

Saint John Wall Catholic School

A Catholic School For All



Mission Statement

'To educate each and every unique child in our care to hear and respond to what God calls them to be'



Issue 29

Weekly Information Bulletin

Date: Friday 3 May 2024

Catholic Life - This year we are focusing on 'Year of Live Simply'.
Termly Theme: Care for Creation
Termly SJW Values – Curious and Active

This week in weekly worship... *"We talked about Numeracy Week and how it can help us in life. We listened to a reading from the Gospel of John and thought about how numeracy is present in everyday life. For example, when we go to the shop and buy something. I can be **curious and active** by asking my teacher for help if I become confused with my numeracy. I like Weekly Worship because it is a time when we can reflect as a person".*

By Krzysztof Daszkiewicz 9MAN

This week in Afternoon Prayer... *"We prayed for St Catherine of Siena. She wanted to live a life full of **peace**. She also made the idea of Imago Dei. We also prayed for Numeracy Week. We should add more faith and subtract sin. We also prayed our school prayer with hope and faith that God can help us. We prayed to **hear and respond to what God is calling us to be**. I enjoy Afternoon Prayer as it is an opportunity to bring us closer to God".*

By Robert Gregoryan 9MAN

Dates to Note

- **Bank Holiday – School Closed**
Monday 6 May 2024
- **UCB Catering Trip – 16 Year 9 & Year 10s**
Tuesday 14 May 2024 – 8.45am to 1pm
- **Brilliant Club Graduation at University of Nottingham**
Wednesday 15 May 2024 – 13 Year 8 pupils - 8am to 4.30pm

Bank Holiday

A reminder that Monday 6 May 2024 is a bank holiday. School will be closed to all pupils.

School will reopen at the normal time on Tuesday 7 May 2024.

Year 11 Formal Examinations

Year 11s will be sitting their formal GCSE examinations from next week. A copy of the timetable is displayed later in this newsletter.

It is vital that pupils are fully prepared and arrive to school early each day with the correct equipment.

We wish Year 11 good luck and best wishes in these examinations. Keep working hard, revising, preparing and believing in your ability. #shine



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Uniform

Saint John Wall school uniform is an important part of our school life. All pupils are encouraged to take pride in their personal appearance. The uniform ensures everybody can wear affordable and appropriate clothing to school, without experiencing peer or fashion pressures. When we wear our uniform correctly, it is an outward sign that we are proud to belong to the Saint John Wall Catholic School community. **From 3 June 2024 onwards**, pupils will be allowed to wear the summer uniform as shown below.

ClassCharts for Parents APP



As part of the Saint John Wall School Commitment to keep parents/carers informed about your child and events happening in and around school, we will be sending information to you through the **ClassCharts for Parents App**. You have been sent a unique code which is only for your child. Please do not share your code with other parents/carers. If you have not received this code, please contact the school. **From 1 July 2024 all communication from the school will be sent using this App.** **By Miss Timmins**

Ofsted – The Big Listen

As part of Ofsted's Big Listen, which aims to understand public perceptions of Ofsted, the National Centre for Social Research (NatCen) is carrying out independent research to understand parents' and carers' views of and experiences with Ofsted.

Ofsted - The Big Listen – we want to hear your views!

The National Centre for Social Research (NatCen) is carrying out a short survey on behalf of Ofsted. We want to hear from parents/carers of children who are under 18 years old. It should only take around 10 minutes to complete. We are interested in views of, and any experiences with, Ofsted, including Ofsted's inspection, regulation and reporting practices. We really want to hear from a wide range of parents and carers, even if you don't have strong opinions about Ofsted, or haven't had much experience of Ofsted.

Please click on the following link to find out more or take part in the survey:

survey.natcen.ac.uk/TheBigListen

Sport4Life UK – Free Weekly Sports Sessions

Sport4Life is a sport for employment charity in the West Midlands. They offer free weekly sessions for young people in football, basketball, netball and NFL flag football in a range of locations in and around Birmingham. For more information, including locations, days and times, click this link to find out more: <https://sport4life.org.uk/young-people/sports-sessions/>

By Miss Guest

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Summer Uniform Standards

Hot Days

- School polo shirt
- No tie
- Can be untucked
- No blazers required
- No coats permitted

Warm Days

- School polo shirt
- No tie
- Can be untucked
- With blazer

OR

- Shirt and tie with blazer

No coats permitted

Colder Days

- Shirt and tie with blazer
- Jumper permitted
- Coat permitted

Uniform change from 1st September 2024



Grey and Navy jumpers will no longer be part of the Saint John Wall uniform.

By Miss Timmins



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Aston Villa Women's v West Ham United Women's

On Sunday 28 April, Mrs Ratcliffe and Miss Reynolds took 8 Year 7 pupils to watch Aston Villa Women's against West Ham United at Villa Park.

Aston Villa Women were held to a 1-1, Alisha Lehmann broke the deadlock late in the second half as Villa thought they were en route to a rare home victory. But Shannon Cooke nodded in for the Hammers in the 94th minute to ensure a share of the points in B6.

The result dents Villa's hopes of finishing inside the top six as they began their final three games of the season with a frustrating stalemate.

By Mrs Ratcliffe

Image of pupils deleted.

"An amazing experience at the Aston Villa match, very grateful for the opportunity really enjoyed it and hope for another chance to go.

One of my favourite parts was when they scored. It was amazing!

As I watched the game, I learned teamwork seeing those girls working together to achieve what they wanted was incredible".

By Lidia Mehari-Gabremicael 7BRS



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GCSE Examinations Timetable

| Day | Exam Date | Exam Board | Qualification | Subject | Title | Exam Time AM-9.15 PM 13.15 | Exam Duration |
|-----------------|-----------------|------------|--------------------|----------------------|---|----------------------------------|---------------|
| TUES | 07/05/2024 | AQA | GCSE | ITALIAN | SPEAKING EXAMS | | 27M EACH |
| FRI | 10/05/2024 | AQA | GCSE | POLISH | SPEAKING EXAMS | | 27M EACH |
| TUES | 14/05/24 TBC | AQA | GCSE | PANJABI | SPEAKING EXAMS | | 27M EACH |
| 1 Week 1 | | | | | | | |
| THURS | 09/05/2024 | WJEC | GCSE | Religious Studies | Religious Studies (Full Course) Route B Component 1 (Eduqas) Found Catholic | 9.15AM | 1h 30m |
| THURS | 09/05/2024 | OCR | CAMBRIDGE NATIONAL | (Engineering Design) | Principles of engineering design: Written Paper | 11.30AM | 1h 15m |
| THURS | 09/05/2024 | AQA | GCSE | Italian | Italian Paper 1 LISTENING | PM | 35m |
| THURS | 09/05/2024 | AQA | GCSE | Italian | Italian Paper 1 LISTENING | PM | 45m |
| THURS | 09/05/2024 | AQA | GCSE | Italian | Italian Paper 3 | PM | 45m |
| THURS | 09/05/2024 | AQA | GCSE | Italian | Italian Paper 3 | PM | 1h |
| FRI | 10/05/2024 | Pearson | GCSE | Biology | Paper 1 Foundation Tier | AM | 1h 45m |
| FRI | 10/05/2024 | Pearson | GCSE | Biology | Paper 1 Higher Tier | AM | 1h 45m |
| FRI | 10/05/2024 | Pearson | GCSE | Combined Science | Paper 1: Biology 1 Foundation Tier | AM | 1h 10m |
| FRI | 10/05/2024 | Pearson | GCSE | Combined Science | Paper 1: Biology 1 Higher Tier | AM | 1h 10m |



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|-----------------|------------|------------|--------------------|--------------------|--|----------------------------|---------------|
| 2 Week 2 | | | | | | | |
| MON | 13/05/2024 | WJEC | GCSE | English Literature | English Literature Component 1 (Eduqas) | AM | 2h 00m |
| MON | 13/05/2024 | OCR | CAMBRIDGE NATIONAL | (Sport Studies) | Contemporary issues in Sport: Written Paper | PM | 1h 15m |
| TUES | 14/05/2024 | AQA | GCSE | French | French Paper 1 LISTENING | AM | 35m |
| TUES | 14/05/2024 | AQA | GCSE | French | French Paper 1 LISTENING | AM | 45m |
| TUES | 14/05/2024 | AQA | GCSE | French | French Paper 3 | AM | 45m |
| TUES | 14/05/2024 | AQA | GCSE | French | French Paper 3 | AM | 1h |
| WEDS | 15/05/2024 | Pearson | GCSE | History | Paper 1: Thematic study and historic environment Crime & Punishment | AM | 1h 15m |
| THURS | 16/05/2024 | Pearson | GCSE | Mathematics | Paper1 Non calculator Foundation | AM | 1h 30m |
| THURS | 16/05/2024 | Pearson | GCSE | Mathematics | Paper1 Non calculator Higher | AM | 1h 30m |
| WEDS | 15/05/2024 | Pearson | GCSE | Computer Science | Paper 1: Principles of Computer Science WRITTEN | PM | 1h 30m |
| THURS | 16/05/2024 | WJEC | GCSE | Religious Studies | Religious Studies (Full Course) Route B Component 2 (Eduqas) | PM | 1h 30m |
| FRI | 17/05/2024 | Pearson | GCSE | Chemistry | Paper 1 Foundation Tier | AM | 1h 45m |
| FRI | 17/05/2024 | Pearson | GCSE | Chemistry | Paper 1 Higher Tier | AM | 1h 45m |
| FRI | 17/05/2024 | Pearson | GCSE | Combined Science | Paper 2: Chemistry 1 Foundation Tier | AM | 1h 10m |
| FRI | 17/05/2024 | Pearson | GCSE | Combined Science | Paper 2: Chemistry 1 Higher Tier | AM | 1h 10m |
| FRI | 17/05/2024 | AQA | GCSE | Geography | Geography Paper 1 | PM | 1h 30m |





GCSE Examinations Timetable

| Day | Exam Date | Exam Board | Qualification | Subject | Title | Exam Time AM-9.15 PM 13.15 | Exam Duration |
|----------------------------------|------------|------------|--------------------|----------------------------|--|----------------------------------|---------------|
| 3 Week 3 | | | | | | | |
| MON | 20/05/2024 | WJEC | GCSE | English Literature | English Literature Component 2 (Eduqas) | AM | 2h 30m |
| MON | 20/05/2024 | AQA | GCSE | Italian | Italian Paper 4 | PM | 1h |
| MON | 20/05/2024 | AQA | GCSE | Italian | Italian Paper 4 | PM | 1h 15m |
| TUES | 21/05/2024 | OCR | CAMBRIDGE NATIONAL | (Enterprise and Marketing) | Enterprise and marketing concepts: Written Paper | AM | 1h 15m |
| TUES | 21/05/2024 | Pearson | GCSE | Computer Science | ONSCREEN Paper 2: Application of Computational Thinking (Onscreen using an Integrated Development Environment (IDE) of choice) | PM | 2h 00m |
| WEDS | 22/05/2024 | Pearson | GCSE | Combined Science | Paper 3: Physics 1 Foundation Tier | AM | 1h 10m |
| WEDS | 22/05/2024 | Pearson | GCSE | Combined Science | Paper 3: Physics 1 Higher Tier | AM | 1h 10m |
| WEDS | 22/05/2024 | Pearson | GCSE | Physics | Paper 1 Foundation Tier | AM | 1h 45m |
| WEDS | 22/05/2024 | Pearson | GCSE | Physics | Paper 1 Higher Tier | AM | 1h 45m |
| WEDS | 22/05/2024 | OCR | CAMBRIDGE NATIONAL | (IT) | IT in the digital world: Written Paper | 13.15PM | 1h 30m |
| WEDS | 22/05/2024 | OCR | GCSE (9-1) | (Physical Education) | Physical factors affecting performance - Written Paper | 13.15PM | 1h 00m |
| WEDS | 22/05/2024 | OCR | GCSE (9-1) | (Physical Education) | Physical factors affecting performance - Written Paper-CLASH | 15.00PM | 1h 00m |
| THURS | 23/05/2024 | AQA | GCSE | English Language | English Language Paper 1 | AM | 1h 45m |
| FRI | 24/05/2024 | AQA | GCSE | French | French Paper 4 | AM | 1h |
| FRI | 24/05/2024 | AQA | GCSE | French | French Paper 4 | AM | 1h 15m |
| SPRING BANK HOL HALF TERM | | | | | | | |



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|-----------------|------------|------------|--------------------|--------------------------|--|----------------------------------|---------------|
| 4 Week 4 | | | | | | | |
| MON | 03/06/2024 | Pearson | GCSE | Mathematics | Paper 2 Foundation | AM | 1h 30m |
| MON | 03/06/2024 | Pearson | GCSE | Mathematics | Paper 2 Higher | AM | 1h 30m |
| MON | 03/06/2024 | OCR | GCSE (9-1) | (Physical Education) | Socio-cultural issues and sports psychology - Written Paper | PM | 1h 00m |
| TUES | 04/06/2024 | AQA | GCSE | Spanish | Spanish Paper 1 LISTENING | AM | 35m |
| TUES | 04/06/2024 | AQA | GCSE | Spanish | Spanish Paper 1 LISTENING | AM | 45m |
| TUES | 04/06/2024 | AQA | GCSE | Spanish | Spanish Paper 3 | AM | 45m |
| TUES | 04/06/2024 | AQA | GCSE | Spanish | Spanish Paper 3 | AM | 1h |
| TUES | 04/06/2024 | Pearson | GCSE | History | Paper 2: British depth study & Period study (| PM | 1h 45m |
| WEDS | 05/06/2024 | AQA | GCSE | Geography | Geography Paper 2 | AM | 1h 30m |
| WEDS | 05/06/2024 | OCR | CAMBRIDGE NATIONAL | (Health and Social Care) | Principles of care in health and social care settings: Written Paper | PM | 1h 15m |
| THURS | 06/06/2024 | AQA | GCSE | English Language | English Language Paper 2 | AM | 1h 45m |
| FRI | 07/06/2024 | WJEC | GCSE | Religious Studies | Religious Studies Route B Component 3 JUDAISM (Option 4) (Eduqas) | AM | 1h 00m |
| FRI | 07/06/2024 | Pearson | GCSE | Biology | Paper 2 Foundation Tier | PM | 1h 45m |
| FRI | 07/06/2024 | Pearson | GCSE | Biology | Paper 2 Higher Tier (Includes Y11 resits & Y10) | PM | 1h 45m |
| FRI | 07/06/2024 | Pearson | GCSE | Combined Science | Paper 4: Biology 2 Foundation Tier | PM | 1h 10m |
| FRI | 07/06/2024 | Pearson | GCSE | Combined Science | Paper 4: Biology 2 Higher Tier | PM | 1h 10m |





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| Day | Exam Date | Exam Board | Qualification | Subject | Title | Exam Time AM-9.15 PM 13.15 | Exam Duration |
|-----------------|------------|------------|---------------|------------------|---|----------------------------------|---------------|
| 5 Week 5 | | | | | | | |
| MON | 10/06/2024 | Pearson | GCSE | Mathematics | Paper 3 Foundation | AM | 1h 30m |
| MON | 10/06/2024 | Pearson | GCSE | Mathematics | Paper 3 Higher | AM | 1h 30m |
| MON | 10/06/2024 | AQA | GCSE | Spanish | Spanish Paper 4 | PM | 1h |
| MON | 10/06/2024 | AQA | GCSE | Spanish | Spanish Paper 4 | PM | 1h 15m |
| TUES | 11/06/2024 | Pearson | GCSE | Chemistry | Paper 2 Foundation Tier | AM | 1h 45m |
| TUES | 11/06/2024 | Pearson | GCSE | Chemistry | Paper 2 Higher Tier | AM | 1h 45m |
| TUES | 11/06/2024 | Pearson | GCSE | Combined Science | Paper 5: Chemistry 2 Foundation Tier | AM | 1h 10m |
| TUES | 11/06/2024 | Pearson | GCSE | Combined Science | Paper 5: Chemistry 2 Higher Tier | AM | 1h 10m |
| TUES | 11/06/2024 | Pearson | GCSE | History | Paper 3: Modern depth study Weimar & Nazi Germany | PM | 1h 20m |
| WEDS | 12/06/2024 | AQA | GCSE | Panjabi | Panjabi Paper 1 LISTENING | PM | 35m |
| WEDS | 12/06/2024 | AQA | GCSE | Panjabi | Panjabi Paper 1 LISTENING | PM | 45m |
| WEDS | 12/06/2024 | AQA | GCSE | Panjabi | Panjabi Paper 3 | PM | 45m |
| WEDS | 12/06/2024 | AQA | GCSE | Panjabi | Panjabi Paper 3 | PM | 1h |
| WEDS | 12/06/2024 | AQA | GCSE | Polish | Polish Paper 3 | PM | 45m |
| WEDS | 12/06/2024 | AQA | GCSE | Polish | Polish Paper 3 | PM | 1h |
| WEDS | 12/06/2024 | AQA | GCSE | Polish | Polish Paper 1 LISTENING | PM | 35m |
| WEDS | 12/06/2024 | AQA | GCSE | Polish | Polish Paper 1 LISTENING | PM | 45m |
| FRI | 14/06/2024 | AQA | GCSE | Geography | Geography Paper 3 | AM | 1h 30m |
| FRI | 14/06/2024 | Pearson | GCSE | Combined Science | Paper 6: Physics 2 Foundation Tier | PM | 1h 10m |
| FRI | 14/06/2024 | Pearson | GCSE | Combined Science | Paper 6: Physics 2 Higher Tier | PM | 1h 10m |
| FRI | 14/06/2024 | Pearson | GCSE | Physics | Paper 2 Foundation Tier | PM | 1h 45m |
| FRI | 14/06/2024 | Pearson | GCSE | Physics | Paper 2 Higher Tier | PM | 1h 45m |



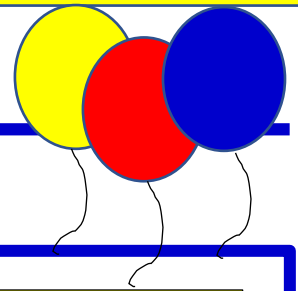
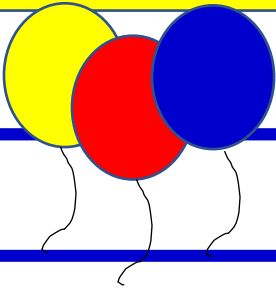
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Year 11 Trip to Alton Towers

I am thrilled to report that our Year 11 trip to Alton Towers was a resounding success! Blessed with beautiful weather, our pupils enjoyed a full day of excitement, adventure, and laughter, truly making it a memorable outing.

Year 11 experienced a variety of rides, from heart-stopping roller coasters like the Smiler and Oblivion to the more serene River Rapids. Each ride offered thrills and the chance to bond over shared experiences, cheering each other on and conquering fears together.

I am incredibly proud of how our pupils represented our school by showing great maturity and respect throughout the day. This trip was not only about fun but also about fostering qualities like courage and resilience, which are some of the qualities required starting from next week with the GCSE examinations.

I would like to thank the staff for making this day not just possible but also highly enjoyable for everyone involved.

By Mr Hussain



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Image of staff deleted.





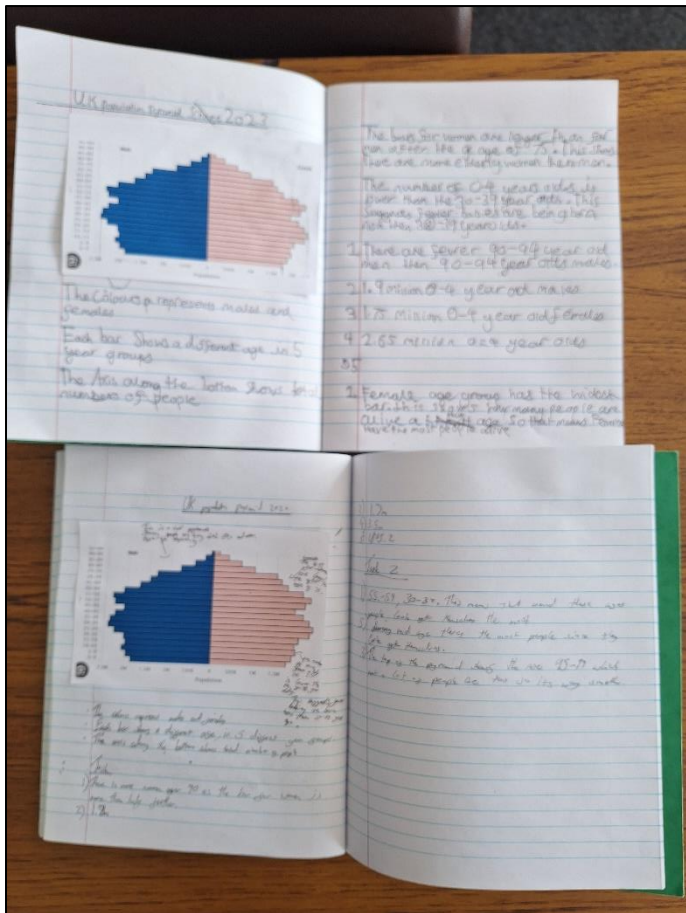
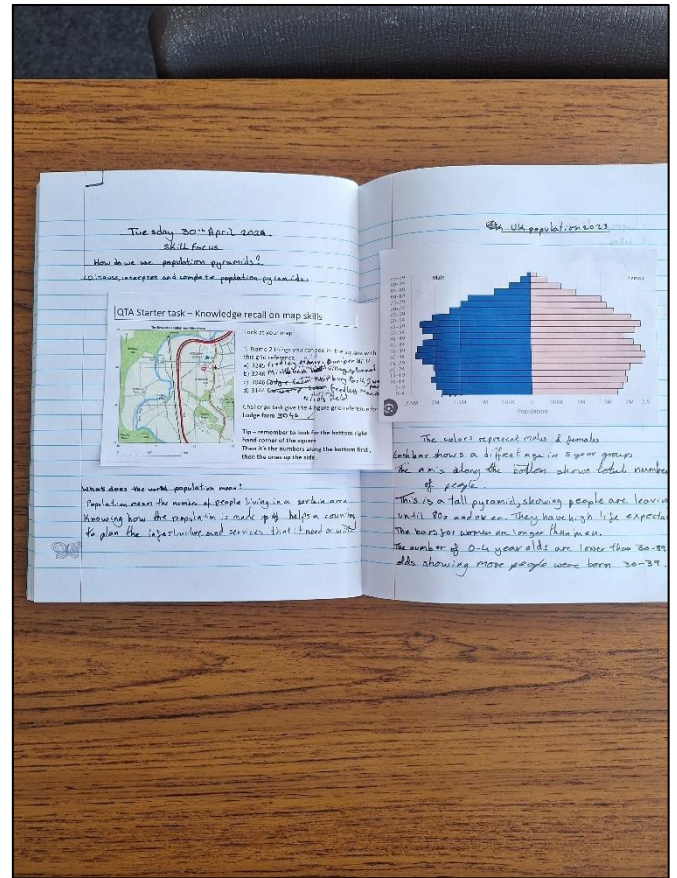
Numeracy Week in Geography

This week as a starter task, Year 8 geographers recalled 4 figure grid references.

They were then introduced to population pyramids, a way of presenting data on the structure of a population.

Using the graphs, they were asked to identify key age groups, calculate totals and work out what percentage these represented of the total population.

By Ms Levine



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Numeracy Week in Lifestyle

"For Numeracy week in lifestyle, we are learning how to budget our savings and what the things we need to spend our money on, and the things we would like to spend our money on. We have learnt about debt, budgeting, savings, investment and interest and how in the future we can be a reliable person with money. Personally, for me, I don't save my money up but if it means saving up for the things I like, I would do it. If I have savings, it's better for me".

By Neha Kaur Sagoo 8REG

"I have to be responsible for my money as usually I spend all my money. I need to manage my money properly and not keep my money in one place because I'll spend it all at once. In the future I need to be more careful with my money".

By Amelia Stolarska 8CAL

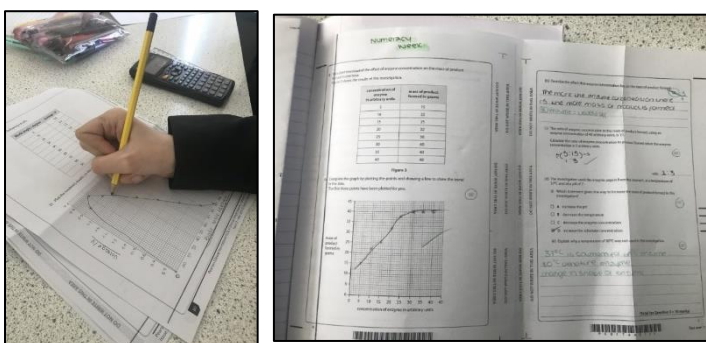
"In the future I will have to have two bank accounts one to keep my savings in one and one for everything else, for example, the first account is for paying my bills and for the second account is for holiday money and for all the other luxury things".

By Marlon Richards from 8ESM

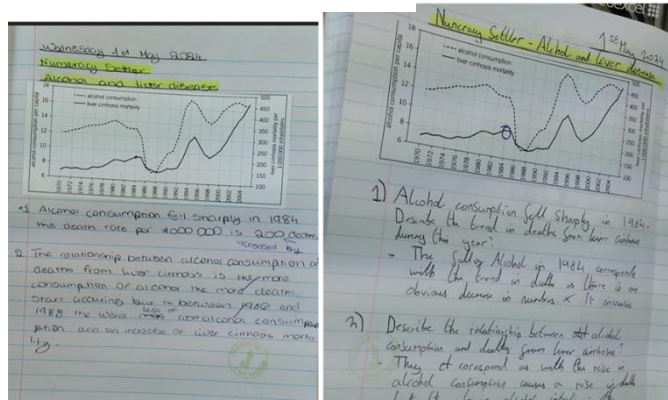
Numeracy Week in Science

Pupils analysing data from a graph and drawing conclusions.

By Mr Rahman



From Ms Forbes' class.



Pupils worked on science equations, including acceleration and wave speed. By Miss Kiyani

WAGOLL

An airliner's velocity changes from 0m/s to 60m/s in 20 seconds. What is its acceleration?

$$a = \frac{v-u}{t} = \frac{60\text{m/s} - 0\text{m/s}}{20\text{s}} = 3\text{m/s}^2$$

Acceleration doesn't always mean getting faster.

WAGOLL

A car travelling at 15m/s accelerates at 5m/s² over a distance of 50m. Calculate its final velocity.

$$v^2 = (2 \times a \times x) + u^2$$
$$= (2 \times 5\text{m/s}^2 \times 50) + (15\text{m/s})^2$$
$$v^2 = 375\text{m/s}^2$$
$$v = \sqrt{375\text{m/s}^2} = 19.4\text{m/s}$$

longitudinal wave - travels parallel to the direction of wave e.g. sound waves

HAVE SPEED!

A surfer travels 92m in the face of a wave in 8s. Calculate the wave speed.

$$\text{Wave speed} = 92 \div 8 = 11.5\text{m/s}$$

1) 900,000,000 \div 3 = 300,000,000 ✓

2) 70m/s \times 10s = 700m ✓

Wave speed = frequency \times wave length

$$v = f \times \lambda$$

Some waves have a wavelength of 3m and a frequency of 0.5Hz. Calculate their speed.

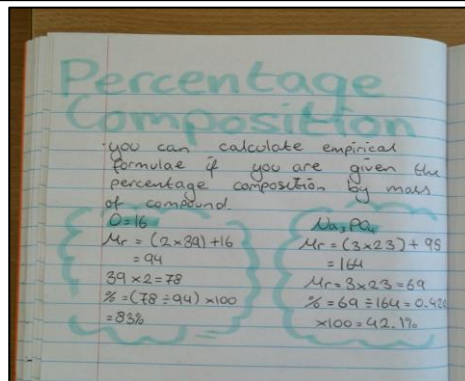
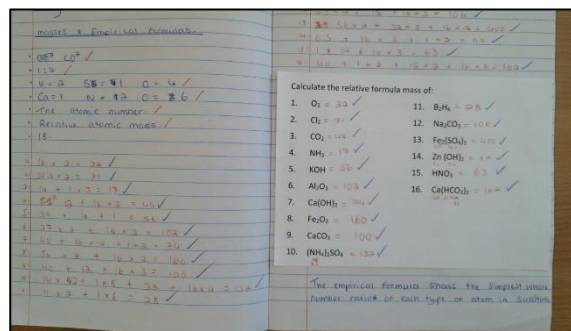
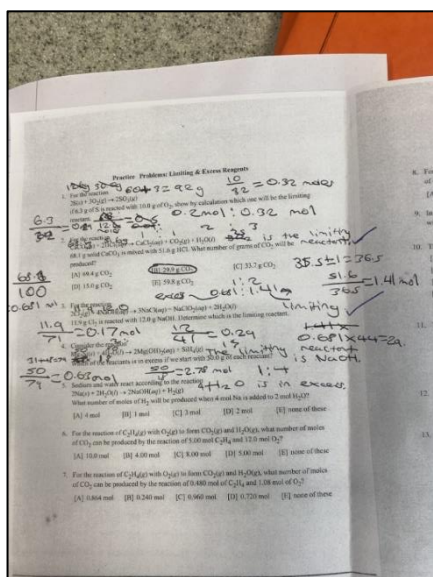
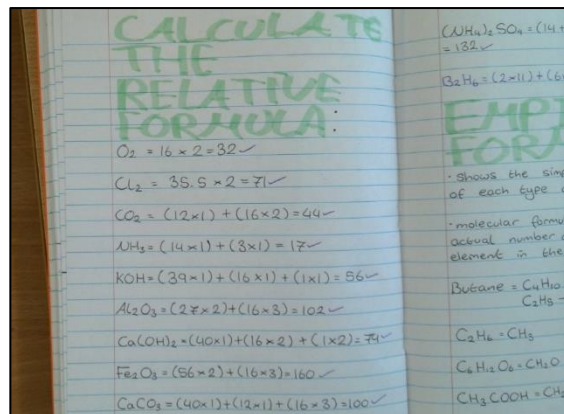
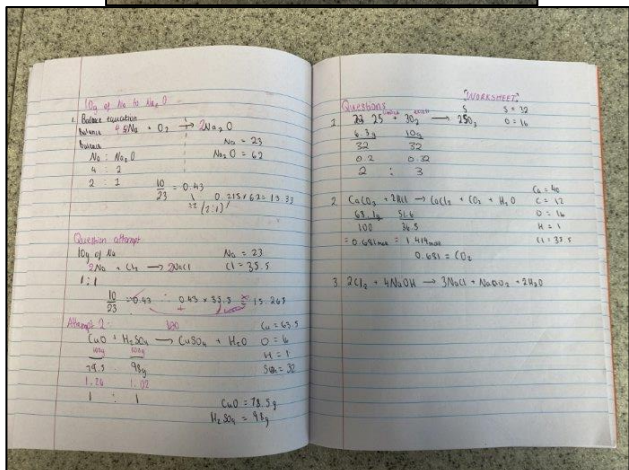
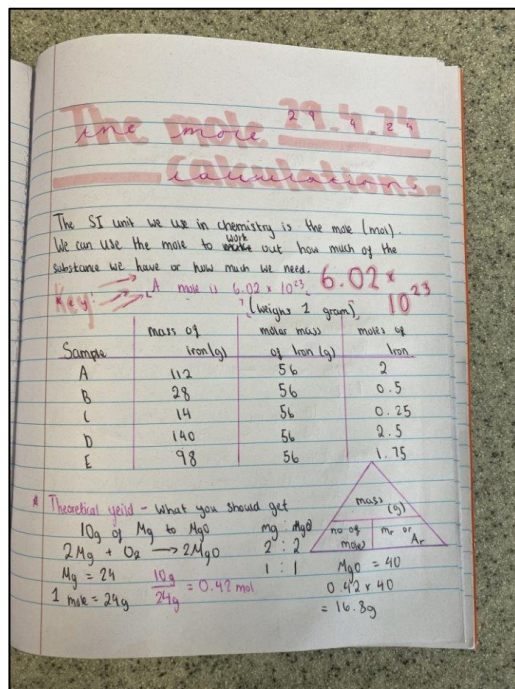
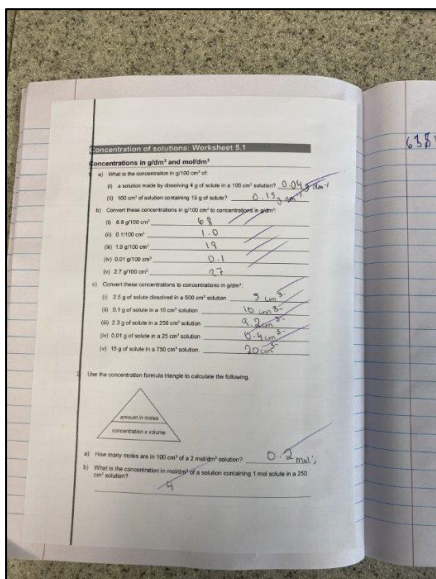
$$v = f \times \lambda$$
$$0.5 \times 3 = 1.5\text{m/s}$$

1) 10m \times 3hz = 30m/s ✓

magnification = $\frac{\text{image size}}{\text{object size}}$



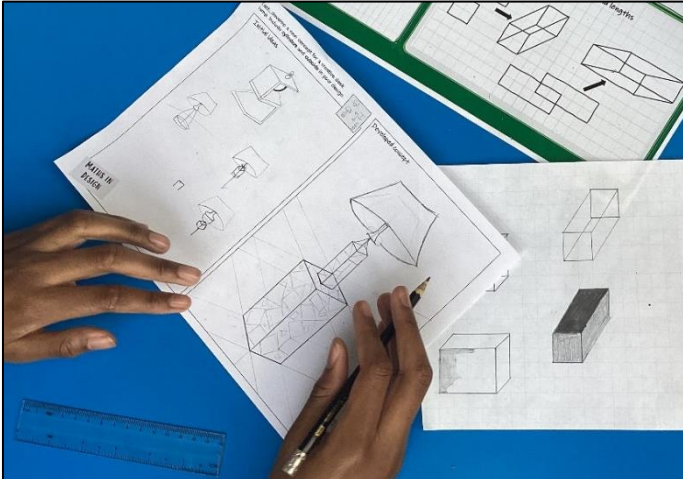
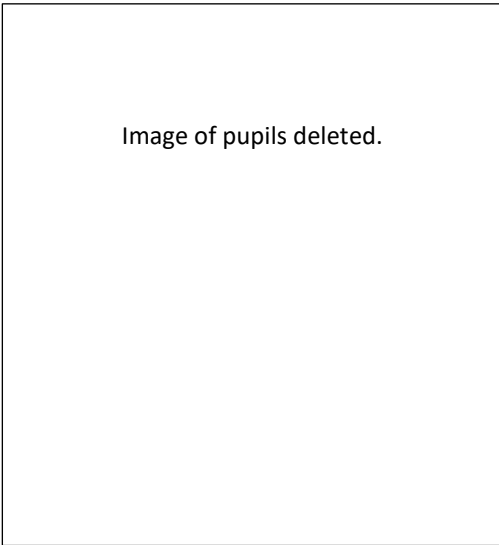
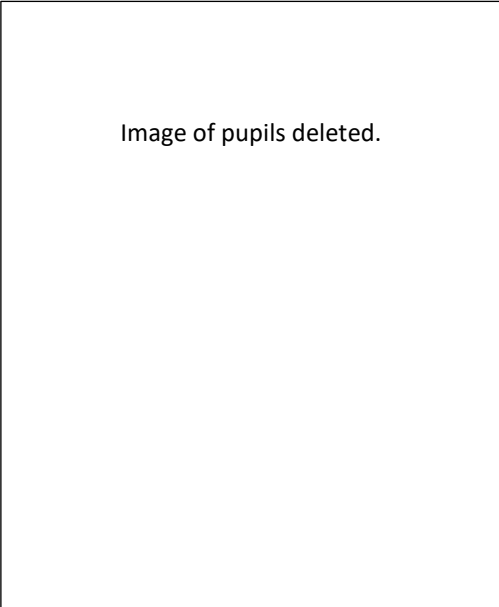
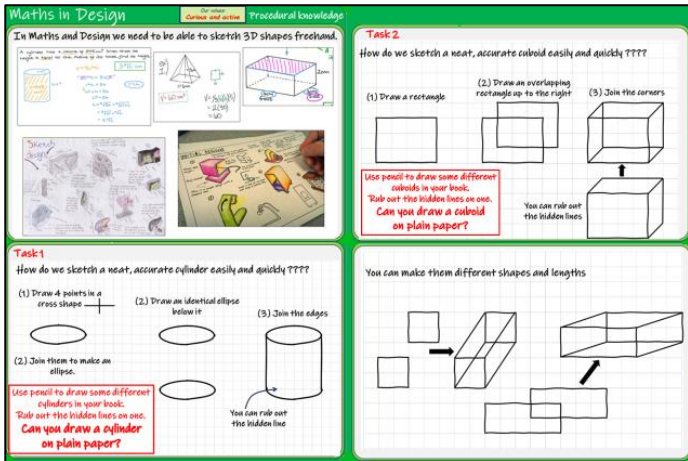
Pupils have been calculating masses in lesson. **By Ms Hewett**



Numeracy Week in Engineering

Maths in design

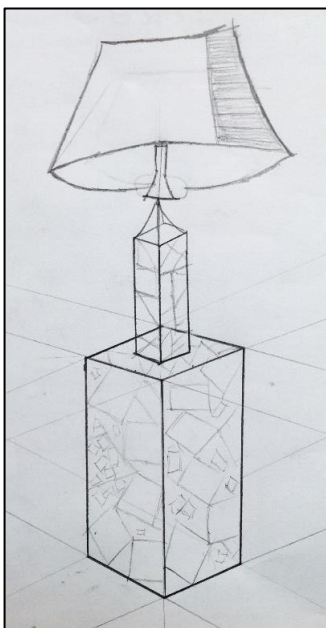
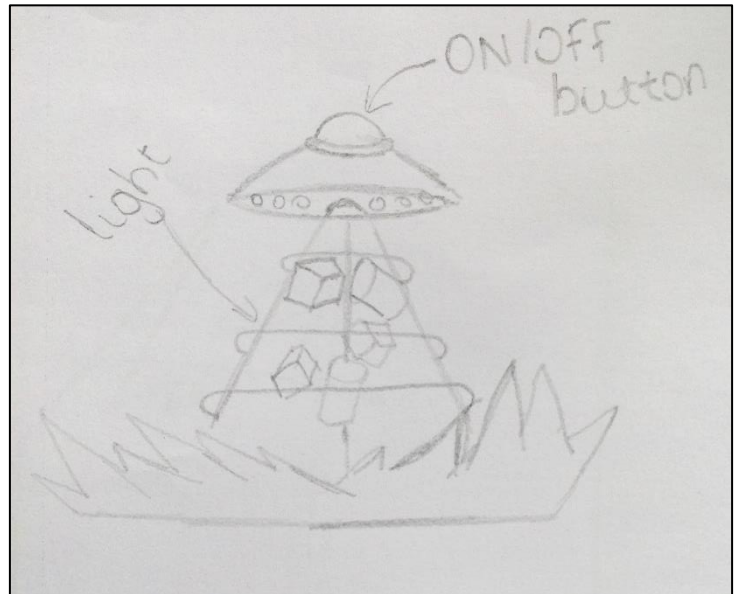
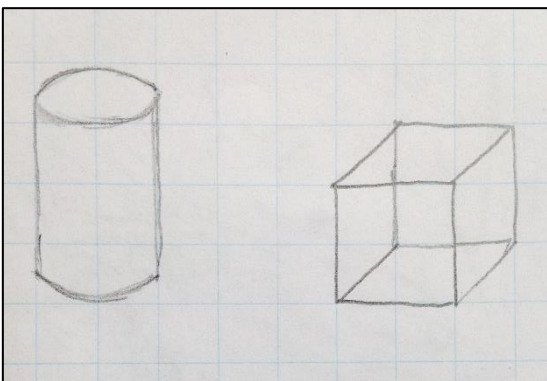
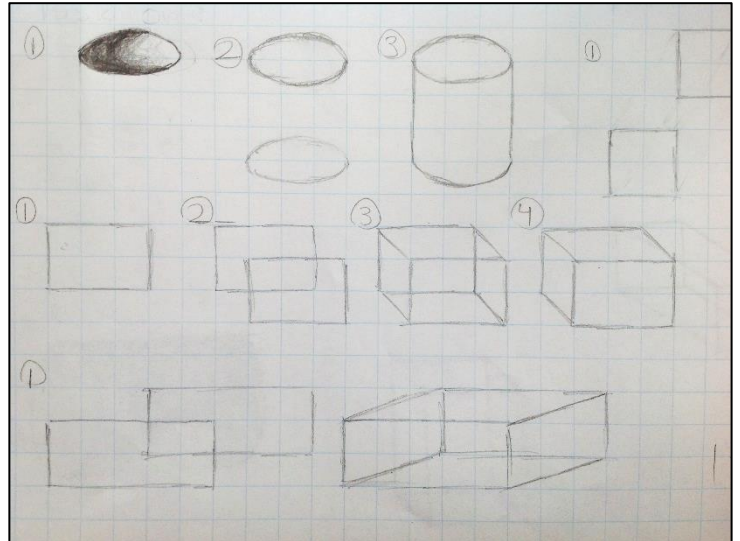
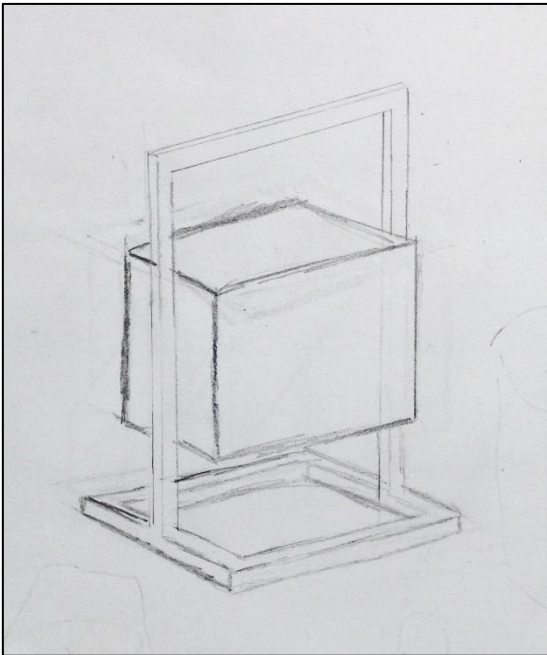
In Engineering Design, we used Maths to draw 3D shapes, like cylinders and cuboids. Year 9s followed step by step instructions to draw these shapes on squared paper first and then on plain paper. We talked about how being able to draw 3D shapes will help them to effectively sketch their design ideas.



To link this skill with our current project, pupils were asked to draw a creative design for a desk lamp that included cylinders and cuboids. **By Mrs Breslin**



Some examples of Year 9 pupils' work:



Task: develop a new concept for a creative desk lamp. Include cylinders and cuboids in your design.

| Initial ideas | Developed concept |
|---------------|-------------------|
| | |

MATHS IN DESIGN



Numeracy Week in Maths

$M = \left(\frac{x_1 + x_2}{2}, \frac{y_1 + y_2}{2} \right)$

SPARX Maths

Sparx Homework is set and due in every Wednesday at **5.00pm**:

- Pupils are expected to complete 1 hour of compulsory homework every week.
- Pupils are also set Target and Xp Boost questions as extension work every week.
- Sparx is a personalised piece of homework that automatically adjusts to your child's ability setting work of appropriate difficulty.
- Sparx has been shown to offer 83% more progress for pupils with just 15 minutes of homework each week when compared with students who complete no homework.
- If your child gets a purple flag on one of their homework questions they are expected to speak to or contact their maths teacher to seek help with that question.

You as a parent/guardian should receive 2 emails each week with your pupils Sparx progress, one on a Monday before the homework is due with their current completion percentage and one on a Wednesday with their final completion percentage.

$V = \pi r^2 h$

$V = Lwh$

$V = \frac{4}{3}\pi r^3$

$x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$





Numeracy Week in Maths

Sparx Maths

$a = \sqrt{(x_2 - x_1)^2}$ $y - y_1 = m(x - x_1)$ $C = 2\pi r$ $S = \frac{1}{2} \pi r^2$

| Reg. Group | Compulsory % (on-time) | Compulsory % (all-time) | XP |
|-------------|------------------------|-------------------------|--------------|
| 7PAL | 78% | 93% | 18458 |
| 7HAB | 84% | 93% | 16017 |
| 7HEA | 73% | 90% | 14878 |
| 7BRS | 79% | 89% | 15897 |
| 7HAL | 69% | 82% | 14181 |

$\frac{v_f - v_i}{x}$

| Reg. Group | Compulsory % (on-time) | Compulsory % (all-time) | XP |
|-------------|------------------------|-------------------------|--------------|
| 8JAS | 72% | 87% | 11161 |
| 8RAH | 73% | 83% | 10269 |
| 8CAL | 74% | 82% | 13271 |
| 8ESM | 64% | 79% | 10985 |
| 8REG | 62% | 78% | 11179 |

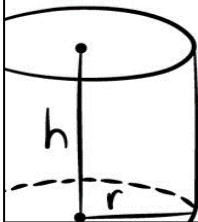
$\cos(\theta) = \frac{\text{adj}}{\text{hyp}}$

| Reg. Group | Compulsory % (on-time) | Compulsory % (all-time) | XP |
|-------------|------------------------|-------------------------|--------------|
| 9ANT | 68% | 86% | 13143 |
| 9TOW | 66% | 83% | 12702 |
| 9MAN | 62% | 79% | 11507 |
| 9GRE | 64% | 78% | 10017 |
| 9BAK | 59% | 77% | 11104 |

bhl

| Reg. Group | Compulsory % (on-time) | Compulsory % (all-time) | XP |
|--------------|------------------------|-------------------------|--------------|
| 10BRK | 77% | 90% | 12131 |
| 10RES | 67% | 83% | 10919 |
| 10WIO | 63% | 82% | 12162 |
| 10HAS | 60% | 77% | 12942 |
| 10MCI | 58% | 74% | 10346 |

$(x_1 + x_2)$





Numeracy Week in Maths

Sparx Maths

| Name | Maths class | Form | Total XP |
|---------------|-------------|------|----------|
| Sachin Kumar | 7Y2/Ma | 7BRS | 55,262 |
| Seth Holder | 7X1/Ma | 7PAL | 51,861 |
| Raydon Nguyen | 7X1/Ma | 7HAB | 41,671 |
| Aaiza Mukhtar | 7Y1/Ma | 7PAL | 38,728 |
| Nadia Adams | 7Y1/Ma | 7HEA | 38,525 |

| Name | Maths class | Form | Total XP |
|----------------------|-------------|------|----------|
| Kamalpreet Kaur | 8Y3/Ma | 8CAL | 46,319 |
| Akhil Ram | 8Y1/Ma | 8JAS | 34,511 |
| Makda Abraha | 8Y1/Ma | 8CAL | 33,591 |
| Harjot Singh | 8X3/Ma | EAL | 26,207 |
| Kosisochukwu Chinedu | 8X1/Ma | 8REG | 22,444 |

| Name | Maths class | Form | Total XP |
|---------------------|-------------|------|----------|
| Yakob Binyam | 9F1/Ma | 9MAN | 35,369 |
| Priya Chem | 9H1/Ma | 9TOW | 32,758 |
| Ishmael Clarke | 9H1/Ma | 9ANT | 31,427 |
| Muhammad-Sahil Adam | 9H2/Ma | 9BAK | 30,796 |
| Justin Holodeair | 9H2/Ma | 9ANT | 20,145 |

| Name | Maths class | Form | Total XP |
|------------------|-------------|-------|----------|
| Mercedes Johnson | 10F2/Ma | 10HAS | 35,369 |
| Zakarya Abdalla | 10F2/Ma | 10WIO | 32,758 |
| Shriya Nandy | 10F1/Ma | 10HAS | 31,427 |
| Ruth Kidane | 10H2/Ma | 10HAS | 30,796 |
| Navroop Daulke | 10F3/Ma | 10MCI | 20,145 |

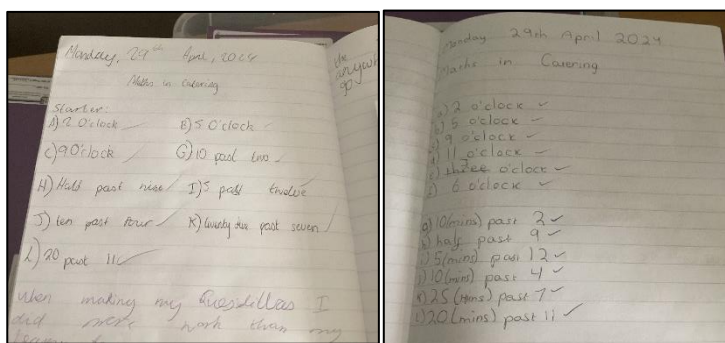




Numeracy Week in Catering







In food technology lessons, pupils often use the time to check when items will come out of the oven, how long items have been cooling down and even for nutritional calculations. Time is an essential part of ensuring a successful recipe has been followed alongside calculations of weighing ingredients and so for numeracy week, we reminded pupils of the importance of telling the time on an analogue clock. Many pupils are now used to using digital clocks which cannot always be easily accessed in a kitchen, so this activity was a refresher for pupils to master this skill.

By Miss Antonucci



Maths in Catering Our values: Curious and active Procedural knowledge 2-May-24

What time is shown on each of these clocks?

| | | |
|---|--|--|
|  G ten past two |  H half past nine |  I five past twelve |
|  J ten past four |  K twenty-five past seven |  L twenty past eleven |

Numeracy Week in Health & Social Care

In health and social care Year 9's have been working on how maths is used for things such as working out the amounts of medication to give a person. We have also been looking at the importance of knowing time and how this will impact the running of a day for someone. Knowing the difference between P.M and A.M as well as being able to read different types of clocks. Pupils responded really well to this and started to see how maths is going to be a life long skill for them if they are to work in a health or social care setting.

By Miss Reynolds

Step 1 Determine the dosage of the drug. This is usually written on the drug's packaging.

Step 2 Weigh the patient in kg.

Step 3 Multiply the dosage by the patient's weight.

Step 4 Divide the dosage by the number of times the patient will take the drug in the day.

Step 5 If the drug is in liquid form, it will have a concentration. In order to calculate the volume to be administered, divide the single dose by the concentration.

A patient is prescribed a drug. The dosage of the drug is 3mg/kg of body weight/day, and the patient weighs 40kg. The drug comes in liquid form with a concentration of 2mg/ml. What volume of the drug should the patient be given in a single dose if they must take the drug 2 times per day?

$$40 \times 3 = 120$$

$$120 \div 2 = 60$$

$$60 \div 2 = 30 \text{ mg/ml}$$

Step 1 Determine the dosage of the drug. This is usually written on the drug's packaging.

Step 2 Weigh the patient in kg.

Step 3 Multiply the dosage by the patient's weight.

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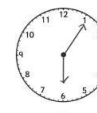




$$40 \times 3 = 120$$

$$120 \div 2 = 60$$

$$60 \div 2 = 30 \text{ mg/ml}$$

Tell the Time: Drawing the Time

Draw the time on each clock.

| | | | |
|---|---|---|---|
|  2 o'clock |  half past 11 |  quarter to 3 |  quarter past 8 |
|  10:20 |  3:40 |  1:55 |  6:05 |
|  4:12 |  7:41 |  8:27 |  9:11 |

twinkl Page 3 of 4 visit twinkl.com



Numeracy Week in IT

Year 10 & Year 11 Information Technology pupils have been using an array of numeracy skills as part of their GCSE assignment. They have been using the website BlippAR to create augmented reality apps. Some of the numeracy skills they had to utilise included setting times for animations, working in 3D space and with 3D objects, setting the scale and x and y axis values of assets used.

By Mr Rathbone

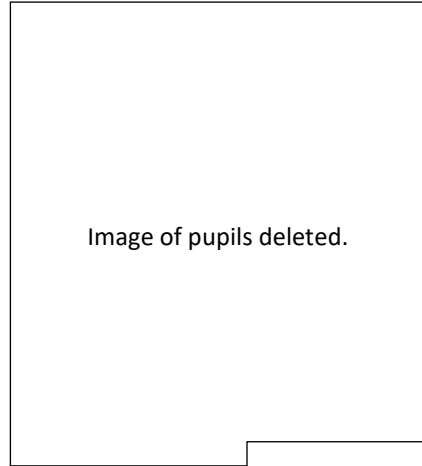
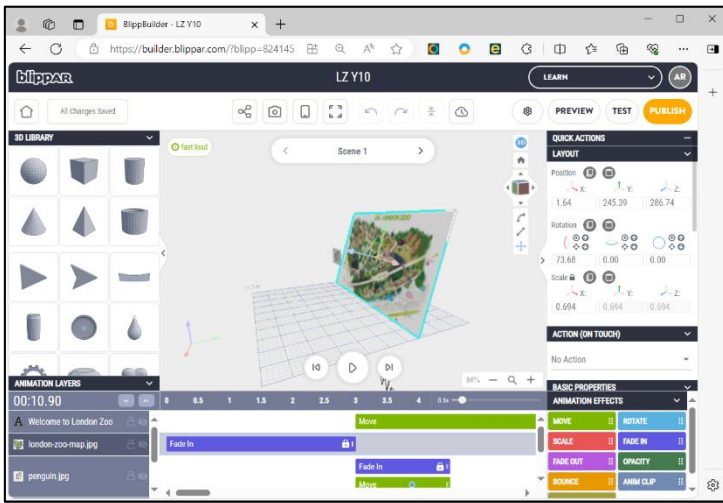


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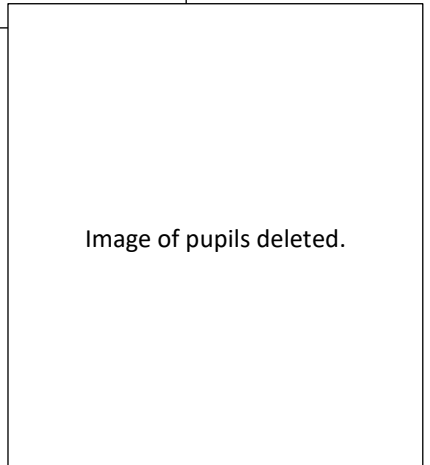


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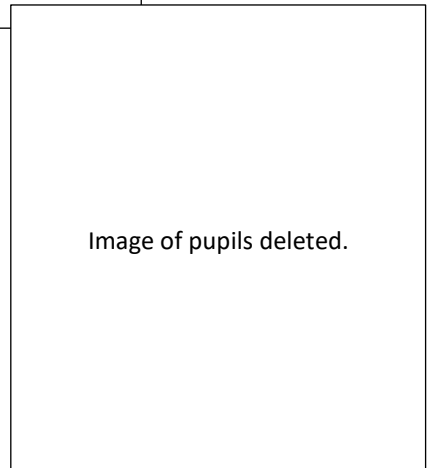


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Numeracy Week in Core PE

In Core PE pupils have been looking at how the angle of their arm effects the distance of their throw in Javelin. The girls measured the length of their arm to see if it effected the distance their javelin travelled or whether the technique is what made their javelin travel furthest. This was a sports experiment which demonstrated using the correct technique is what matters in scoring a high distance in javelin.

They also used their numeracy skills when measuring the distance thrown. To achieve a bronze pupils needed to throw 9m, for silver 12m and for gold 15m. After each throw pupils could subtract their distance thrown from the bronze silver gold values to figure out how much further they needed to throw.

By Miss Young

“On my first throw, I threw only 7.6m, so to achieve my bronze certificate I subtracted 7.6 from 9 which meant I needed to throw an additional 1.4m to achieve the bronze award”.

By Dianne Levande 8REG



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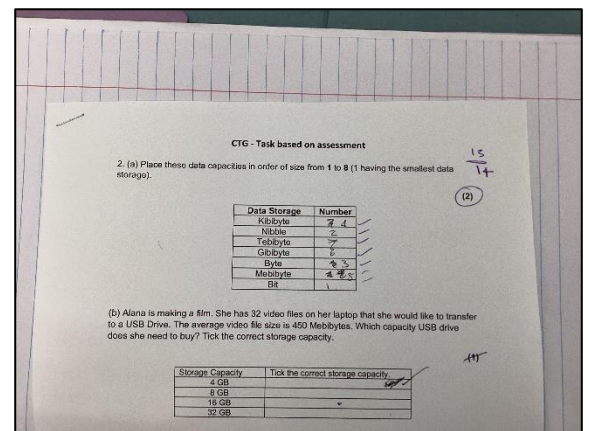
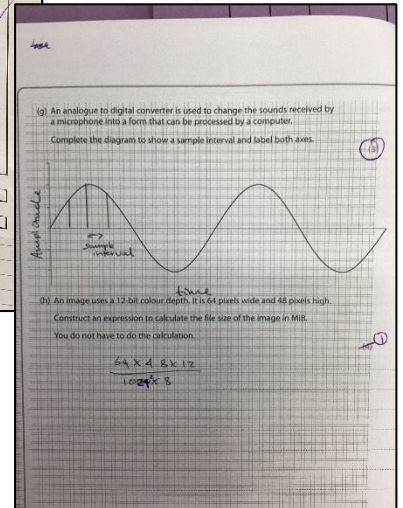
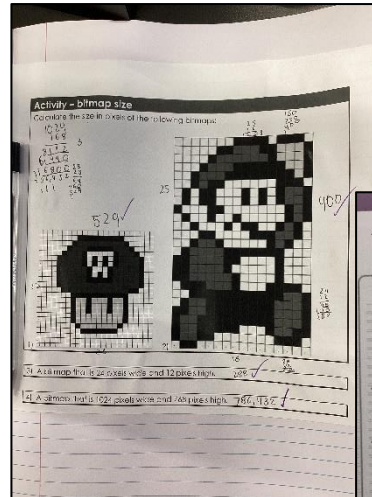
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Numeracy Week in Computer Science/Business

Numeracy is vital in computer science. Computing fundamentally deals with binary data - 0s and 1s. Understanding binary arithmetic and Boolean algebra allows one to grasp how data is encoded and processed. Numeracy also underpins network speeds and data transfer rates. High-speed internet connections rapidly modulate signals between binary states to transmit large data volumes, with throughput limited by the line rate - the number of binary digits transmitted per second. Whether algorithms, data structures, or architectures, numerical literacy is foundational for effective computer science.

Sound numeracy skills are absolutely essential for effective business operations and decision-making. Understanding costs is paramount - fixed costs like rents and leases must be carefully budgeted for, whilst variable costs like raw materials and labour require precise tracking for cost control. Robust numerical abilities allow for modelling various scenarios, forecasting revenues and expenditures.

By Mr Esmail



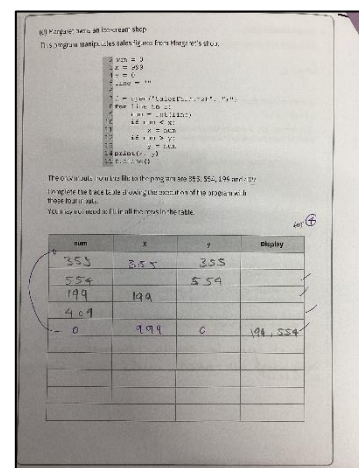
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Image size (pixel dimensions) = 19 x 21 pixels

width = $\frac{\text{pixels wide}}{\text{resolution}} = \frac{19 \text{ pixels}}{10 \text{ ppi}} = 1.9'' \text{ wide}$

height = $\frac{\text{pixels high}}{\text{resolution}} = \frac{21 \text{ pixels}}{10 \text{ ppi}} = 2.1'' \text{ high}$

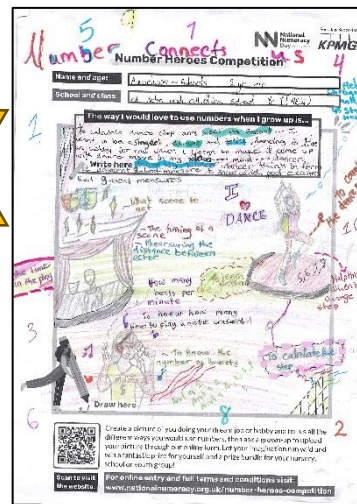
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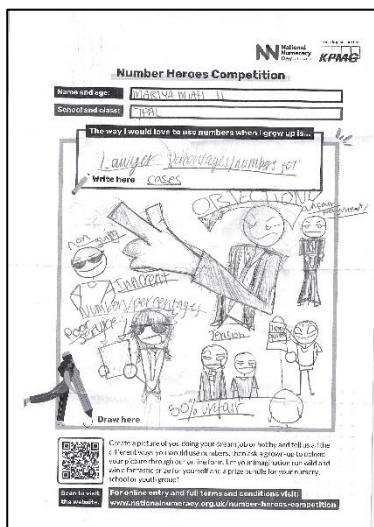
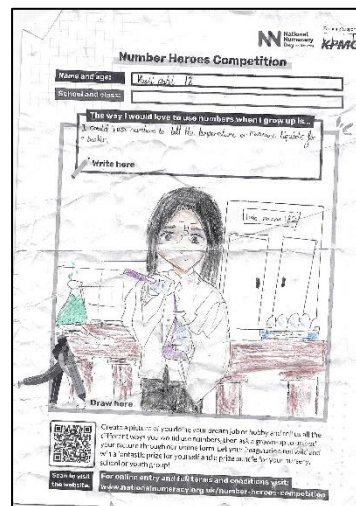
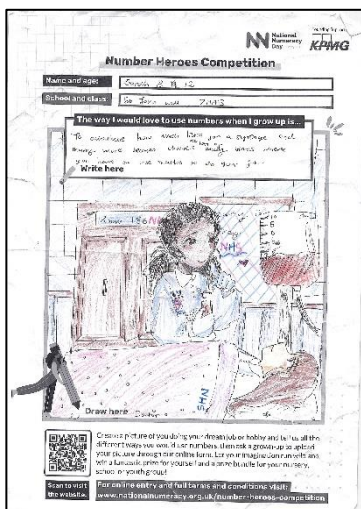


Numeracy Week House Competition

For this half terms house competition, pupils were asked to think about their future careers and how they would use numeracy in their dream job role. After reviewing the entries submitted, it was fantastic to see the aspirations our pupils have. From NHS workers measuring out medication to architects using figures to determine building designs - the entries across Years 7-10 were inspiring to all. This competition allowed our pupils to apply their numeracy skills and think about how establishing a strong understanding of numeracy will aid their careers in life after post 16 education. Thank you to the maths department for helping judge the winners. Please see our 1st, 2nd and 3rd place from each year group, including our special mentions to some fantastic entries. Winning pupils will receive their certificate in weekly worship next week, as well as the winning form groups receiving one to display on their form boards. A fantastic achievement!



By Miss Young



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Numeracy Week House Competition

Year 8



**Zenab Imran
8JAS**

Number Heroes Competition

Name and age: Zenab Imran 13
School and class: St. John's Catholic School, 8JAS

The way I would love to use numbers when I grow up is...

Through owning my own theme park I would love to design roller coasters using different angles and numbers using physics equations. I think it would be exciting to give visitors of this park a thrilling experience. It would need to figure out how to pay people's wages and maintenance on my theme park. It would be called ThrillTape with the number 4 instead of A because there would be 4 main thrilling rides!

NAME: DEWIS DINE **COST TO BUILD: = 2 Million.**

Draw here

Create a picture of you doing your dream job or hobby and tell us all the different ways you would use numbers, then ask a grown-up to upload your picture through our online form. Let your imagination run wild and win a fantastic prize for yourself and a prize bundle for your nursery, school or youth group!

Scan to visit the website: www.nationalnumeracy.org.uk/number-heroes-competition



**Kavishnan Sanker
8ESM**

Number Heroes Competition

Name and age: Kavishnan Sanker 13
School and class: St. John's West, 8ESM

The way I would love to use numbers when I grow up is...

To increase the accuracy of each design part I will need to construct a part/function.

Switching or adding parts needs careful accuracy for the parts to fit as intended is.

This accuracy comes from the correct use of measurements of length, angles and fitting area. The equipment needed for this is what will support and construct a working part. Problem solving.

Draw here

Create a picture of you doing your dream job or hobby and tell us all the different ways you would use numbers, then ask a grown-up to upload your picture through our online form. Let your imagination run wild and win a fantastic prize for yourself and a prize bundle for your nursery, school or youth group!

Scan to visit the website: www.nationalnumeracy.org.uk/number-heroes-competition



**Special Mention
Rachel Owusu
8ESM**

Number Heroes Competition

Name and age: Rachel Owusu 13
School and class: St. John's West, 8ESM

The way I would love to use numbers when I grow up is...

to design a robot that can help and help people.

Draw here

Create a picture of you doing your dream job or hobby and tell us all the different ways you would use numbers, then ask a grown-up to upload your picture through our online form. Let your imagination run wild and win a fantastic prize for yourself and a prize bundle for your nursery, school or youth group!

Scan to visit the website: www.nationalnumeracy.org.uk/number-heroes-competition



**Julia Kaza
8REG**

Number Heroes Competition

Name and age: Julia Kaza 11 years and 1/3
School and class: St. John's West, 8REG

The way I would love to use numbers when I grow up is...

when I grow up I want to be a cabin crew. I would use numbers to recognise my gauge, flight number etc.

Draw here

Create a picture of you doing your dream job or hobby and tell us all the different ways you would use numbers, then ask a grown-up to upload your picture through our online form. Let your imagination run wild and win a fantastic prize for yourself and a prize bundle for your nursery, school or youth group!

Scan to visit the website: www.nationalnumeracy.org.uk/number-heroes-competition

Number Heroes Competition

Name and age: James Doyle (13 years)
School and class: St. John's West, 8RAH

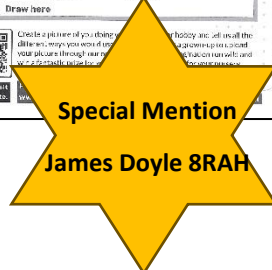
The way I would love to use numbers when I grow up is...

for polygons to know about angles.

Draw here

Create a picture of you doing your dream job or hobby and tell us all the different ways you would use numbers, then ask a grown-up to upload your picture through our online form. Let your imagination run wild and win a fantastic prize for yourself and a prize bundle for your nursery, school or youth group!

Scan to visit the website: www.nationalnumeracy.org.uk/number-heroes-competition



**Special Mention
James Doyle 8RAH**

Number Heroes Competition

Name and age: Kayaan Miah 13
School and class: St. John's West, 8RAH

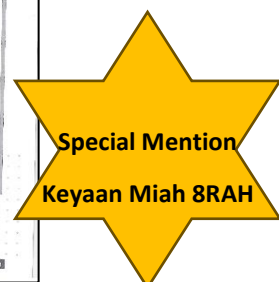
The way I would love to use numbers when I grow up is...

to work with numbers to help people.

Draw here

Create a picture of you doing your dream job or hobby and tell us all the different ways you would use numbers, then ask a grown-up to upload your picture through our online form. Let your imagination run wild and win a fantastic prize for yourself and a prize bundle for your nursery, school or youth group!

Scan to visit the website: www.nationalnumeracy.org.uk/number-heroes-competition



**Special Mention
Kayaan Miah 8RAH**



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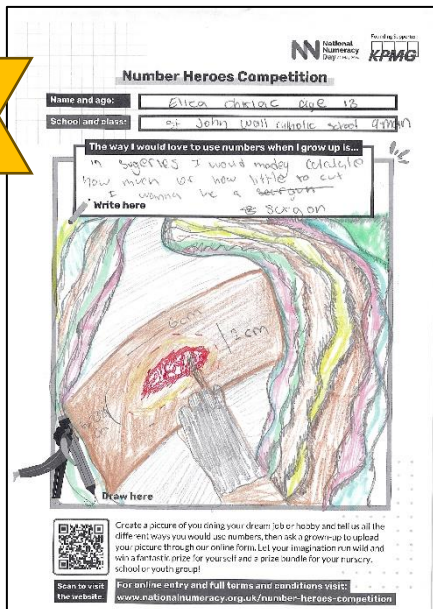


Numeracy Week House Competition

Year 9

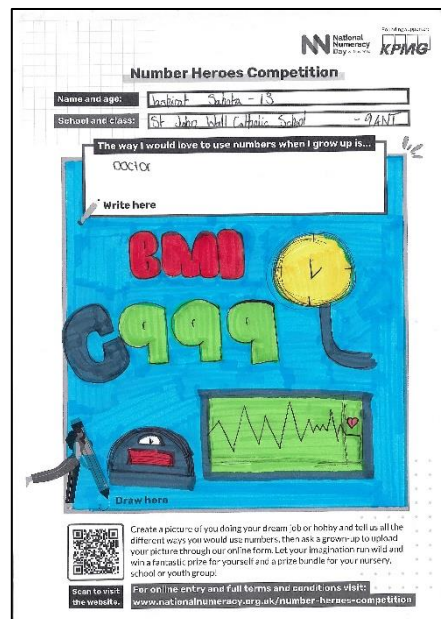
1st

Eliza Chiriac
9MAN



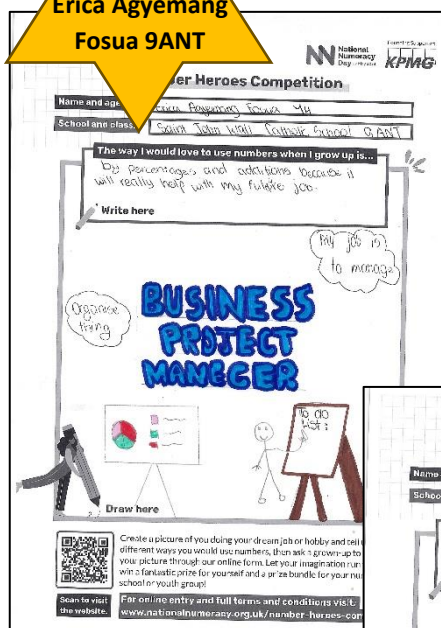
3rd

Jaskirat
Sahota
9ANT



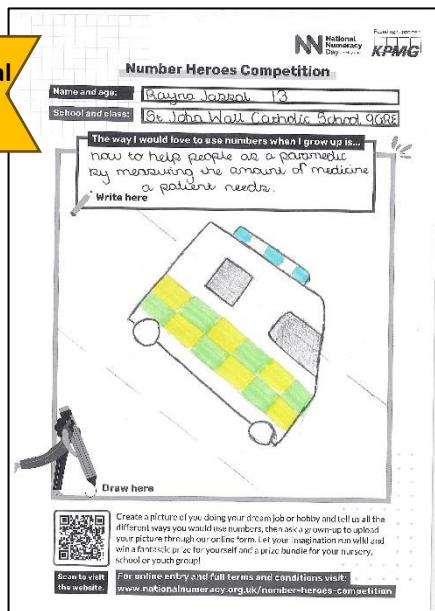
Special Mention

Erica Agyemang
Fosua 9ANT

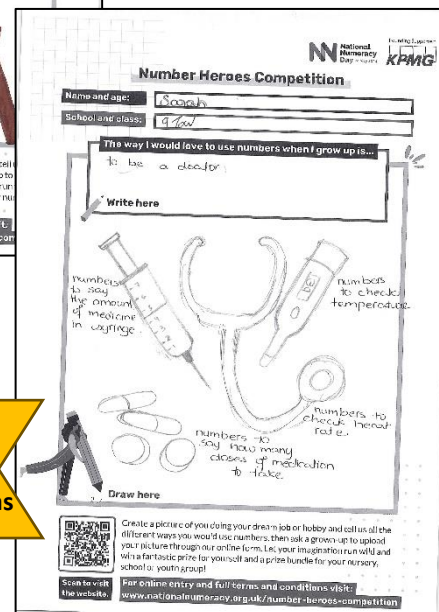


2nd

Rayna Jassal
9GRE



Special Mention
Sarah Monthomas
9TOW



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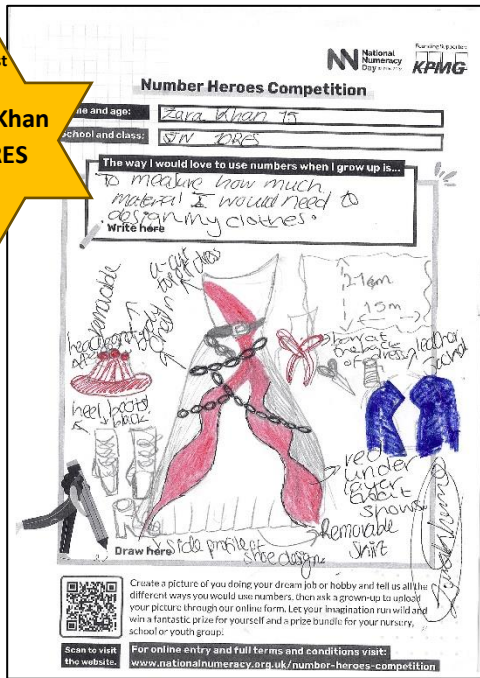


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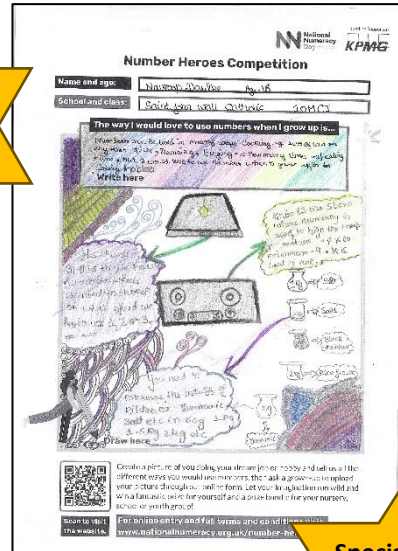
Numeracy Week House Competition

Year 10

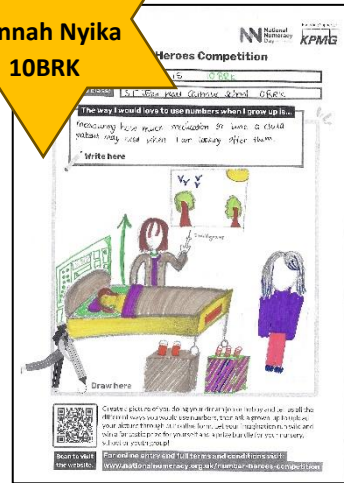
1st
Zara Khan
10RES



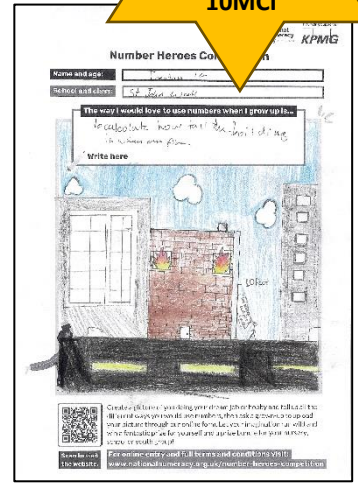
3rd
Navroop
Daulke
10MCI



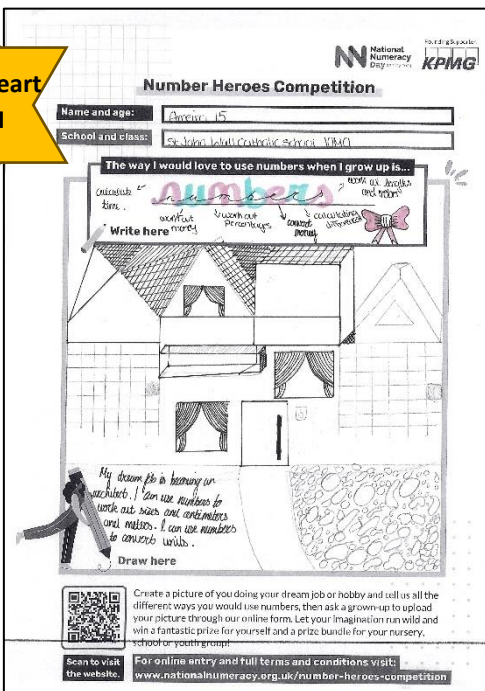
Special Mention
Hannah Nyika
10BRK



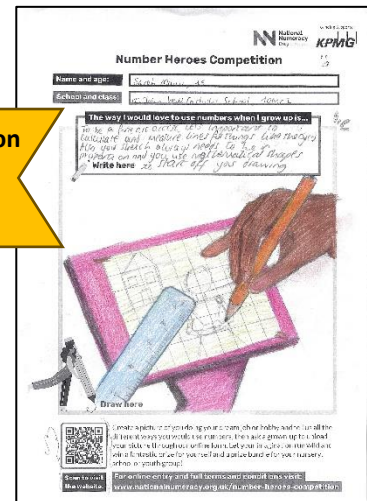
Special Mention
Ionaton Bujur
10MCI



2nd
Ameira Peart
10MCI



Special Mention
Sarah Manu
10MCI





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A programme for ages **15 - 19**



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WEDNESDAY 15TH MAY 2024 10AM – 2PM (9:30AM ARRIVAL) **AUTISM & ADHD SUMMIT 2024**

Celebrating success & service improvement

- An opportunity for all stakeholders to come together, to listen, learn, discuss, and commit to transforming practices and services for Autistic people and/or ADHD.
- The event will have a variety of speakers ranging from people with lived experience to professionals.
- There will also be an opportunity to visit stalls which will include information on training and employment, education, and person-centered planning.



**Organised by the
Birmingham
Autism & ADHD
Partnership Board**

Confirmed speakers:

Chris Barber BAABP
Vice Chair

Cllr Kath Scott

Annette Roebuck
Coventry University:
Lived Experience
Awareness

Lived Experience:
Harris Ghani
Nick Horton
Simon Colbourne
Ben Ainsworth
Nimo Hirsi
Special Me: Mehfil E
Abbas Mosque

Lakhvir Sahota
Collaboration &
Co-production

Jon Harris
SEND provision & support

Venue detail:

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