



The Radclyffe School
"Working Together for Excellence"

Magazine
November 2023



**Heading for
the heights**

Pupils put themselves in the picture

Open Evening

Students and staff at The Radclyffe School showed off our excellent school at the end of September, welcoming Year 5 and 6 pupils and their parents and carers into the building.

An evening of discovery was promised across all of the school's faculties. Visitors got a 'hands on' experience of everything from building computers to creating art, using cutting edge technology to making use of first-class sports equipment. They saw for themselves the excellent facilities we offer and heard, from students as well as teachers, about the high-quality teaching and learning that students enjoy.

Head Teacher Mr Cregg said, "We were delighted to welcome the young people and their parents to visit our school so that they could experience in person the wonderful quality of education we offer."

Recognising that transferring to secondary school can be a daunting experience, the school ensures that there is a seamless transition through excellent relationships with partner primary schools.



Applying for a secondary school place

Applying for a place at The Radclyffe School from September 2024 is done through Oldham Council's website. To apply please visit https://bit.ly/apply_Radclyffe

The deadline for applications is 5pm on Monday 31st October. You will be notified of the school that your child has been offered by email, between 9am and 12noon on Friday 1st March 2024.

Students celebrate excellent exam results

Results Day 2023

Students at The Radclyffe School have a great deal to smile about as the Class of 2023 received this year's GCSE and BTEC results.

This cohort of students performed extremely well and gained excellent results as a reward for their hard work during Key Stage 4. Their overall results compare very favourably to those achieved by students in previous years, despite grade boundaries reverting this year to the more challenging, pre-Covid levels of 2019.

Some key 'headline' measures for the whole school include:

65% of students achieved Grade 4 or above in **both** English **and** Maths

40% of students achieved Grade 5 or above in **both** English **and** Maths

58% of students achieved a Grade 4 or above in at least two Sciences

17% of **all** results awarded were Grade 7 or above

52% of **all** results awarded were Grade 5 or above

71% of **all** results awarded were Grade 4 or above

Headteacher John Cregg said, "I am incredibly proud of our students, who have demonstrated outstanding resilience and application in order to achieve these excellent results. Like all current students, these young people have had their secondary education severely disrupted by Covid-19 and have faced the added challenge of a return to the pre-pandemic, tougher standards of qualifications and grade boundaries. The vast majority of our learners have achieved exactly what they need in order to begin their chosen post-16 courses and I wish them all the very best for the future.

"I would also like to thank our amazing staff who have guided these young people incredibly well throughout the last five years and have once again demonstrated the fabulous standards of education, care and support we provide here at The Radclyffe School."

Sue Webb, our Chair of Governors said, "On behalf of the Governors I would congratulate all our students on their results, achieved in the toughest of circumstances. Our students and the staff who have taught and supported them so wonderfully over the last five years should all be very proud of themselves."



Year 7 come together as a team

Waddow Hall trip

What better way to strengthen friendships and build teamwork for students in our new Year 7 than a day in the open air in the Lancashire countryside, visiting the wonderful Waddow Hall near Clitheroe.

Working in their PLG groups the children threw themselves into lots of exciting activities, learning new skills and getting to know the other members of their team and their Personal Learning Guides.

Our Personal Learning Guide system provide individual support to every student throughout their years at The Radclyffe School



Finding out about possible future paths

Careers Fair

For our students, it is never too early to start thinking about future options for careers or the education and training that will lead to them after they leave The Radclyffe School. With that in mind, this term has already seen us busy inspiring our young people with the amazing range of opportunities available to them.

Students in Year 11 and Year 9 took time to examine their future career options, as a broad range of employers, colleges and training providers came to school for our Careers Fair. For Year 11 students the event gave them the chance to talk to representatives from several Sixth Form Colleges in Oldham and beyond, and Apprenticeship providers. The process of applying to colleges and other routes gets underway this term.

For students in Year 9, the event introduced them to possible career routes before they choose their options for Key Stage 4 later this year.

Head of Personal Development, Miss Parkinson said, "We are delighted to welcome all the different organisations into school, and the students were keen to discover all the options available to them, whether familiar or brand new".



Extra hour, extra learning

Longer school day

The new school year has brought a change to the school day that we operate at The Radclyffe School. We have been able to return to a single morning break and lunchtime for all year groups. An extra ten minutes on our lunch break means a slightly later finish each afternoon.

We also no longer have an early finish on Wednesdays, when staff training previously took place. Training for teaching and support staff is still important of course, with training events taking place every week after the end of the school day.

All days now finish at 3pm, with five one-hour lessons. We have moved back to a single break and lunchtime for all year groups, with the advantage that there is more time for additional activities in school to develop students skills and interests.

The final change is at the start of the day, where students' Welcome and Wellbeing sessions begin at 8.30am. To allow students to get to their session in time, the doors at Student Entrance open from 8.20am.

Punctuality is important both at this session and throughout the day, and all our students have been reminded this term of how important it is to move to lessons promptly. To fail to do so not only impacts on their learning but also on other students.

8.20am	School opens to students
8.30am	Welcome and Wellbeing
8.50am	Period 1
9.50am	Period 2
10.50am	Break
11.10am	Period 3
12.10pm	Period 4
1.10pm	Lunchtime
2pm	Period 5
3pm	End of school day - start of extra-curricular activities
3.30pm	Protected Learning catch up ends

News in Brief

A first visit to the theatre for this year saw students visiting The Lowry centre in Salford to watch 'Everyone's Talking about Jamie'.

+++++

This month sees the tenth anniversary of the Book of Excellence. Over the last decade almost 2000 students have been rewarded for excellent achievements, classwork, or behaviour. Some have been chosen on more than one occasion, with current Head Girl Intia Hossein receiving her fifth award during this past half term.

Follow us on social media



/theradcliffeschool



theradcliffe/



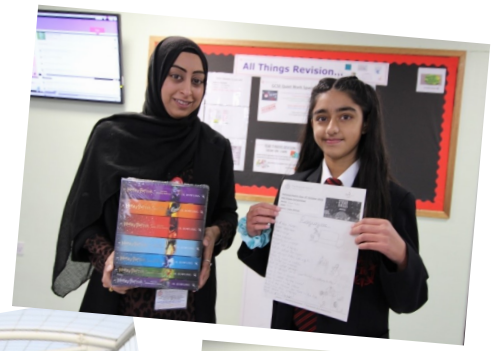
radcliffeschool

Finding refuge in poetry

National Poetry Day

Taking this year's theme for National Poetry Day, 'Refuge', students in Years 7 to 9 turned to their creative side to write their own poems. Thank you to everyone who submitted their poems, which gave our English teachers a difficult job to choose the winners.

Congratulations to each of the winners, Ilham from Year 7, Keavy from Year 8 and Abdul from Year 9. We hope you enjoy the results of your hard work - box sets of the Harry Potter series, the Mockingjay series by Suzanne Collins, and the His Dark Materials stories by Philip Pullman.



Refuges

We all have refuges,
Refuges everywhere,
I have a refuge, you have a refuge,
Everybody has a refuge.
My cat has a refuge
And it's called the sofa
She always hides behind it
When I want a cuddle.
My sister has a refuge,
And it's called 'phone'
She is always on it when there is
nothing to do.
Even I have a refuge
And it's called 'the tree house'.
When I want to be alone
I find my refuge, up there in the tree
Everyone has a refuge.
What about you, what is your refuge?

Ilham, Year 7

Unclear Perspectives

The eye of a soul, its charming glints
Satisfying the outcast shadows of forgotten memories.
This is the asylum, the sanctuary, the peace;
The peace that mesmerises me day and night.

We amble into astray over the perilous fog,
But our vision was caved and rendered with emotion.
Just knock on the door and say
Hey, close your eyes and you'll be OK.
Slowly the frustration and intensity dissipated,
As one showered under the rain with a radiant face.

Now you see that it's not a place,
But a view that appears beyond the straight lace,
Changing the way that we play,
And then you realise that this

Is your oasis.

Abdul, Year 9

A place where the sand meets the sea,
A place where the sky meets the ocean,
In a place where I feel free
Right near the sea.

The waves crash against the shore,
Children scream and kites soar,
A place that we should all adore,
Right near the sea.

Seagulls swoop and the piers are loud,
On the beach is a gather crowd
This is my refuge now
Right near the sea.

A scent of chips is in the air,
A salty breeze whips up your hair,
Calm days by the shore are always there,
Right near the sea.

If you ever go there,
Make sure you're aware
The untold secrets in the air
Right near the sea.

Keavy, Year 8

So how well do you know poetry?

Teaching and support staff were put to the test on National Poetry Day with a special quiz, set by teachers in the English faculty. It's a bit tricky.

Without using Google, how well can you do? Actually it is just for fun, so feel free to search if you don't know the answers!



- 1) Which poem is on the wall on the English Corridor?
- 2) Which poetry form has 14 lines and a regular rhyme scheme
- 3) From whose perspective is the poem *Poppies* by Jane Weir written?
- 4) During which war is the poem *The Charge of the Light Brigade* set?
- 5) How are the last two lines of the poem *Remains* by Simon Armitage an allusion to Shakespeare's play *Macbeth*?
- 6) Which pharaoh is the poem *Ozymandias* based on?
- 7) Which Wilfred Owen poem is in the GCSE Power and Conflict anthology?
- 8) Who wrote the poem *London*?
- 9) In the poem, *My Last Duchess* what was the Duke alleged to have done to his wife? Clue: The poem was inspired by a true story.
- 10) Finally, this poem links quite nicely to this year's theme: 'Refuge' and begins with the line: 'There was once a country...?' What is the name of the poem?

How did you do? You can find the answers on page 14.

Students explore the workings of Whitehall and Westminster Parliament trip



A visit to the Houses of Parliament introduced students to how the country is governed. Students saw at first hand debates in the House of Commons and the House of Lords, walked up to the front door of 10 Downing Street and took part in a workshop at Parliament's own Education Centre.

Clubs and activities broaden students' experience

Guide to extra curricular activity

Our move to a longer lunchtime means that there is more time for all the extra things that can make the school day exciting. This term we have been able to offer more choice to give all our students a little extra.

The opportunities to get involved don't stop at the end of the school day, with staff running more sessions across different subjects and interests. For students in Year 11 in particular, extra revision sessions help to deepen learning and help students to achieve their best.

And even before the school day begins, there are opportunities in some departments to build students' talents.

The activities on offer might be as complex as using the climbing wall, or as simple as playing board games or enjoying mindfulness pastimes. We are confident that there is something for everyone, all it takes is having the confidence to get started.

Please encourage your child to get involved with activities that might interest them. It is an excellent way to discover or develop their abilities and interests, and it's all free.

Daily dose of extra-curricular

There is a huge choice for students to make the most of. Here are details of what's on offer; please note activities may be subject to change at short notice. Students should check timings and locations in Welcome & Wellbeing or at the Personal Development Hub

MONDAY - Music revision (before school), board games and mindfulness, reading and literacy games, KS4 Art Club, Drama Club, Homelearning Club, Shokk Gym, badminton, table tennis, 5-a-side football, trampolining, Careers drop in, Lego Club, Mindful textiles.

TUESDAY - Board games and mindfulness, reading and literacy games, Art Club, Art homelearning club, Computer Studies hour of code, Drama Club, History clinic, Chess Club, Maths Club, French Games Club, Guitar Club, Jewellery Club, Hairdressing Club, Careers Drop in, Photography Club, CAD Virtual Modelling Club, Homelearning Clubs, SHOKK Gym, table tennis, trampolining, badminton, 5-a-side football, Sports leadership

WEDNESDAY - Board games and mindfulness, reading and literacy games, Drama Club, Creative Writing Club, Health & Social Care, History Club, Geek Club, Humanities Heroes, Keyboard Club, Jewellery Club, Hairdressing Club, Careers Drop in, Photography Club, Design & Technology NEA catch up, Homelearning Clubs, SHOKK Gym, table tennis, trampolining, badminton, 5-a-side football, Science revision, Food P&N revision.

THURSDAY - Board games and mindfulness, reading and literacy games, Art Club, Calligraphy Club, French Games Club, Signing Choir, Rubik's Cube Club, Careers Drop in, Product Design & Engineering, SHOKK Gym, table tennis, indoor cricket, trampolining, badminton, 5-a-side football.

FRIDAY - Board games and mindfulness, reading and literacy games, RadLads boys' Choir, Orchestra, Careers Drop in, Textiles progress, Homelearning clubs, SHOKK Gym, table tennis, indoor cricket, trampolining, badminton, 5-a-side football.

Which club will your child choose?

This term we have been able to greatly widen the choice of activities on offer. Please encourage your child to make the most of what's available.



The Signing Choir

Amongst the many musical choices available, the Signing Choir combines two fantastic skills. Alongside learning and performing new songs, the students accompany their performance with BSL (British Sign Language) so the widest audience can appreciate their talents.



Calligraphy Club

Calligraphy is a brand new skill to learn, available on the Art corridor. Students create their own beautiful pieces of decorative writing.

Whether students are catching up with home learning, building their portfolio towards exams or just creating art for their own enjoyment, the activities offered in Art are helping students to build amazing skills.



Product Design Club

From construction projects to Computer-Aided Design. This is a very 'hands-on' activity, as you would expect from Design & Technology.

Rubik's Cube Club

How quickly can you solve the puzzle of the Rubik's cube? Combining speed and dexterity with a knowledge of the maths behind the puzzle makes this an exciting opportunity. Other puzzles may feature too!



Lessons in Cyber Security

Cyber Explorers

With so much of our lives lived online these days, the chance to discover more about internet safety and cyber security was too good to miss. A team of students from Year 8 journeyed into Manchester to share in two fascinating sessions

More than just an introduction to careers in this rapidly expanding and changing field, the content of the day introduced the students to the importance of staying secure, whether in gaming or for businesses.

Working alongside the team from TT Games, a design house based in Knutsford, Cheshire, the young people needed to consider the importance of parental controls, passwords, protecting data and many other factors as they created their new game from random ideas.



A second workshop plunged the students into the world of cyber attacks and security breaches, playing the role of employees at a company working with artificial intelligence (AI). Round by round the employees had to make real world decisions about purchasing a variety of cyber protections - from firewalls to staff training. The game used LEGO as a tool to explore the cyber challenges faced by companies and other organisations every day.

Expertly led by staff from Lancaster University, renowned for their excellence in cyber security, the introduction of a competitive edge made for an exciting afternoon, with both our teams (boys versus girls!) out-performing much older students who also took part in the day.

The event was hosted by Cyber Explorers at the Greater Manchester Digital Security Hub. As the Government-supported body emphasised, young people really can be anything they want to be. The only certainty is that careers of the future demand digital skills. Cyber Explorers showcases how the skills being taught in class are linked to real world situations, through a virtual world where Cyber Explorers uncover how digital, computing and cyber security skills are integral to many successful career paths.

The benefits of Cyber Explorers is not limited just to the students who attended - the Computing & Business department will be using the online resources in lessons throughout the school year.



Is it time to get in your bubble?

Parking on Hunt Lane

At the beginning and the end of the school day, Hunt Lane becomes very busy with a large number of vehicles parked, dropping off or collecting students.

To help ensure a safe environment for our students, for parents and carers, and for our neighbours there are some simple steps that we ask everyone to follow:

- If you live close enough, please consider allowing your child to walk to and from school. We have substantial facilities available for students to travel by bicycle where they feel confident enough to do so.
- You may also wish to consider options on public transport, whether buses or trams, or our dedicated Yellow Bus service.
- If your children do need to travel by car, we would ask that you park a short distance from school and have your child walk a short way. Students led a project last year to introduce the idea of the 'five minute bubble', encouraging the health benefits of a short walk as well as reducing congestion on Hunt Lane as much as we can. If you could safely drop your child a little way from school, this can make a big difference to reducing the problems of access.
- If you have to park on Hunt Lane, it is important not to park on zig-zag lines, yellow lines or fully on the pavement as this reduces the amount of space our students and other pedestrians have to move along the pavements. From time to time Enforcement Officers from Oldham Council will visit and you may receive a penalty charge notice if your vehicle is parked contrary to the regulations.
- Park considerately and do not block side roads or the driveways of our neighbours and local residents.

The gates at the top of the school drive will be locked from 2.55pm to 3.15pm each day to allow our students to cross the top of the school drive safely.

Thank you for your support.

News in Brief

We are delighted to have retained the School Games Platinum Award for the coming year.

The award recognises the school's commitment to maintain consistently high standards in our school sport provision.

+++++

The excellent work that takes place throughout the year to guide and advise students on their potential careers has been recognised with the Careers Champion award.

Our Careers Lead Miss Parkinson was nominated, acknowledging the great support that is in place for students in all year groups to develop every aspect of employment and opportunity for young people.

+++++

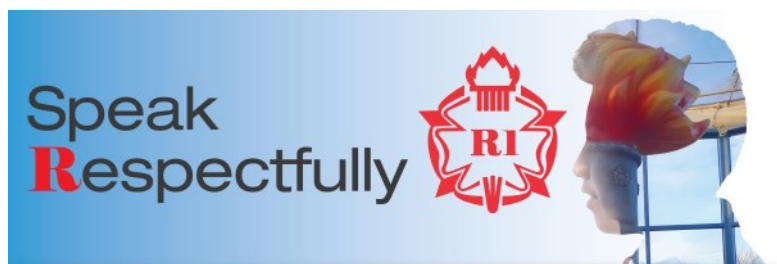
As part of their Duke of Edinburgh Award, our Year 10 students carried out a broad choice of volunteering activities.

Between them they clocked up more than 400 hours of service across many charities and local organisations. We are immensely proud of the dedication, effort and achievement of the young people, making a big difference in their community.



The Five Respects - what are our responsibilities?

At The Radclyffe School we acknowledge that all staff, students and community members are responsible for respecting the rights of each other in and around school.



This means for example

To staff, do as you are asked without argument, accept that members of staff have authority over students because they are responsible for your welfare.

Treat staff as professionals, showing that you want to learn, listen carefully and follow instructions.

To students, Show consideration on corridors, Queue properly, avoiding physical contact with other students,

Respect other students' space, sitting where you are asked to in class,

Tell a member of staff if there is a problem with another student.

To all, treat members of our community as you would like to be treated.

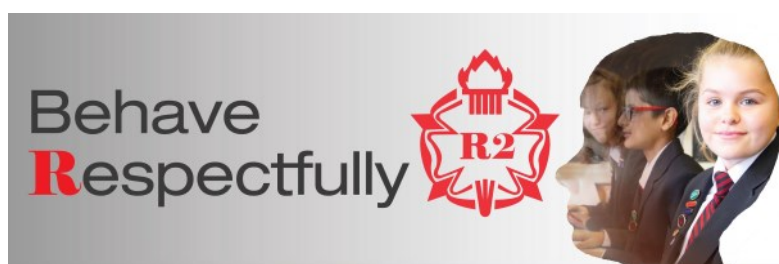
This means for example:

To staff, speak quietly and politely, think before you speak, and speak when it is appropriate to do so;

To students, speak politely, think before you speak,

keep quiet if you have nothing pleasant to say, and keep 'street language' out of school;

To all, speak to members of our community as you would like to be spoken to.



This means for example:

To students,

Putting rubbish in bins, in and out the classroom, Looking after, having pride in your classroom, Follow the rules about specialist rooms and equipment, such as science labs, sports and ICT.

Reporting any damage to a member of staff, Making sure you are in the right place at the right time, including lunchtimes, Keeping the school site safe.



This means for example

To students

Want to succeed and value success,

Be on time to school and lessons,

Have the correct equipment, do the work to the best of your ability;

Do your homework to deadline,

Ask for help if you need it,

Know what you need to do to improve,

Take responsibility for your learning and be honest with yourself.



This means for example:

To students,

Value other people's ideas, values, work and contributions,

Co-operate with and support other students,

Be able to assess other students' work, and help to create a positive learning environment.



Students learn cricket, the game and the business

Sport Studies to LCCC

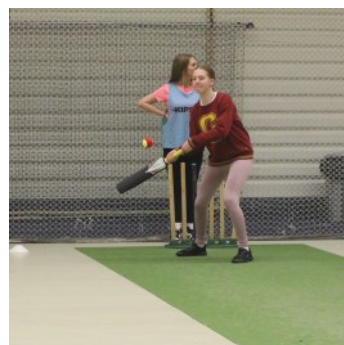
Year 11 Sport Studies students took a trip to the Emirates Old Trafford cricket ground for a fixture where rain couldn't stop play.

The visit was split into two halves, where the students were given an introduction to cricket. For some the game was familiar, for others completely new. Working with coaches from Lancashire CC, they were introduced to fielding and batting - bowling would have to wait.

The second half of the trip took over the Media Gallery, overlooking the famous Old Trafford pitch. The students learned about the business of running an international cricket venue, which hosts England games as well as Lancashire's matches in all formats of the modern game of cricket.

Match days at the venue involve more than the players, and the young people found out about the many other opportunities available in sport, from hospitality to stewarding.

Emirates Old Trafford also becomes a concert venue each summer, hosting crowds of up to 55,000 people. The logistics of these events was explained, giving the students an insight to their many future career options linked to sport, but much wider than just playing the game.



Information at the touch of a button

Download the MyEd app

Have you downloaded the MyEd app yet?

This app allows you to view information and keep up to date with what's going on at The Radclyffe School. You can view key activity about what your child is doing at school.

If you need to get in touch with school, or we need to contact you, this also offers a free and convenient service.

Anything you need to know, from attendance to achievements, and any forms you might need to fill in, can all be done through the app. If you need to know important dates, the latest school news or announcements, it's all here.

Whether your phone is Apple, Android or something else, simply go to your app store, search MyEd and download the app.



Meet the Teacher

Q&A with SENCO, Ms Ara

What inspired you to get into teaching?

I always seemed to connect to young people easily, so I wanted to put that ability to good use.

What is your teaching background and experience?

I have been in education for 25 years, in various roles including Head of Year, Head of Inclusion, SENCo and Assistant Headteacher. I have spent a lot of time working with students who find school challenging in some way shape or form!



What subject do you teach?

I am the Assistant Headteacher leading and managing the Special Educational Needs department.

What do you like most about your job?

I enjoy making and executing plans to improve outcomes. I feel satisfied when I have achieved challenging goals. I also enjoy working with my team to improve outcomes for student that need help and support.

If you hadn't gone into teaching what else would you have done?

I would either have been a Psychologist or a Human Rights Director for the United Nations!

What was the last book you read?

The Qur'an. In fact, I try to read it daily.

What achievement are you most proud of?

Supporting an Autistic student who would not attend school due to anxiety. I managed to get him back into school and he later passed his A levels and went on to University.

What piece of advice would you give to a student in Year 11?

Don't give up when things get challenging. Have patience and endure. Develop your resilience and never give up on your dreams and aspirations. Ignore those who tell you that you won't succeed.

Answers to the Poetry Quiz

- | | |
|-------------------------------------|---------------------------------|
| 1) I Will Rise, by Maya Angelou | 6) Rameses II |
| 2) A sonnet | 7) Exposure |
| 3) The mother of a soldier | 8) William Blake |
| 4) The Crimean War | 9) He had killed her |
| 5) The image of blood-stained hands | 10) The Emigree by Carol Rumens |

Rowshon reaches the heights

Determination to follow chosen career brings positive results

Former student Rowshon contacted us to share her success story in following her goal of becoming a qualified airline pilot.

Rowshon became interested in becoming an airline pilot after listening to stories from her parents about the life of a pilot. She won The Honourable Company of Air Pilots gliding scholarship in 2022 and this year won her second flying scholarship from the Air League. Rowshon rarely sees any Muslim Female Pilots and her goal is to change this through talking about her own experiences. As a determined and driven individual, her goal is to become an airline pilot whilst inspiring others along the way.

Where do you find your motivation for achieving your goal of becoming an airline pilot?



I researched the statistics of Muslim female pilots in the UK and there were no results, nor any research conducted on the topic. That is why I made a goal. To help Muslim girls find their interest in the aviation industry is the motivation that keeps me going. If my dream of becoming a pilot comes true, I will be the first one ever in my family. 20 or 30 years ago, there was a very small number of women able to dream of becoming a pilot, for me to do what I have done so far would have been near to impossible.

Has your journey inspired any other female aviators?

Lots of people message me on Instagram asking me questions and I also help girls in my community. A friend has told me she now has an interest in aviation after looking at what I have done so far and the posts I have shared.

What is your standout achievement so far?

Definitely winning two scholarships because I have learnt so much and with these experiences, my confidence has been boosted dramatically.

What do you wish your younger self had known about aviation before starting training?

Getting into aviation is not a lonely path and you can ask for advice. When it came to researching about my career path, I used to always ask my teachers questions about aviation, but they didn't have enough knowledge about the industry and that was when I thought no one could help me. However, after starting my training, I realised I don't have to enter the industry alone, so I started to reach out to people and gained more knowledge.

If you could change one thing about the industry what would that be?

I would make it more common to talk about the large variety of jobs the industry offers in Schools and Colleges. It is common to think the only jobs in aviation are pilot or engineer but there are so much more than that. This may be happening already, but it needs to happen more in the north of the UK; by introducing more opportunities in the north through schools and colleges a big impact can be made on the industry.

You can read a fuller version of the interview on the blog of Elevate(her), a body set up to get more women into aviation, at https://bit.ly/rowshon_pilot

Memories are made of this

November 2019 - Facebook HQ visit

Students took on the role of design engineers in a special Science challenge.

Asked to think about an item they used every day, either at home or at school, they worked in teams to create and design an improved version. The students considered what they liked about their chosen item and what they disliked, and what they could do to make it better.



November 2017 - Students learn business basis of the environment



Media Studies students enjoyed the help of professionals as they created their own news bulletins.

The young journalists worked with reporter Nina Warhurst and freelance producer Michael Wray. Nina is a familiar face on BBC North West as well as ITV and Channel 5.

Experiencing the pressure of producing a daily bulletin, the students, in two competing teams researched, scripted, filmed and edited

five news reports. Their subjects ranged from reporting a proposal by Government to ban mobile phones in schools, to running a poll on the best-dressed teacher.

November 2014 - University skills tripping off the tongue

We welcomed pupils from six Chadderton primary schools for science lessons with a difference.

The children experienced practical science lessons in the school's laboratories. Using red cabbage, they learned how to create an indicator of acids and alkalis. They got 'hands on experience using bunsen burners to heat the cabbage in a proper experiment.

And as a fascinating bonus, Dr Ken Farquar introduced the youngsters to science in the 'Enterprising Science Circus Show. Dr Ken investigated the scientific principles behind circus skills - why jugglers love gravity, how clowns can use science to avoid hurting themselves and why unicyclists need to keep moving to stay still.



Hunt Lane, Chadderton, Oldham, OL9 0LS

Tel: 0161 622 3200

www.theradclyffeschool.co.uk