated we are to our campaign. From the semi final we got into the top six campaigns and we will receive an additional £100 to further expand our campaign. With this funding we have decided on a number of ways we are going to develop our campaign, which will be delivered in school and around our local community very soon.

We are extremely grateful for all the overwhelming support we have received so far and we are excited to share what is yet to come from our campaign. However this support needs to continue in order for us to make an impact, so please make sure to follow us on Instagram: @__Unify, Twitter: @UnifyCampaign and Facebook page: Unify Campaign.



The Unify group presenting their campaign

Art & Photography News

Miss Tooley and Mrs Douglas on what's been going on on top floor

Bringing old school techniques into the 21st century

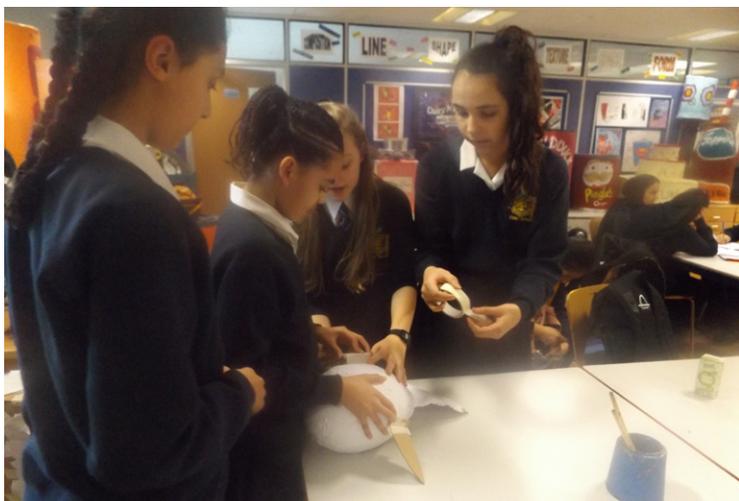
Since October the Art Department's new darkroom has been in full use and students in Years 10, 12 and 13 have had the opportunity to experiment with photographic developing techniques first used in the early 19th century. Whilst our A Level students have made their own pinhole cameras, developed black and white film and been creative with techniques such as dodging and dripping, students in both the GCSE photography and art groups have been exploring how to make photograms. Photograms are photographic images created without the use of a camera by placing objects onto light sensitive paper and exposing it to light and a series of chemicals. The process was discovered in the 1830s but has been bought right up to date by our students who have used the process to create these fantastic portraits.



Photograms produced by GCSE art and photography students

Props for The Little Mermaid are underway

A group of our Year 8 Arts Award students have become teachers over the past few weeks to assist a group of Year 7 students in making the first of the props for the school production of 'The Little Mermaid'. Our confident arts leaders showed the group of Year 7s how to create a three dimensional fish shape using balloons, cardboard and paper mache. We are hoping by July to have made a whole shoal of brightly coloured fish and other underwater creatures to star alongside Ariel, Ursula, Sebastian and co.

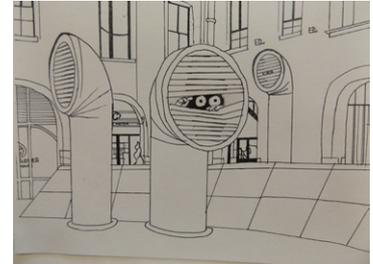


Our prop-makers busy at work!

Sssshhhh creative geniuses at work

During the week beginning the 30th April our Year 11 and Year 13 students will sit their final art and photography examinations. They have been exploring ideas and techniques since January and have a set amount of time during exams week to create their final pieces. As always there will be a display of their work in the summer term but until then let's wish them the best of luck!

Here's a sneak preview of what they've been working on.....



Year 11 exam prep work

Competition reminder

Earlier this half term we announced two fantastic competitions for Key Stage 3 students; the closing dates are straight after the Easter holidays but the two weeks holiday should give students plenty of time to produce a fantastic entry:

1. Design a mascot for the mental health charity Kaleidoscope – closing date Monday 16th April
2. Design a new bag for life for Aldi which encourages people to buy fresh fruit and vegetables – closing date Monday 30th April

Both design templates can be found on the school website or collected from the Art Department.

Update From Maths

Mr Pearce and the Maths Department have had a busy term

We would like to start by saying a huge well done to the Year 11s in their recent second round of mock exams. As always the students worked very hard in the build up to the exams, which has resulted in some excellent mock grades – all teaching groups have substantially improved their grades between November and March. We would therefore like to take this opportunity to remind all students of the extra support that we offer within the Maths Department in preparation for final end of year exams:

- All students are able to attend mathematics club every Monday, Wednesday, Thursday and Friday –

with Monday and Friday for Year 11 only. This is run as a drop in session and students are encouraged to bring work or revision they find difficult and speak to a member of staff regarding this.

- All Year 11 students receive exam analysis following every assessment which pin points the topics the students should prioritise.
- All students have access to the Maths Department's Google classroom (access code: aofaeh9). We have provided links to recommended documents, videos and websites to aid independent study.
- All Year 11 students have access to Methodmaths.com, allowing students to complete past papers online and receive instant feedback.

Away from the exams, it is great to see so much interest in extra-curricular maths. A group of Year 10 students recently attended 'The Big Maths Quiz' at the University of Birmingham, where 100 teams from 30+ schools competed for various trophies and prizes. The UKMT Junior Maths challenge is also proving very popular again with over 40 students signing up from Years 7 and 8 to compete in the national competition. Good luck to all involved!

As we move into the second half of the year I would encourage all students to regularly review the hard work they have put in to their maths so far and reflect upon the progress they have made. The Lordswood Maths Department employs a targeted, diagnostic approach to assessment and feedback, which makes it very easy for all pupils and parents to identify areas of strength and areas for further development.

Online Safety Update

Mrs Finucane with e-safety news

Online gaming

The latest advice on how parents can support their children when gaming online:

1. It may seem daunting, but one of the best things parents and carers can do is to engage with the gaming environment and play a game or two against your children. Once they explain the rules to you, you may begin to understand what makes it so attractive to young people!
2. Talk with your children about the types of game(s) they are playing and they like. Are they role-playing games, sports games, strategy games or first person shooters? Ask them to explain to you what it is about the game that they like. If you are worried about the suitability of the game, read up about PEGI ratings which offer age ratings for different games. The PEGI icons also explain the content that is to be expected in different games.
3. Some games may offer children the chance to chat with other players by voice and text. Ask them who they are playing with and find out if they are talking to other players. If chat is available, look at the type of language that is used by other players and remind your children never to share personal information

with people they only know online. If your child ever encounters problems with other players, make sure they know how to use the blocking and reporting tools.

4. If you are worried about your child playing online games, look out for the many parental control options that exist. Depending on the console, these controls can allow you to disable the internet browser, or the chat function in the game. They can also put in place time limits so you can monitor your child's gaming usage.
5. It is always a good idea to speak to your child about boundaries when using the internet. We recommend a family agreement where you can outline how much screen time is permitted a day, as well as ensuring your child promises to tell you if they encounter anything worrying or upsetting while playing online games.

For more information on the support/parental controls provided by the gaming manufacturers and the PEGI rating visit <http://www.childnet.com/parents-and-carers/hot-topics/gaming>

STOP CSE AWARENESS DAY 18TH MARCH

The National Charity NWG Network recently asked all to unite against child sexual exploitation for their National Child Sexual Exploitation Awareness Raising Day. Child sexual exploitation (CSE) is a form of sexual abuse that involves the manipulation and/or coercion of young people under the age of 18 into sexual activity.

The National Child Sexual Exploitation Awareness Raising Day aimed to highlight the issues surrounding child sexual exploitation; encouraging everyone to think, spot and speak out against abuse and adopt a zero tolerance to adults developing inappropriate relationships with children.

For more information visit <http://www.stop-cse.org/> Children can also be groomed online into sending sexually explicit photos or videos of themselves to online groomers. In some cases, unless children send more material of themselves, groomers can threaten to make the material public.

Top tips for parents:

1. Speak to your child about the differences between a friend online (someone they know) and a stranger online (someone they don't know). It's important to emphasise that however nice a new friend online can seem, it can be difficult to know how trustworthy they are, as it is easy to disguise your true identity online.
2. It can be difficult to know if your child is being groomed online, but watch out for a change in their behaviour such as them becoming more secretive, especially in what they do online, unexplained gifts

such as a new mobile phone or meeting friends in unusual places.

3. Speak to your child and encourage them to think critically about their online friends. Ask them to question why their new online friend has all the same interests as them or why their new online friend asks them to chat in a more private place online. Remind them not to send photos of themselves to strangers online, and not to give out personal information.

For more information on online grooming visit <http://www.childnet.com/parents-and-carers/hot-topics/online-grooming>

Health & Social Care Round Up

Mrs Muggleton on what our H&SC students have been up to

The health and social care students and staff have continued to work hard to meet the demands of the various courses offered at Key Stages 4 and 5.

As a department we took up the invitation to work with the British Red Cross and trial resources for their First Aid in Schools research project. The Red Cross believe that first aid should be taught in all schools to all students.

First aid is an essential life skill that enables young people to safely help themselves and others and can save lives. We were asked to focus on equipping our students with the skills to deal with several first aid scenarios; a person who is unresponsive but breathing, choking, bleeding and a severe allergic reaction. The activities were well received and the girls enjoyed the sessions which were a good mix of practical activities, animations, role play and quizzes. All participants were presented with a certificate to show completion of the course. The British Red Cross wanted students to feel confident to use the skills they have learnt and to be able to improvise, as most incidents are when first aid supplies may not be accessible.

As part of the research project the girls had to give feedback on how successful the materials were and their views on the importance of first aid teaching in schools. Feedback was extremely positive.

Here are a few quotes from the Year 12s and Year 10s that participated in the research project:

“Everyone should do this!”

“Useful and enjoyable”

“It’s good that everyone can voice their opinions”

“The video showing a lack of humanity from bystanders - it was shocking and thought provoking”

“You can learn basic skills in just minutes using the website firstaidforyoungpeople.redcross.org.uk”

“I have learnt that when someone is choking you should tap their back between the shoulder blades, you shouldn’t feel guilty about hurting them as you could save their life!”

“Can we learn more skills please”

Great Big Dance Off!

Miss Walters on a recent dance success

The dancers from Lordswood Girls’ School Dance Club recently attended a competition entitled ‘The Great Big Dance Off’.

Throughout rehearsals, the dancers worked hard to polish and perfect their routines, ready to perform and to astound the audience on the big night. They worked on a stylish and funky piece of street dance as well as a cultural and energetic piece of Bollywood. Both dances were performed with enthusiasm and pure enjoyment.

It’s fair to say that the dancers worked tremendously well, especially under such pressure, and truly did deliver a show stopping performance. Well done Girls!



LGS Dance Club!

An Inspector Calls

A review of a recent performance

As part of the new GCSE in English literature, students are required to study four set texts, amongst them the well-known play, ‘An Inspector Calls’ by J.B Priestley. In order to more fully support our students in their understanding of the text as a piece of drama, the English Department arranged for a theatre company to perform the play in school to an audience of Years 10 and 11.

Excitement brewed in the hall on that Wednesday morning although possibly more because the girls had been allowed refreshments (Doritos at 09.00?!) rather

than the thought of watching the play for the first time. With the scene set, the hour long performance began and students enjoyed an interesting adaptation of the play with some being so incensed at the character Gerald's behaviour that they almost cheered when Sheila returned her engagement ring (note to Year 10 – the play is not a pantomime!) Most well received, however, was the half hour question and answer session with the actors that followed. Scores of hands went up to ask useful questions such as why the play is set in a dining room and what they thought the Inspector represents. After the experience many students relayed to their English teacher how useful they had found the morning and we hope that Year 11 in particular can channel some of this enthusiasm into their revision of the play.

Mehak Kohli gives us her views of the play below: 'I personally thought it was a great experience and enabled a better understanding of the play and the characters. It was far more interesting than just reading the play in lessons, and I could fully see and appreciate the way Priestley had used stage directions to achieve an effect on the audience. The actors did a fantastic job of playing their characters.'

Year 7 Competitions

Mrs Peniket on competition successes

There were many entries for the Year 7 story writing competition, and Mrs Peniket was impressed with the outstanding quality of creative writing submitted. The winner of the competition was Laiqa Ahmed of 7G and joint second prizes went to Harjas Sian of 7W and Niamh Saunders of 7L. Well done girls on writing exciting stories which were a delight to read!

On PSHEE day in January we held a competition to design a poster for our 'Lockdown Procedures' in school, and the winner of this competition was Grace Atkins of 7R. Well done, Grace!

A Busy Term For LGS Geographers

Miss Gager reflects on a great term

Geog Squad

Geog Squad have had a busy term and have produced a display outside F5 based on differences in schools and education around the world. They also created a quiz for teachers testing their geographical knowledge to raise funds for extra-curricular visits. They had lots of responses that they had to 'mark', with Mrs Muggleton coming in first place, Mr Fox in second place and Mrs Colvin-Grieve in third. Miss Briggs also got a special mention for the funniest answer! Thank you to all those teachers that took part!

Year 7 have started a module based on Rainforests and Deserts, including locations, climate, plants and animals

and will be tasked with creating their own 'adapted animal' to suit their chosen location and presenting it to their peers.

Year 8 have just started the 'Population' topic and are enjoying learning about the population density and distribution around the world, and looking for reasons as to why people are distributed the way that they are. They also looked at what the World's 'Most Typical Person' looks and acts like! (a 28 year old, right handed, Chinese man, without a bank account but with a mobile phone!)

Year 9 are studying different types of settlements and the services and facilities that would be found in different types of places. They have also had to pretend that they were creating their own brand new settlement, thinking about what natural resources they would want to locate near, such as water sources and type of terrain.

Year 10 have moved onto the 'People of the UK' module and are now looking at how characteristics of our population vary around the UK, such as educational attainment and life expectancy. There is also a skills link in this topic as they are looking at population pyramids and the 'Demographic Transition Model'.

Year 11 are fast approaching the end of their course and have just completed their final case studies of Urbanisation in Brazil, and Development in Ethiopia. They are really knuckling down to revision and Miss Gager and Mrs Mellor are really impressed with the attitude shown by the majority of the girls! A final plan of lessons and homework, and a revision schedule has been given out to all students, including exam revision sessions in the holidays. There is also a 'Google Classroom' available for the Year 11s with all resources from the past 2 years, and case study overviews. Students can join using code: cf2bu0p. Nearly there!



Year 12 field trippers

Year 12 have just completed two fieldwork visits; a physical river study at Carding Mill Valley and a human geography study to the exotic location of Birmingham city centre! The girls enjoyed getting into their wellies and collecting some data to use for their independent investigation at Carding Mill, and definitely enjoyed the hot chocolates to warm up afterwards!

ICT Info

Mrs Venn with a few notices from ICT

Revision sessions are going to be running over the Easter holidays for Year 11 GCSE computer science students on Wednesday 4th April and Tuesday 11th April from 9am to 12pm. Letters have been sent home via the students.

Well done to the Year 11 students who have completed their Level 2 Applications in IT, especially Mariam Naseem and Nayab Wahid who achieved an average of over 95% for the course.

This term the Department have had a third year student from the University of Birmingham support students at GCSE and A Level computer science / IT. They have been able to find out the different pathways and careers open to you if you decide to study computer science.

Year 7 Integrated Learning Day

Mrs Adamson with news of a new initiative for Year 7

On Thursday 1st March all Year 7 students took part in an integrated learning day. The day started with an introduction to the Fibonacci Sequence followed by hands on activities to demonstrate how different subjects, from seashells to fingerprints can be linked and traced back to the Fibonacci Sequence!



Year 7 in a Fibonacci inspired music lesson was just one of the sessions enjoyed

Students used the Fibonacci sequence in mathematics to create spiral patterns and used the Golden ratio

to identify the most 'beautiful' celebrity. Using keyboards and percussion instruments, students used the Fibonacci Sequence to compose a piece of music. Rangoli patterns, inspired by the Fibonacci Sequence, helped students reflect upon the ways they could use colouring to relax during examination time. With Storm Emma on our doorstep it was quite fitting for students to explore where the Fibonacci Sequence can be found in weather by creating their own mini tornado!

Renaissance

Accelerated Reading

An update from Mrs Ashford in the library

All Key Stage 3 students are involved in the Accelerated Reading Scheme.

Since the start of September 2018, Year 7, 8 and 9 students have read over 171,599,886 words and 3,170 books!

As the spring term ends, all students should be congratulated on their efforts but a special mention should go to those students who have read over three million words each!

Caitlin Norman 9S	6,137,695 words read
Hannah Lewis 7G	5,467,028 words read
Suditi Mukherjee 9L	3,161,153 words read

Well done also to Samantha Middleton 9W who has passed an amazing 11 quizzes this term at 100%, an excellent achievement.

Congratulations to the following Key Stage 3 review groups who are currently top of the AR leaderboard.

7S	R.Gager	5,954,340 words
8S	S.Mirza	4,378,284 words
9W	J.Ratajska	5,166,508 words

Why Business Studies Is Valuable

Noor Butt explains why the subject is useful

Business is a great option to pick as it allows you to understand what is needed to set up a business and how a business works. So far we have learnt the role of business in terms of why they are open and why people go there.

We have learnt about the three different sectors which a company can be put under (public, private or voluntary). We have found out about the aims a business has in order to develop in the way in which the owner wants. An aim could be survival where the manager of the business solely focuses on 'staying alive'

in the face of all of its competitors. Then we looked at marketing: the role of marketing, market research, market segmentation and lastly the marketing mix. The marketing mix involves the '4 Ps', these being Price, Promotion, Product and Place. These are self explanatory and now we are on HR, Human Resources. Business has been a fun and informative subject so far hence why I am considering taking it for A level.

Food And Cookery Update

Mrs Faulkner with news from her subject

60th Anniversary Recipe Book

Students in all year groups have been creating a wide range of food dishes but it would be great to see what your favourite recipes are. As part of our 60th anniversary celebrations we would like students and parents to send in one of your favourite family recipes by email, post or with your son/daughter. We will collate the recipes and put them together to create a Lordswood Girls' School family recipe book. The recipe book will be available to you by the end of the year. Please email your recipes to p.faulkner@lordswoodtrust.co.uk or send them by post to the school for the attention of Mrs Faulkner.

Year 11 teacher thank you meal

Students in Year 11 studying food and cookery have been cooking up a storm in the food room by creating a two course meal for a special teacher of their choice. Each student has chosen a teacher who has been influential to them in their studies at Lordswood. They have spoken to them regarding their favourite foods, designed a menu for them to choose from and then cooked a special thank you meal. All students did exceptionally well and both staff and students thoroughly enjoyed the occasion. Well done!



Students cooked and served their culinary creations

Year 8 Languages Day

Miss Siviter writes about a recent languages event

On Monday 12th February, 15 Year 8 pupils attended a Languages event at Hillcrest School, Birmingham. Students from a number of different schools in the area were invited to watch "Mes Chers Voisins" in the morning, a French play performed by the reputable Onatti Theatre Company, and attend two language workshops in the afternoon. The play was performed entirely in French and was enjoyed by all! In the afternoon, students attended two language workshops in which they were given a taste of different languages and cultures across the world. Sessions were fun and interactive and ranged from Italian and Russian to German and Latin.

This was a wonderful opportunity for students to experience French outside the classroom and to enhance their listening skills whilst having fun.

"On Monday I went to Hillcrest School to watch a play about neighbours, and it was all in French! Whilst some of the language was challenging, I found watching a play in another language interesting as it was a form of entertainment and education. After the play we were put into different groups to attend two language workshops. The first workshop taught me Italian, which is actually quite similar to Spanish. During the session I learned how to greet other people, say my name, and the numbers up to 20, all in Italian!

The second session taught me German and again I learned how to have a basic conversation in German. Wunderbar! After having had a taste of two more languages I understand how important it is to have more linguists in the world.

I would like to thank my school and the teachers for giving us the opportunity to attend the event and learn about other cultures and languages."

Macaiah Darman 8W

Out Of This World Webinar

News of an extraordinary chat for our physics students

Year 10 physicists this term had the opportunity to take part in a webinar with the University of Southampton's astrophysicist Dr Sadie Jones.

Lordswood Girls' School was one of only four schools to participate in the event. The topic of discussion; Astrophysics: A Mysterious Supermassive Black Hole.

Students learnt about the creation and nature of these strange objects as well as gaining an insight into how

research is conducted at university level. The girls were able to ask Dr Jones questions including the classic, 'What happens if you fall into a black hole?'

Sociologists In Court!

Mr Wells on a trip for LSFC students

This term a group of Year 13 Sociology students took part in a visit to Birmingham Crown Court. The purpose of the visit was to apply sociological studies and concepts to court cases viewed at the court. The students who went were able to apply issues surrounding social class, ethnicity and gender to the different cases they observed. The visit helped students gain an understanding of how examples from court cases can be used to support sociological arguments.

Citizenship Students Get Active

A new project for LGS students

Students in Year 8 citizenship have begun taking part in a new aspect of the course in which they are required to organise an activity that involves active citizenship. This activity encourages students to work in groups and take part in an activity that has an impact on the local community or shows an active engagement in politics. At the end of this term the students will have to present the work they have carried out and consider how they might improve the project in Year 9.

Year 7 PSHE Day

Kiran Kaur Sethi and Simran Sivia reflect on a busy day

PSHEE day was very different to a normal day at school. We had various lessons and these consisted of: Mindfulness, Sexting, First Aid, Lockdown and Puberty. All of these topics were very different. We thought it was hugely informative but at the same time fun and educational. We started off the day with a mindfulness drama lesson. This was calming and it was a great start to the busy day ahead of us. The next lesson was lockdown. We practised what the procedure would be if someone or something bad got into the school and was trying to harm us. It was a very useful lesson and we enjoyed it.

First aid was the next lesson and we watched some different scenarios in which first aid would be useful and would help us if we got into a situation like that. Sexting was the next lesson and it was something which everyone needs to know about. We watched a video of how to protect ourselves and how to respond if we were in that situation. After lunch, the last lesson was on Puberty. This lesson was the one that we thought was very important for the years ahead and we learnt

some very interesting things such as, what happens to us as we get older and how to handle it when you reach puberty. That was the end of our school day and we both liked it.

My favourite lesson (Simran) was the mindfulness lesson because it was very tranquil and it was different from the drama lesson we would normally have. My favourite lesson (Kiran) was the lockdown session because I did not know what to do if this scenario ever happened so therefore it was an experience to remember for life and I loved it.

Manic In Music!

Mrs Morrall updates us on her every busy department

Life continues to be busy in the Music Department! As part of our partnership with the Royal Birmingham Conservatoire, Lordswood Girls' School students are involved in the Orchestra for All project. On Tuesday 27th March, 40 music students will be attending the regional Orchestra for All rehearsal and concert at the Conservatoire. Lordswood students will be working with 100 other students from across the region and Conservatoire staff. This day will be followed by an event in London in June where our students will be performing with the national orchestra.

On Wednesday 28th March our GCSE and A Level recital evening will be taking place at The Royal Birmingham Conservatoire. The students have worked incredibly hard and the standard of performances promises to be very high.

History Round Up

Miss Christian reflects on a busy period in the History Department

Holocaust Memorial Day

Each year, the Holocaust Memorial Day Trust chooses a different theme to enable audiences on Holocaust Memorial Day (HMD) to learn something new about the past, and to make it easier for HMD activity organisers to create fresh and engaging activities. Every theme is relevant to the Holocaust, Nazi Persecution and to each subsequent genocide, and has the life stories of those who were murdered and those who survived at its heart – as well as the experiences of resisters, rescuers and witnesses.

The power of words was the theme for Holocaust Memorial Day 2017. The aftermath of the Holocaust and of subsequent genocides continues to raise challenging questions for individuals, communities and nations. HMD 2018 asked people to think about the power of words, both in the form of listening to the experiences of survivors and the power of words in speaking out against injustice.

Year 13 students Lydia Metson and Emily Parker reflected on their visit to Auschwitz, "Reflecting on this visit to Poland for me is extremely hard and I was both nervous and excited beforehand. I've taken away a lot from this whole experience, I liked my visit in terms of the experience, however not in terms of what I saw. The Auschwitz camps are eerie places to visit and whilst I will never know what it felt like to be part of the Holocaust, I can try to pass on what I've learnt from this experience."

"While we were at the Birkenau gas chambers, we were read a passage written by Zalmen Gradowski, an inmate: it stated how he and his fellow workers buried documents for the liberators to find. This sums up how important it was and that this period of history should never be forgotten and was a statement to me that we should be grateful for what we have today. It is our duty to pass it on to future generations."

International Women's Day

This year celebrations for International Women's Day focused on women in film. The film images are all from films that have female characters in a lead role.

Women and girls make up 50% of the world's population and therefore the stories and films we see should reflect this. Ideally films should have equal numbers of male and female characters, and they should have an equal amount of lines to say in the film. However, most films focus on male characters, and as a result there aren't enough female voices being heard. Most of the female characters that we see on screen are in supporting roles, helping the male character achieve his mission.

Having more of an equal gender balance on screen reinforces gender equality in the real world, as well as helping to break down gender stereotyping, and supports the fact that the stories of female characters are just as entertaining and have just as much right to be told as stories about male characters.

Students were asked to see if their favourite films met the criteria of the Bechdel Test. The Bechdel test, which first appeared in a comic strip by Alison Bechdel in 1985 mocking the lack of gender equality on the big screen, has been taken up and used by organisations such as the Bechdel Test Fest to see whether nowadays – over 30 years later – the situation in cinema is any better.

"The Bechdel test is a simple measure of female bias in film and creates an easy entry point into thinking about their representation. Not only does it look at the presence of women on screen, but it also questions what they're actually doing there. Alison Bechdel's comic strip 'The Rule' pokes fun at the dearth of women in cinema and was meant as a bit of fun. Yet there's a truth in this jest that confesses how Hollywood sidelines women when realising how many films fail to pass this incredibly low bar."

Corrina Antrobus – founder of the Bechdel Test Fest

See if your favourite film passes the Bechdel Test:

- The film must have at least two female characters.
- They must both have names.
- They must talk to each other about something other than a man.

Year 9 Inspirational Woman Competition

Students in Year 9 were asked to think about the famous women from history that they know and consider what makes them "inspirational".

They then were asked to choose their own inspirational woman and submit an entry outlining how their heroine:

- helped change traditional views towards women
- inspired both men and women
- set an example
- made an outstanding contribution to society
- challenged the 19th century stereotypes of women
- achieved success in a male dominated field

Congratulations to Komalpreet Dhiman for her winning entry on Harriet Tubman!

Excellent News!

LGS and LSFC win national awards for excellent results

Lordswood Girls' School and Sixth Form Centre has been recognised nationally for its excellent results in 2017 based on data from the Department of Education and Ofsted, analysed by SSAT (the Schools, Students and Teachers network). Lordswood Girls' School and Sixth Form Centre was found to be among the best performing secondary schools in the country, receiving two awards for being in the top 10% of non-selective schools nationally for attainment and progress. The SSAT Educational Outcomes database compares all state-funded schools in England, with the highest performing for a range of key measures presented with SSAT Educational Outcomes Awards, sponsored by Lexonik. Lordswood Girls' School and Sixth Form Centre will be presented with their awards in the summer term at a ceremony attended by winners from across the region.

Sue Williamson, Chief Executive of SSAT said:

"I am delighted that Lordswood Girls' School and Sixth Form Centre has won two Educational Outcomes Awards. This recognises an important aspect of the schools' work, but, as we know, there is much more to recognise in a good school like Lordswood Girls' School and Sixth Form Centre. SSAT is pleased to recognise the quality of leadership and the hard work of all staff to ensure the success of every child. A big thank you and well done to pupils, parents, staff and governors."



School Governors in Birmingham

~ we need you!

Skills Governors can bring to schools

Governors' experience, skills and enthusiasm will make all the difference to schools, teachers and pupils. There are no specific qualifications required ~ just the right attitude, skills that schools need, plus some time to take on the commitment.

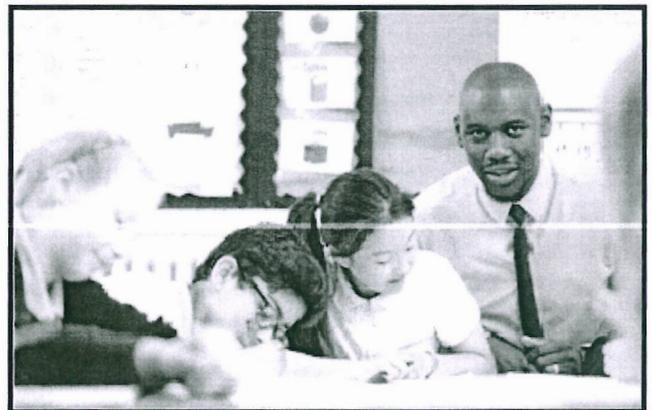
We are interested in volunteers who can offer any of the following:

- Experience in dealing with colleagues at all levels
- Knowledge of change management
- A background in finance, accountancy or law
- People skills ~ team players
- Ability to challenge constructively and help find solutions
- Strategic thinking; project management
- Time ~ and a willingness to commit
- A passion for school subjects ~ or just a love of learning
- An interest in and commitment to your local community or Birmingham as a whole

The Rewards of being a Governor

- Make a real difference to young people's lives and help them realise their potential
- Personal professional development
- Share people-skills and build confidence
- Help a school reach its goals
- Acquire high level leadership and management skills that are transferable to the workplace
- Will look great on your CV

[Note: Subject to the needs of the service you work for, employees receive a maximum of four days of paid leave for undertaking their duties as a school governor.]



What should potential volunteers do next?

- Look at Birmingham City Council webpages ~ the information on here explains more about the role of governor.
https://www.birmingham.gov.uk/info/20125/school_and_governor_support/871/interested_in_becoming_a_school_governor
- Contact **Sheila Sandhu** if you have any questions you would like answered.
T: 0121-303-2588 sheila.sandhu@birmingham.gov.uk
- Apply on line at the above webpage ~ you will need to email a completed application form and skills audit to: governors@birmingham.gov.uk

Birmingham City Council works to match volunteers to the right school. Once appointed, governors will need to commit to some training, attend regular meetings (often in the evening), and make occasional visits to the school during the day. Full training and excellent resources, including ongoing guidance and advice, are available to all governors.



Is your child studying for GCSEs?

If so, or if they will in the future, you might be interested to know that GCSEs in England are changing. The courses and exams are changing to ensure that young people have the knowledge and skills they need to succeed in the 21st Century. The new GCSEs ensure that students leave school better prepared for work or further study. They cover more challenging content and are designed to match standards in the strongest performing education systems elsewhere in the world.



Top facts about the new GCSEs

- The new GCSEs in England have a new 9 to 1 grading scale, to better differentiate between the highest performing students and distinguish clearly between the old and new exams.
- Grade 9 is the highest grade and will be awarded to fewer students than the current A*.
- The first exams in new English language, English literature and maths GCSEs were sat in summer 2017 and the rest of the new GCSEs will be rolled out over the next three years.
- The old and new GCSE grading scales do not directly compare but there are three points where they align, as the diagram shows:
 - The bottom of grade 7 is aligned with the bottom of grade A;
 - The bottom of grade 4 is aligned with the bottom of grade C; and
 - The bottom of grade 1 is aligned with the bottom of grade G.
- Although the exams will cover more challenging content, it is right that pupils are not disadvantaged simply by being the first to sit the new GCSEs. The approach used by Ofqual, the exams regulator ensures that, all things being equal, broadly the same proportion of pupils get grades 1, 4 and 7 and above in any subject, as would have got G, C or A and above respectively in the old system.
- The Department for Education recognises grade 4 and above as a 'standard pass'; this is the minimum level that students need to reach in English and maths, otherwise they need to

Grading new GCSEs from 2017

New grading structure	Current grading structure
9	
8	A*
7	A
6	B
5 STRONG PASS	
4 STANDARD PASS	C
3	D
2	E
1	F
	G
U	U

continue to study these subjects as part of their post-16 education. There is no re-take requirement for other subjects.

- 7 Employers, universities and colleges will continue to set the GCSE grades they require for entry to employment or further study. We are saying to them that if you previously set grade C as your minimum requirement, then the nearest equivalent is grade 4. The old A* to G grades will remain valid for future employment or study.
- 8 For measuring school performance, we will publish the proportion of students achieving a grade 5 and above in English and maths. The Department for Education recognises grade 5 and above in English and maths as a “strong pass”, a benchmark in line with the expectations of top performing education systems around the world – this is one of the headline measures of school performance. We will also publish the proportion of students achieving a grade 4 or above in English and maths for transparency and to enable schools to show their students’ achievements.
- 9 Most GCSEs taken by students at schools in Wales and Northern Ireland will continue to be graded A* to G. The grading scales for AS (A to E) and A levels (A* to E) are not changing.

When is this happening?

- The first exams for new GCSEs in English language, English literature and maths were sat in 2017. An additional 20 new GCSE subjects will have their first exams in 2018.
- All GCSE subjects will be revised for courses starting by 2018 and examined by 2020.
- Between 2017 and 2019, GCSE exam certificates will have a combination of number and letter grades. By 2020, exam certificates will contain only number grades.

First teaching in 2015, first exams 2017	First teaching in 2016, first exams 2018	First teaching in 2017, first exams 2019	First teaching in 2018, first exams 2020
English language, English literature and maths	English and maths plus... art and design, biology, chemistry, citizenship studies (including short course), combined science, computer science, dance, drama, food preparation and nutrition, French, geography, German, classical Greek, history, Latin, music, physical education, physics, religious studies (including short course), and Spanish	2015 and 2016 subjects plus... ancient history, Arabic, astronomy, Bengali, business, Chinese, classical civilisation, design and technology, economics, electronics, engineering, film studies, geology, Italian, Japanese, media studies, modern Greek, modern Hebrew, Panjabi, physical education short course, Polish, psychology, Russian, sociology, statistics and Urdu	All previous subjects plus... Biblical Hebrew, Gujarati, Persian, Portuguese and Turkish

Diary Dates

Thurs 29th - **School breaks up for Easter, normal lessons all day**
Mar

W/C 16th - Year 12 exams
Apr

W/C 30th - Year 10 exams
Apr

Mon 7th - **Bank holiday**
May
School closed

W/C 21st - Sports Leaders fundraising week
May

Fri 25th - **School breaks up for half term**
May

W/C 4th - Year 9 begin KS4 timetable
Jun

W/C 18th - Sports Leaders festival week
Jun

Thurs 21st - Parents' forum
Jun

Fri 29th - Year 11 Prom
Jun

Mon 2nd - Sixth Form induction day
Jul

Wed 4th - New intake day
Jul

W/C 9th - School production week half term
Jul

Sat 14th - 60th anniversary barbecue
Jul

Mon 16th - Sports day
Jul

Tue 17th - Celebration evening
Jul

Fri 20th - **School breaks up for summer 12 noon**
Jul

From everyone at Lordswood Girls' School, we wish you a very Happy Easter and a restful holiday!

Lordswood **News**