

Autumn 2014
1st Edition



BEACON HILL COMMUNITY SCHOOL
TECHNOLOGY COLLEGE AND RURAL ACADEMY

Newsletter

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Dear parents and friends of BHS

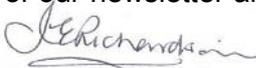
Welcome to the first newsletter of the year including many student written articles. This term we have had five new teachers join us: Mrs Heaton (second teacher in English), Mrs Wamsley (Head of science), Miss Headley (PE teacher), Miss Ghahouri (second teacher in maths) and Mr Lolli who is heading up Food Technology and project group teaching. They have all settled in and students are working well in their classes.

This first newsletter reflects on the great success of last summer's challenge week held at the very end of the term and snapshot of just a few of the extracurricular activities we have packed into the last seven weeks.

We have also had our first monitoring visit from Ofsted which went exceptionally well with HMI saying we had '*responded swiftly to address the areas for improvement*' and that our plans are '*well written and detailed to secure improvement and have clear criteria from which to measure success*'. We are delighted with this progress and I would like to thank all those parents and friends of Beacon Hill school who have supported us through this difficult period. For parents, a copy of the full report is enclosed.

I hope you enjoy reading through the most recent edition of our newsletter and look forward to hearing your thoughts.

Enjoy the read!


HEADTEACHER



Cambridge University visits Beacon Hill



Mr Young's Yr9 Personal Development group had a visit from Aemilia McDonnell, the Schools Liaison Officer at Fitzwilliam College, Cambridge University. She gave a presentation about life at university, independence and its advantages. She talked about types of courses and how funding is available to all. The students were given the opportunity to write about what they already knew, then, later, to make a 'top 5' list of things they would want at a university.

The students enjoyed asking questions and listened intently to the answers and ideas offered to them. After the session, many left comments on how the session had been for them. Here are a few:

'Today's session has really opened my eyes to what university I'd like; I definitely want to go.'

'It's not as expensive as I thought.'

'I think it sounds good and challenging. I want to go a lot more than before.'

'I feel confident that I can succeed – possibly getting a PhD.'

'Aemilia's visit was very informative and makes me think more about university.'
Mrs E Gigli, Academic Learning Mentor

Tales of a Proud but Muddy Cyclist

The first day we travelled on a bus for almost 8 hours to Dover which surprisingly was quite fun; we all sounded so motivated and ready for this challenge! The bus journey in itself was tiring trying to sleep on bus seats is nigh on impossible especially with all the noise around. We had a few quick stops at service stations on the way down to use the toilets and buy some drinks or food. At Dover we had a 20 minute wait until we could push our bikes up the ramp as we didn't want the bikes going up the steep ramp in the back of the van. The ferry journey had some great views looking out over the sea.



The second day we cycled to Ypres; our first experience of cycling on the right-hand of the road, at first it definitely felt a bit strange. We stopped to look at a war graveyard to see if we could find any gravestones with our surnames on them. Later that day after we were settled at the youth hostel we headed up to the Menin gate to watch a show about the army. Afterwards we were allowed some free time to go and explore Ypres; personally I didn't really like Ypres.

The third day was the longest of all at over 50 miles and included many different types of roads. The day included the longest and steepest hills leading up to Vimy Ridge where there were loads of gravestones of the soldiers that died in the war. That night, back in our rooms, we ordered our takeaway pizza in French.

The fourth day was the best in my opinion as cycling along the side of river was amazing! At times, the track became rocky and muddy. Sometimes it became so narrow that we'd to cycle in single file. Quite a laugh, as lots of us kept falling off but fortunately not injuring ourselves. On a few occasions, we stopped on the ride to hear about the history of the track we were on and what its purpose had been in the war. After the ride we had a really great night eating out at a farmer's restaurant, I had a chicken burger with goat's cheese. Our other entertainment that night was bowling or laser tag. I chose bowling, lots of fun and laughter and lots of smiles.

The final day was the hardest because we had a limited short amount of time to catch a train. When we woke up it was all systems go to get ready, get the bikes downstairs and to catch the tram. Off the tram and cycling straight away. Yet again the bumpy road was thrilling (for me!) because I went fast through all the puddles and got really muddy!!! We had the opportunity to call into an open velodrome where we raced round as fast as we could - there were lines on the velodrome to say how fast you could go at certain heights though. We did make it to the train on time! Phew! A couple of relaxing hours ahead on the train. A 2 mile walk was ahead of us from the train to the ferry terminal, along the way we saw loads of asylum seekers who were sleeping and living under bridges. Finally

we boarded the ferry home knowing we'd completed the ride and feeling mightily relieved that all I had in front of me was a 8 hour bus trip and of course feeling hugely proud of my achievement.



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Lewis Penn YR10

Army Cadets Pay their Respects

Students from Beacon Hill School who are also members of Cumbria Army Cadet Force attended the Memorial Service at Oosterbeek Military Cemetery on Sunday 21st September. This year was a special occasion, as it marked the 70th anniversary of Operation Market Garden, the failed attempt to shorten the war by seizing a series of bridges on the River Rhine and the Meuse.

Travelling by minibus and ferry from Newcastle to Amsterdam, Cadet Corporal Andrew Charlton and Cadet Lance Corporal Matthew Charlton first visited the laboratory of the Netherlands Recovery and Identification Unit, where they saw the bones and personal effects of British, Canadian and German soldiers from World War II. The unit works to identify these bodies and then release them for burial with full military honours.

On the Sunday morning, the cadets rose early and were driven to the Cemetery at Oosterbeek, where they saw the 1,680 graves of Commonwealth servicemen who died in the fighting, as immortalised in the film "A Bridge Too Far". Among the graves were many soldiers of the Border Regiment, an antecedent of the Duke of Lancaster's Regiment, whose badge and beret the cadets of Cumbria Army Cadet Force wear.

The most moving part of the two-hour ceremony was when hundreds of Dutch children came and stood in silent lines by the rows of graves. On a command from the minister conducting the service, they raised bouquets of flowers above their heads, before turning and tenderly placing them by each headstone. As they did so, each child softly said the name of the fallen soldier. After the laying of wreaths, the Last Post and the minute's silence, there was a fly-past by a Spitfire, a Dakota DC3 and two other WWII airplanes.

In December 2014, I take over Cumbria Army Cadet Force as Commandant. I will be appointing a staff officer who will be responsible for ensuring that cadets from Cumbria Army Cadet Force who are over 16 are enrolled for the BTEC in Public Services, the equivalent of four GCSEs at A*-C level. Cadets who complete the Master Cadet Course also qualify for an ILM Level 2 Award in Leadership and Team Skills.

The Cumbria Army Cadet Force promotes an understanding of the realities of conflict. Our training syllabus teaches our cadets leadership, self-confidence, self-reliance, punctuality, smart turnout and respect for others, all qualities that schools and employers value.

Lieutenant Colonel A. T. Steven, Deputy Cadet Commandant, Cumbria Army Cadet Force



The Aspatria Medical Group Patient Participation Group are holding a **Coffee Evening** on **Tuesday 28th October at 7.15 pm** at the surgery.

The PPG are a group of patients who have an interest in the services the surgery provides and want to make sure they meet everyone's needs and with this in mind we would like to recruit some new members, especially some younger people and those with children, so if you are interested why not come to the Coffee evening to find out more?



Can't Cook, Won't Cook ...

I participated in the Cookery/Baking Challenge this year and really enjoyed it. I thought that this time it was a real challenge; whereas in previous years, I have found it quite easy. What probably made it difficult was that we needed to work in a group of two KS3 students and KS4 students. I was in a group with another member of my year group and also two year seven students. With the large age difference, we didn't really know each other very well and obviously didn't know each other's strengths and likes, so it was hard to assign jobs and roles in the group.



Overall, I really enjoyed challenge week, there were some tough challenges, which we tried our best to work around. This gave me the opportunity to get to know some of the younger students and learn how to make new dishes.

Ellie Tinnion

For me, the first day was the hardest part of this challenge. We (a younger student and I) had to prepare a two or three course meal but we were only provided with a random bag of a variety of different ingredients. It was also difficult because I was working with a younger student who I didn't know a lot about. It was interesting getting to know the younger student and our final products were very different and adventurous, however, they could have turned out a little better. After this task, we had to come back into our groups and create a shopping list for the ingredients we needed for the next two tasks. After we had done so, one member from each group went to Asda along with Mrs Richardson to buy all the ingredients on the shopping list.

The second and third tasks were much easier, as we were more relaxed and had gotten to know the people in our groups a lot better. For the second task, we prepared our 3 course meal which we had planned on the first day. I think my group worked very well together and had some really good ideas, we choose an Italian menu and created dishes that were different and not well known. After this, we baked our cakes and left them to cool ready for the next day.

The third day was my favourite day; we had a chance to work as individuals and we decorated our cakes. We'd planned how we were going to decorate them on the first day. We spent all morning perfecting our cakes to a high standard as the teachers were going to judge them on the presentation, not the taste. I really enjoyed this task because I enjoy baking more than cooking. I think I worked very hard especially in the heat of the kitchen and I was proud of my final outcome even though I had a few problems but I managed to overcome them successfully enough to come joint first!

Nicole Nicholson



The prefects are in the process of organising various fun activities to help raise money to support the Children in Need appeal. A non uniform day at a cost of £1 per family, cake sale, name the teddy, raffle and the highlight ... the opportunity for students to throw cream pies at staff!

Donations for the raffle would be gratefully received.



... Really? Who Says?

The challenge I chose to do was the cooking challenge. First a few of us were selected to go to Asda and do some shopping, me being one of them. I really enjoyed the journey - it was great 'crack'. I was tasked with buying the spices but I was hopeless. Couldn't find anything but in the end I managed fine. When we got back we had to do a Ready Steady Cook challenge, where we were given a bag of ingredients to make a three course meal using as many of the ingredients as possible. Steven McMurray and I worked together managing to prepare bacon and salmon in basmati rice with sweetcorn and green peppers. I also made a basic omelette and cut it up to add to the rice to make it egg fried, it tasted amazing! For a starter we made a creamy leek and potato soup. And for dessert we were going to make mango and crème fresh but ran out of time. The teachers (critics) said it was tasty and well-presented which is what we were aiming for.



The second day (Master Chef style) we worked in a team to present a menu of dishes for the teachers to assess us on. I made the main, Steven made the starters and Neyve Barton made the dessert. For the starter, Steven made his own naan bread as well as a cucumber and chive dip for his poppadums, he also had a bought mango and chutney dip. For the main, I cooked chicken Tikka Masala from scratch: rubbing lime and salt on the chicken breast and preparing a marinade to add while frying. I also added masala sauce, loads of herbs, spices, onions, garlic and ginger. So tasty! Everyone loved it! Ellie Tinnion even said, "*I thought you would be the kind of person to burn a piece of toast!*" Neyve made a gorgeous dessert, a chocolate cake with rich runny chocolate sauce to add on top, it was sensational.

On the last day (Great British Bake-Off) I made a tower cake consisting of three layers. I applied white fondant to it, added 4 white Kinder Buenos to the top section, lots of piping and sprinkles and white chocolate buttons, it was honestly a heart attack on a plate, but it looked so good!

Mitchell Foster



Uniform Suppliers

We currently have 2 uniform suppliers **Coniston Corporate UK LTD** and a local company **West Lakes Embroidery** based in Maryport. Both suppliers sell and distribute our school uniform. Order forms are available from the school office or by downloading and printing the forms via the school website.

You will need to send a cheque made payable to your preferred supplier, to the address shown on the appropriate uniform order form.

Alternatively order [online](#) for Coniston Embroidery or by telephone 015394 41360.

For West Lakes Embroidery telephone 01900 817799 or email: routledl@aol.com or direct from their shop at Mealpot Road. Maryport, CA15 6NE (*behind the Spar in the old Job Centre building*).



Refection Rooms

Reflection Rooms fills a much needed gap in finding space and time for spirituality, in school both within the curriculum and beyond it. Students and teachers readily embraced the two day project (held last term) which was discreetly staffed by trained Diocesan leaders. The assembly beforehand set the scene and tone for the event and students evaluated the experience afterwards with a piece of extended writing. Students have requested Reflection Rooms be annual event. I can endorse the experience for all types of schools whether they be faith or secular schools wholeheartedly. The following extracts are from articles written about the project by two then year 8 students.

Mr Millne

The Quiet Room was themed all around self-reflection. It was dark in the room with comfy bean bags to sit on and we could be silent and spend time to think about how we felt. In addition to the dim lighting there were lava lamps and soothing music to help us to be calm. Here we reflected on the thought provoking messages written on some stones and sticks. We were asked to draw around our hand and write a little bit about our experience in this room and to write positive messages on the board in chalk. The set-up and ambience of the room certainly helped us to pause for thought.

Rebecca Marsh

One of the activities in the **Active Room** was a bowl of water and paper flowers where we wrote the name of someone we felt the need to be sorry to on the flower and folded it up and placed it in the bowl of water and eventually the flower opened up revealing who we were apologising to. Another was the opposite - about forgiving people: a sand box in which we could write someone's name who we wanted to forgive and when we were ready we rubbed out that person's name. There was also a poster where we put our fingerprints on; writing our name next to it to show how everyone is unique and different.

Rowanne Potter

Miss Fitzsimmons and I were asked to work with a group of students during Challenge week. After a lot of deliberation we decided to attempt a dance to Michael Jackson's *Thriller* which could then be incorporated into the Performance



Challenge play, Frankenstein. A small routine (time wise) ended up a vast challenge as there was so much more than we initially thought to consider: choreography, costumes and makeup.

The students who chose to take part in this challenge had a fantastic time and made us so proud, exceeding our expectations. Each and every child showed sheer determination and creating their own moves to improve the dance routine. The overall performance was superb, that good that they have been asked to perform at the whole school Awards Evening in November. So the fun is about to start again!

Miss Askew

"I enjoyed taking part in the Thriller '*Monster*' Dance because it challenged me to do something I normally wouldn't. I chose to do this challenge because I enjoy dancing and working as a team to complete a task. Over the three days we had to learn the dance, communicate and interact with other people and perform in front of an audience."

Alix Long

Robotics Challenge ... on the Move

The aim of the Robotic Challenge was to build a moving object or vehicle to compete in various races: Air Speed, Air Crawl, Ground Speed and Ground Crawl.

We all had a job to do within the project, for example... Ross brought in all of the needed components such as motors and battery packs; Callum did most of the electronics and helped with odd jobs such as soldering. As for me, I did most of the CAD design and laser to manufacture components such as the chassis and loops to hold the car on course; I also made the group logo and plaque.



Our design was based on a four wheel drive remote control car; the design was successful with the exception of not having a roof or body. There were a few faults along the way and in some cases we had to re-visit supposedly solved problems such as wiring and soldering; the chassis had to be redone on multiple occasions before the end product was complete to our satisfaction.

Although my group came 2nd, I think we were a bit unlucky as our battery pack ran out of charge or else I'm sure we would have been 1st.

Terence Bellerby, Callum Hodgson & Ross Jackson



The Robotics Challenge was a tough challenge. It was a great experience for us to learn how robots are designed, function and process information that we program into them via computers, PIC boards or IQ boards. The first two days of the challenge we spent designing and making sure all the parts to our robots were complete on the 2D design program. We cut these parts out using the laser machine. Once assembled, we added in extra parts and colours to the robots to make them aesthetically pleasing. Finally we held our practice runs and time trials; sadly, to our disappointment, ours wasn't finished in time so we weren't able to compete. Everyone had some brilliant designs and we had a good time watching the rest of the teams compete. It was a great few days and we had tremendous fun taking part in this challenge.

Tom Askew and Scott Wilson

The Robotics Challenge brought us together as a team. Our team names were: The Mole, The Spike and The Tank - our Robot was called The Stinger. We worked brilliantly as a team with us all easily agreeing on all the processes involved in the design and making of our robot. We based our robot on a scorpion, it generally went well although there were some slight teething problems like when the left wheel became lop-sided. However these problems were soon sorted by the time the races began. We entered the ground crawler race recording the slowest ground time (1min 35.52)!



Daniel Harrison, Dylan McTear and Joe Stewart

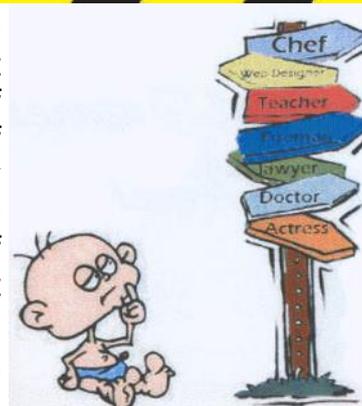
World of Work ... Experience ... Opportunities ...

The work experience week at the end of last term was a big challenge for a lot of us in year 10. We spent a few Personal Development lessons planning our work experience: researching possible places of work, and ringing them up or emailing them. Before the actual week of work experience we needed to think about possible health and safety risks that may be present in our place of work. We also had to consider other things such as transportation to and from the place of work, appropriate work clothes, working hours (when we would start and finish).

When we started at our designated place of work we were taken around and explained what should be done during a fire (fire exits, assembly points, etc.); this was then marked off in our booklet. As the week went by we were required to record a brief description of what we had done during each day. At the end of the five days the employer completed a questionnaire as a way of giving feedback as to how you had performed during the week.

Personally, I think this was a really good experience and helped me a lot. The week showed me what it could be like in a real life work environment.

Neyve Barton



World of Work ... Experience ... Opportunities ...



*Wednesday 10th December
12 - 1.30pm @ Beacon Hill*

Spring Bulbs in pots

Handmade Crafts

Wreaths

Decorations

Monday 3rd November	Return to school after half-term	Important Dates for your Diary
Wed 12th - Fri 14th November	YR7 Residential	
Friday 14th November	Prefects fundraising activities for Children in Need	
Friday 7th November	GENII in Personal Development for YR11	
Tuesday 18th November	Annual Awards evening @ 7pm	
Mon 8th - Fri 12th December	YR10 & 11 Mock Exams	
w/b 15th December	Yrs7-9 Key assessment reports posted home	
w/b 15th December	Work Life Balance week no after school clubs or detentions	
Tues 16th - Wed 17th December	Art Mock Exam	
Thursday 18th December	Carol Service 1pm @ St Kentigern's	
Thursday 18th December	End of Term - dismissed from church	
Tuesday 6th January	Spring Term starts	
Tuesday 13th January	YR11 Mock Results afternoon @ 1.30pm	
Tuesday 13th January	YR10 Parents evening 5 - 6.30pm	
Tuesday 27th January	YR10 & 11 Next Steps & Careers Fair 6 - 7.30pm	