



# The Newman

Your College Newsletter Issue 32 Summer Edition 2023

To all members of our School Community

I hope you enjoy this summer edition of the Newman. In these pages you will see all of the exciting activities undertaken in each curriculum area of the school. Beyond the curriculum we are proud to celebrate our extensive community works, and we are extremely proud of how our students engage with our local community. This includes our fantastic sports leaders working with primary schools outreach work with local businesses and serving the local community through events such as our Foodbank.

Nationally education is facing some significant challenges, and I'm proud that Newman continues to thrive despite these challenges. Schools are facing budgetary pressures the staff recruitment crisis and supporting colleagues who have been striking throughout the year. We see indications of change in these areas: you may have seen that a well deserved national pay agreement has been reached for teachers. I would like to thank all of the staff have worked tirelessly this year to ensure the highest standard of education at Newman.

There are a number of changes taking place on site, so please keep an eye out for building work over the summer: We are renting land to the Manor Primary School whilst their new permanent school is being built. Also, please see our letter outlining our changes to our Mobile Phone policy: Mobile Phones and Smart Watches will not be allowed on site in the new term. We thank families for their support on this policy, which is designed to safeguard students and staff.

We will be running school summer camps over July and August with the Met Police, for our refugees and for our new Year 7 students. All students have been emailed these details via Google Classroom. Please encourage your child to attend these free activities.

A reminder to all families that school commences for students from the 5th of September (Year 7, 8.40am and Year 11, 9.40) and for all students from 6th September (8.40am).

Thank you to Ms Grace for collating our Newman magazine, and for all staff and students who have contributed to it. Happy Reading and Happy Summer!

Mr Dunne



With our local Harlesden/Kensal Green Councillors- Jumbo Chan, Mili Patel and Matt Kelcher



This Year's winning badge designed by Nathan Barca Year 10



Visiting the Supreme Court





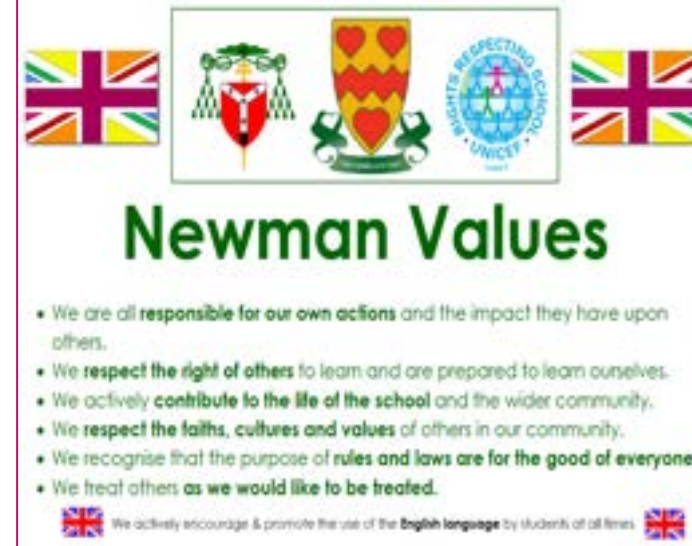
# Reward Assemblies

## WINNERS

## GALLERY







# What is a School of Sanctuary?

Newman Catholic College is a School of Sanctuary and a place of welcome for all. We...

- Educate about why people are forcibly displaced.
- Recognise that the UK is enriched by new arrivals.
- Support pupils from all backgrounds to feel seen, supported and included.

**We are proud to have been reaccredited as a School of Sanctuary for a further 3 years.**

From our appraisal...



"Your application evidenced a clear ongoing commitment as a school to sanctuary values and fulfilment of the eight minimum criteria, I am therefore delighted to confirm your reaccreditation as a School of Sanctuary. A huge congratulations for all of your ongoing efforts and achievements - Newman Catholic College is truly a unique institution that goes above and beyond to support your students and wider community and foster a culture of belonging and respect.

The school offers extensive support to their student community, clearly recognising the specific challenges facing students from forced migration backgrounds and taking steps to overcome or mediate these challenges.

The school engages students in learning activities that reflect the diversity of their own experiences, helps to deepen their understanding of current and historical contexts of migration and the impact on society and promote a positive narrative around migration that emphasises how new arrivals enrich our school and local communities.

The school's sanctuary work is clearly not an add-on, but seen as integral to its functioning and achievement as a school and the way it works with its young people. Outstanding efforts. "





This year we have two separate **Jack Petchey** awards running at Newman Catholic College the **Gold Award** for our main school students from all Year groups 7 - 11 and the **New Bronze Award** from February 2023 to our 6th form students

The following students have all received certificates in acknowledgement for their contribution to the schools ethos and our local community. We are very proud of each and every one of them.

### Main school Year Groups 7 - 11

September 2022 - Luis Fernandes-Barbosa Year 9

October 2022 - Alexandros Baldwin Year 8

November 2022 - Joseph Zeidan Year 7

January 2023 - Denito Devarsi Year 11

February 2023 - Omar Dambel Year 11

March 2023 - David Prela Year 9

April 2023 - Essay Mehabab Year 11

May 2023 - Ikenna Ariuga Year 11

June 2023 - Oli Stampor - Barros Year 8

### 6th Form Years 12 - 13

March 2023 - Esther Murino Year 12

June 2023 - Ali Alshamari Year 13

### Staff Leader Award

Miss Saran

Miss Grace

## A Huge Congratulations to you all!

### Staff Leader Award

Miss Saran and Miss Grace have both been chosen for the outstanding work they do for the school, the extra work they do above and beyond. They both excel the Newman values and display them throughout the day and in their support within the community. They are valued members of the school team and have been recognised for everything they do.



David chose to use his Jack Petchey money to buy a new Football Kit for the Year 9 Football Team



Omar Pictured with Miss Englishby our Jack Petchey Coordinator



Ali Pictured with Mr Albert, Deputy Head of Sixth Form



Essay and Ikenna pictured with Head of Year 11, Miss O'Neill



# Community Day Saturday 1<sup>st</sup> July



We had another successful Community Day. We very much appreciate everyone who came along to help or support- students, parents, staff, community members, stall holders and more. Thanks to our local Councillors Matt Kelcher, Mili Patel and Jumbo Chan who despite a busy day of local events popped in to see us. Many thanks to Daniel's Estate Agents who sponsored the signs. Thank you to everyone who donated prizes for our raffle. Thanks to the Fire Brigade who came with their Fire Engine, Sport at the Heart who ran games and competitions and our own DJ Bob G who kept the music alive.

Finally this event would not have been possible without our wonderful PTA Members Chloe our Chairperson supported on the day by Lauren, Farhat and Hermina.

**Save the date for next year: Saturday July 6<sup>th</sup> 2024 1-5pm**



# Community Engagement

Every Friday, our Foodbank supports over 40 vulnerable families from the school. We appreciate the ongoing support of the local community. Our Student volunteers are committed and have grown in numbers, their commitment has continued throughout the term even on days when the school was closed to students. To our regular donators we thank you for everything.

We support the Brent Right to Food Campaign and the Brent Food Aid Network.



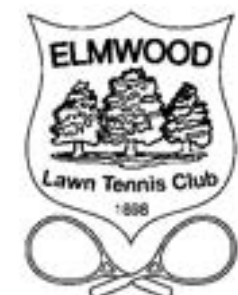
## Feed our Families Foodbank Faith in Action



Kensal Green  
Covid-19 Mutual  
Aid Group



FRIENDS OF HARLESDEN  
TOWN GARDEN



A huge thankyou to Louisa the President at Elmwood Tennis Club who has arranged for her members to donate items to the foodbank. We very much appreciate this support and we look forward to strengthening this partnership even more. Thank you to Rose Rouse for linking us up.



## Newman Catholic College Foodbank Appeal

If you are in a position to help, please leave any donations at the school reception with attention for the Foodbank. Thank you

We would appreciate donations of the following



Tinned  
Tomatoes



Lentils



Rice



Soap



Breakfast Cereal



Long Life  
Milk



Pasta



Cooking Oil



Tuna



Couscous



Coffee



Tea



Soup



Baked Beans



Corn



Chickpeas



# Community Engagement

Everybody needs good Neighbours  
and we 'Love our Neighbours'

## King Charles III Coronation

We were honoured to be asked by Dulcie Joseph Chair of the Harlesden Business Association to decorate the local streets for King Charles Coronation. Our committed team of Student Council members- Callum, Liban, Luis, Charles turned up in the rain and made Park Parade 'Coronation Ready'. We then joined the festivities on Craven Park where we met our local councillors- Mili Patel, Matt Kelcher and Jumbo Chan. We had great pleasure posing with Mayor elect, Orleen Hylton.

We also appreciated the support of our PTA Mums, Lauren and Fouzia. Thanks to Halai Builders for allowing us to use their power to pump up the balloons.



## National Windrush Day 2023

The 22<sup>nd</sup> June marked 75 years since the MV Empire Windrush arrived in the UK. Celebrations took place to promote community cohesion and understanding of the Windrush story.

The Windrush generation – those original pioneers who came from across the Caribbean – helped to rebuild the nation following the Second World War, and they and their descendants continue to contribute to all aspects of British life.

Harlesden has been praised for its vibrant Caribbean culture. We have a great choice of Caribbean restaurants selling Jamaican Food, Trinidadian Food, Caribbean supermarkets and more.

We were again asked to decorate the Town Centre in preparation for the Windrush 75 celebrations. We met local councillors- Mili Patel, Matt Kelcher and Jumbo Chan. Dawn Butler our MP and Krupesh Hirani the London assembly member were also there.

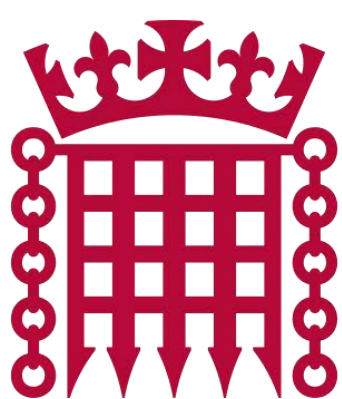
Thanks to Charles, Luis and Farhat one of our PTA Mums for their help.







# The SUPREME COURT



# HOUSE OF LORDS



We were invited by Kevin McSharry of TEAMGlobal to send a team of students to take part in the TEAMGlobal Team Members Day. [www.teamglobal.org.uk](http://www.teamglobal.org.uk) TEAMGlobal encourage young people in the UK to examine current issues in national politics, inspiring them to become active global citizens who will assume leadership roles within their communities. The mission of TEAM is to promote learning, knowledge, understanding and debate of national and international affairs for young people, their teachers and beyond to all interested in the matters of current importance.



Students accompanied by Mr Jeeves visited **The Supreme Court** of the United Kingdom which is the final court of appeal in the United Kingdom for all civil cases, and for criminal cases originating in England, Wales and Northern Ireland. As the United Kingdom's highest court for these matters, it hears cases of the greatest public or constitutional importance affecting the whole population.

Students were invited for Afternoon Tea in the **House of Lords** which is the upper house of the Parliament of the United Kingdom. Membership is not acquired through an election. Instead membership is granted for life, typically by way of political, non-political or religious appointment. The House of Lords scrutinises legislation, holds the government accountable, and considers and reports upon public policy. Peers may also seek to introduce legislation or propose amendments to bills.

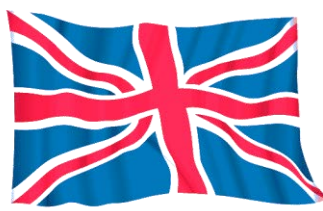


During our trip to the Supreme Court we were able to learn about the history of our country's judicial system and how it works, we also learned about the procedure of hearings within the supreme court. Furthermore, we were also given an opportunity to witness a live trial within the Supreme Court. After that, we were invited for afternoon tea at the Cholmondeley Room in the House of Lords, where we enjoyed a selection of cakes, sandwiches and scones! We are also lucky enough to hear Lord Carlile speak about his life experiences at the event. Joseph 10F



Visiting the Supreme Court and Parliament was a great insight into how the country runs. It helped us understand that nothing is stopping us from getting there one day. Sam 10F





# ARMY BE THE BEST

## Careers News

Our school has been very privileged this year to work in partnership with the Youth Engagement Team led by Warrant Officer Katherine Robinson. One highlight was when we had the Army band come into school and work with our young musicians. There were brilliant performances and our musicians loved it. Mr Jeeves, took our students to visit the renowned Lords Cricket Ground, to watch the Army teams play and visit the Cricket Museum. More recently we had the Army in school working with a group of Year 9 students on team building and leadership activities. This gave our students a taste of Army teamwork and problem solving, with a wide range of hands on and confidence building activities. There were challenging tasks that developed mental and physical attributes. One of the highlights for the students was hearing the stories of active soldiers first hand and their career journeys. These were inspirational and many students came away enthused by the possibilities that a career in the Army offers.

The top three reasons for joining the Army were

1. Money in your pocket, monthly bills cost less, food and rent are subsidised so you have more money for yourself
2. Travel and Adventure- How many jobs pay you to travel
3. Fitness- Spend part of your working day keeping fit or playing your favourite sport.





# A Visit to **LORD'S** **ARMY** THE HOME OF CRICKET **BE THE BEST**

Thanks to our partnership with the Army, Mr Jeeves, Mr King and Mr Griffiths took our enthusiastic cricketing students to visit the renowned Lords Cricket Ground, to watch the Army teams play and visit the Cricket Museum. Students also got to visit a player dressing room and enjoy the panoramic view of the field and pitch. Lords was founded in 1787, Lord's is widely referred to as the Home of Cricket and is home to the world's oldest sporting museum. The museum contains the world's most celebrated collection of cricket memorabilia, including The Ashes urn, the symbol of cricket rivalry between England and Australia. The ground can hold 31,100 spectators. Lords is owned by Marylebone Cricket Club (MCC) and is the home of Middlesex County Cricket Club, the England and Wales Cricket Board (ECB), the European Cricket Council (ECC)

Our students enjoyed watching play so much they stayed until almost 7.00pm. A great day was had by all.







# Drop Down Days

This term's **Drop Down Days** focused on Relationships and Sex Education. Workshops were about Consent, Healthy Relationships, Respect, Conflict Resolution, Contraception and STIs. Our Safer Schools Officer explored the law on sexting, grooming, extremism and radicalisation. The content covered was relevant to the age group of the year being taught. All parents were informed by letter prior to the workshops giving them the opportunity to withdraw their child if they wished to.

Year 8 and Year 10 also had a Careers and Living in the Wider World Drop Down Day. Year 8 looked at First Aid, Financial Harmony Life Skills of good Money Management, the work of our Enterprise Advisor Chris Garner and input about the Construction Industry from Glencar Construction. Year 10 students who chose to attend on a strike day took part in a Careers Festival organised by the US Charitable Trust, Financial Harmony Life Skills of good Money Management and the newest innovation AI (Artificial Intelligence) and Chat GPT 4.



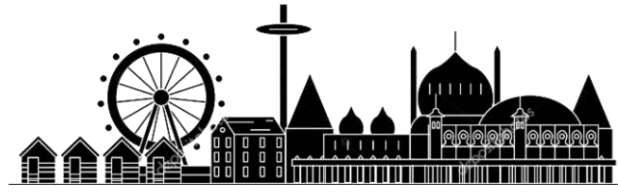
The session with PC Gary Weedon today was absolutely fantastic. The students were so engaged and asked relevant and serious questions. They are concerned about their safety and this type of information is vital for them. Pass on my remarks to PC Weedon we are lucky to have him.

My favourite part about Dropdown Day was the Financial Harmony workshop. It was really fun and I learnt alot of things about saving money that I didn't know before.  
Luis Year 9





# NCC6 Reward Trip to Brighton



**Brighton Beach** is a pebbly beach housed in a cove which means it's safe for shallow family swimming and offers handy southerly wind protection. There's no lifeguard cover at all though so you have to be careful



**Brighton Palace Pier** is a 1,722ft long Victorian pier. It has a range of hot food and drink stalls, fairground attractions, two arcades, plus Brighton's biggest indoor soft play area - 'Palace Play'

**Brighton Marina** is the largest marina in the UK. Brighton Marina centres on the busy yacht harbour, where sailboats moor at the quay. Charter boats offer fishing and diving trips, and the Brighton Walk of Fame honours stars with local links



What went well about the Brighton trip was that I had a lot of fun and had plenty of things to do, and additionally met new people and a new environment within Brighton itself, also My favourite part about the trip were the sites, views and the arcade. Overall I had a lot of a great time and it was a fun experience and I hope I could have another opportunity to go on another trip outside London. 10/10  
Thanks For the opportunity, **Shakeel**

**The Royal Pavilion**, and surrounding gardens, is a former royal residence Beginning in 1787, it was built in three stages as a seaside retreat for George, Prince of Wales, who became the Prince Regent in 1811, and King George IV in 1820. It is built in the Indo-Saracenic (Hindu) style common in India for most of the 19th century. The current appearance of the Pavilion, with its domes and minarets, is the work of architect John Nash

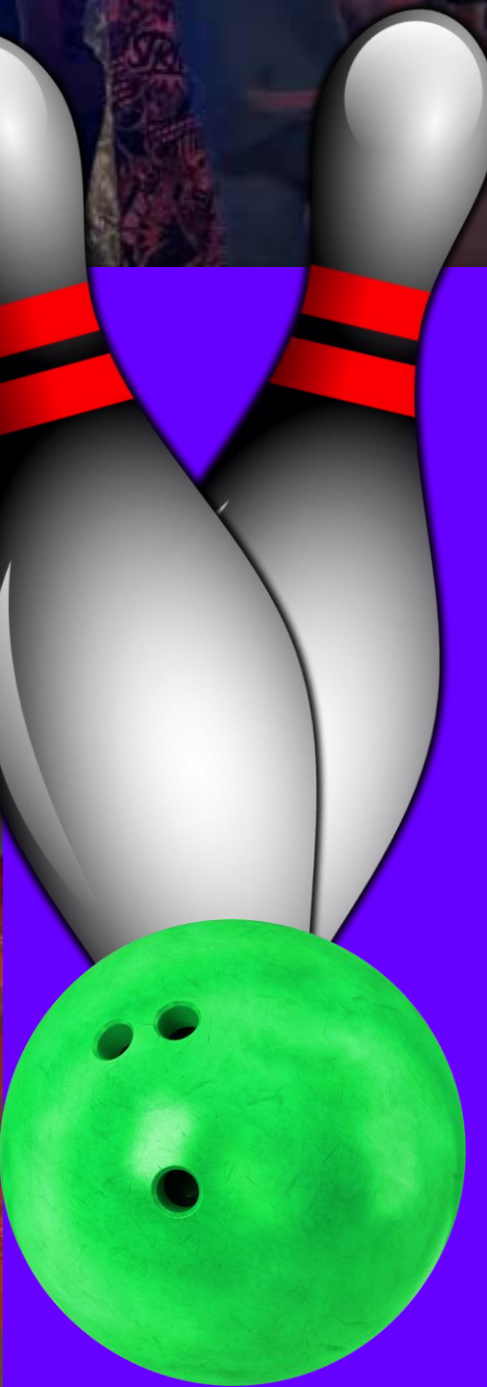
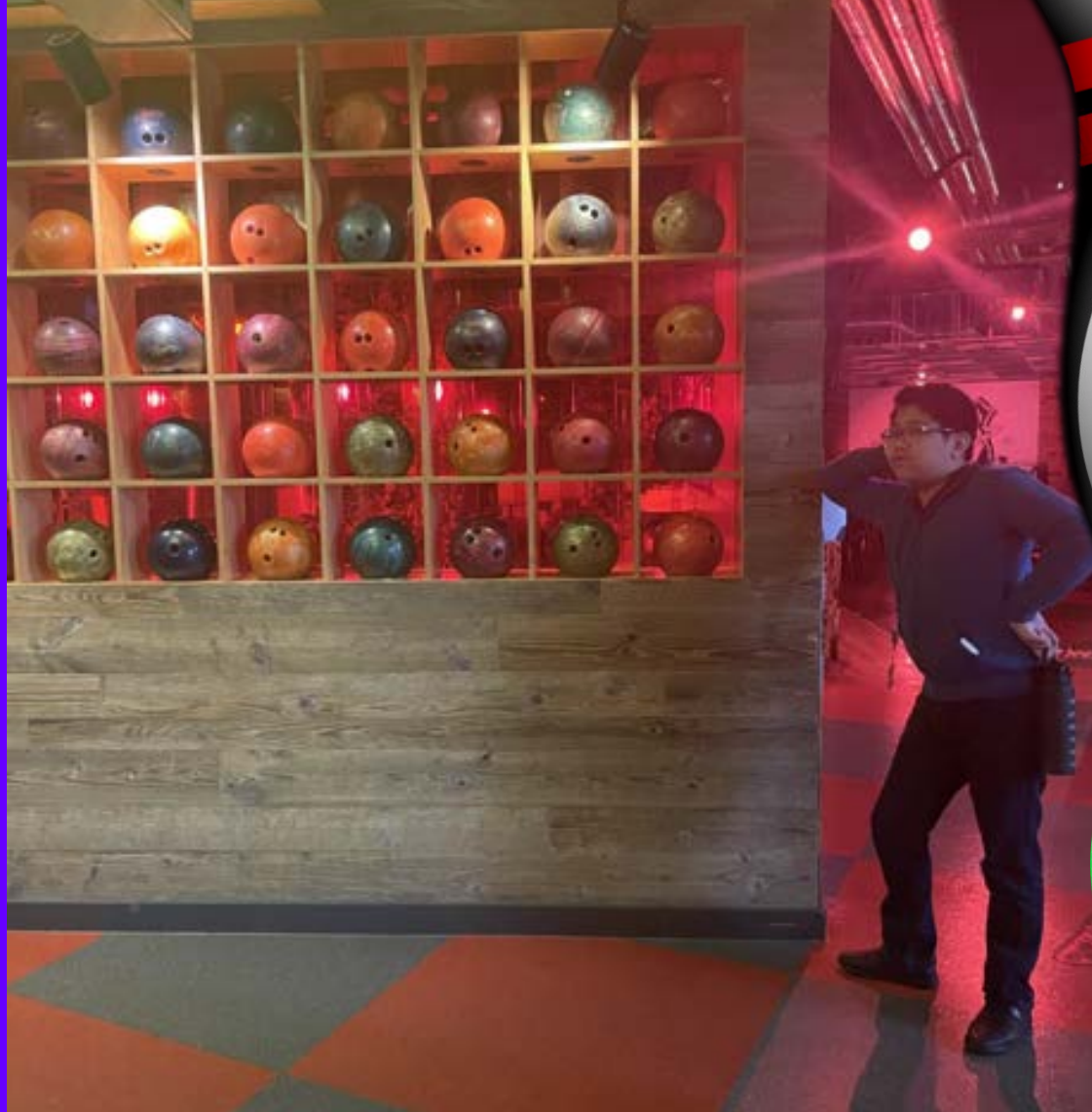




# Inclusion Department Bowling Trip



We went to Queensway bowling which was great fun. I learned new skills and thoroughly enjoyed playing against Ms Jackson and Mr King. Afterwards we went to McDonalds and Kensington Park to eat food and hang out with my friends. I generally enjoyed this trip.  
Liam Year 9



I was bowling with my friends and Mr Harris which I found was very exciting and fun. We then had lunch and went to Kensington gardens park where I played in the sandpit and pirate ship. Thank you to Ms Jackson and all teachers. It was a really great day and I can't wait to go on another trip.  
Shazeeb Year 7







# MyTutor Online Tutoring



This academic year Newman have been working with MyTutor to offer students some bespoke one to one online tutoring sessions. These sessions were offered to a variety of students from across the school. There were **82** students who attended either Math and English sessions, some students may have had both subjects. We use the termly data assessments to assist with the selection process.

We started with Year 11/13 to help them in the lead up to their GCSE Exams and focus on specific target areas. A number of Year 10 have just completed their sessions to help them boost their grades in Math as they move forward into Year 11. Some of our KS3 students received sessions. All the sessions are held online and the students pick the hours that suit them, sessions are after the school day has finished or over a weekend.

Mytutor delivered **962** lessons this academic year with a **89%** attendance across all participants from NCC. This is phenomenal and we have just received an attendance certificate as one of the highest attending schools.

If you are thinking of looking at getting a tutor or know a friend that is seeking support for their child, inform them about mytutor. **website address: [mytutor.co.uk](https://mytutor.co.uk)**

## A spotlight on your programmes and triumphant pupils

The National Tutoring Programme, as well as other tuition grants (e.g. 16-19 Tuition Funding), was developed to support those that most needed targeted academic support, with focus on a school's pupil premium cohort. That said, your teachers know your students best and as such subsidised tuition can be used where it will have the most impact. Whichever groups of learners your school decided to support, they'll now be in a great place to conquer what's next!

Your programme(s) ran from...

Nov  
2022



May  
2023

**82** pupils took part in your school  
(vs. on average 73.2 pupils took part across other schools)

Of which  
**59%** were pupil premium students  
(vs. a 33.94% average across all other partner schools this year)



**962** total lessons

**962** at 1:1 **0** at 3:1

Well done to all the students that have taken part this academic year. This is a direct intervention we offer to many students at Newman Catholic College.

There will be more sessions from October 2023 into 2024.

Should you have any enquiries please contact: [jenglishby@ncc.brent.sch.uk](mailto:jenglishby@ncc.brent.sch.uk)

MyTutor



## Top of the class: the power of your tuition programme

Celebrating your positive impact on your pupils

This year, Newman Catholic College has smashed it, with special congratulations to Joanne Englishby. You've supported learners with one of the most impactful, evidence-based strategies to boost grades, confidence and resilience.

Across 2022/23, you supported 82 pupils, delivering tuition with the potential to bring about 86 grade increases. That's pretty amazing.

A huge thank you and well done from the whole MyTutor team. We've thoroughly enjoyed working with you this year. We can't wait to see what's next!



## Embedding tutoring into your school's culture

You supported students  
with tuition in:

**English, Maths**

You supported:

**Key Stage 3, Key  
Stage 4**





**Our Student Leaders Alex and Luis meeting Froi Legaspi**



Another year has passed and it has been another successful year for London Citizens within Newman Catholic College. It has not all been plain sailing however, the year has definitely ended on a very strong and positive note. Newman successfully completed their annual sleepover which was student lead which goes to show we are continuously building new leaders. We have also met our new London Citizens coordinator Froi Legaspi who is a very committed and passionate person who only wants to continue to build the solid foundation between London Citizens and Newman Catholic College. In addition to this, Newman has clearly outlined their next successful project for next year which is the Newman Catholic College Food Bank. We have a clear vision in regards to building this food bank to a bigger scale to aid the families in need.

Lastly Newman has continued to work in cohesion with Stuart Tannock and UCL students. This partnership has gone on for 7 years and continues to be successful with both organisations. The UCL students took time out of their busy lives to come in and work with me (Mr King) in delivering professional workshops as part of 6<sup>th</sup> Form Enrichment, where I was completely in awe of their hard work and professionalism. We look forward in being involved in the campaign for the next Mayoral election in May 2024. Many issues such as housing, safety the living wage and refugees are close to our hearts and our community. Onwards and upwards for London Citizens and Newman Catholic College.

**Mr King, London Citizens Coordinator**



**Partnership work with UCL University College London. Students discussed the issues migrant families face-Fear & Stigma, Legal Advice (quality, cost, availability), Intersection of Housing & Migration Status, Cost of Living, Poverty & No Recourse to Public Funds**



# EMPOWERING COMMUNITY

Newman Catholic College

## Introduction to the school

Newman Catholic College is an inclusive all-boys secondary school and sixth form. It is located in Harlesden, London, Borough of Brent, and serves a diverse and multicultural community. Committed to being a school of sanctuary, all staff extend a warm welcome to young people who may be fleeing war in their home countries, are facing trouble at home or just need a safe place. Newman Catholic College has a strong social justice ethos which aligns with their belief systems; this is seen through their UNICEF Gold award for being a rights-respecting school and their London Citizens club, championing issues that arise in their community.

This chapter delves into the profound impact of denying child benefits to families with no recourse to public funds, as revealed through workshops conducted with 6th-form students from Newman College. The students' perspectives shed a stark light on the far-reaching consequences of this policy, emphasising the urgent need for change. The report highlights the detrimental effects of the cost of living crisis, housing challenges, and the students' poignant insights on the vital role child benefits would play in alleviating their struggles and enhancing their well-being.

## Students Demography

Newman Catholic College (NCC), is a boys Catholic institution located in the Brent area of London. Its students, aged between 11 and 19, are predominantly from working class backgrounds and of Irish, Caribbean and West African descent.

The number of students in the school is 714, with gender distribution of 90.6% boys and 9.4% girls. Although 55% of the students are Catholic, the school has been experiencing rapid growth in Muslim and Hindu students. Demographically, NCC represents between 16 and 17 different ethnic groups, reflecting the school's desire to be as inclusive as the community it serves.

Socio-economically, the community the school serves, Harlesden, is closely affected by poverty and an IDSR report (GOV.UK, 2023) in 2020 shows that the school is in the lowest quintile of all schools in the UK in terms of poverty index and in the lowest quintile in terms of pupil numbers. The NW10 area in which the school is located has a third of households classed as poor. Interestingly, half of Newman College's students are learners of English as a second language. Given the number of new immigrant students, a priority for NCC is to provide English as an additional language program not only for students but also for parents. As of May 5, 2022, 27.7% of students at NCC are eligible for free school meals, further reflecting the challenging socio-economic conditions faced by many in the school community.





## The workshops

Through 7 hours of workshops and activities on how to locally educate and organise for social justice, the Sixth Formers embarked on a journey of introspection and delved into issues that necessitate collective attention in Brent. While listening to each others' heartfelt dilemmas and visions, the Sixth Formers were introduced to applied topics in policy and economics, namely 1) the cost of living crisis, 2) No Recourse to Public Funds, and 3) immigration and housing. During this process, the Sixth Formers also learnt how to demonstrate resilience through utilising mental frameworks of combating shame and stigma, and gained insights in how to ameliorate collective well-being through organic leadership. Beyond all, the Sixth Formers uncovered the importance of genuinely respecting diverse individual stances, demonstrating empathy instead of alienation when discussing issues with pertinent political discourses. The workshops culminated in the planning of a local action supporting the food bank (see "Food Bank"), where students will apply the skills and knowledge obtained to scale and innovate a local solution.

## Impact of the Cost of Living Crisis

The students vividly expressed their concerns about the crippling cost of living crisis and its detrimental effects on their daily lives. They spoke of the financial constraints they face, struggling with insufficient funds to meet their basic needs. The resulting strain manifests in heightened stress levels, adversely affecting their mental health. Some students spoke about the need to take up part-time jobs during the school term to contribute to their household expenses and support their siblings. Additionally, the skyrocketing cost of heating homes during the winter emerged as a pressing issue, compromising their overall well-being.

## Housing Challenges

Escalating housing prices have forced families to uproot and endure long commutes for children to attend school, disrupting their stability and adding to their burdens. The lack of investment in local areas further exacerbates the difficulties faced by vulnerable families, limiting their access to essential services and facilities. Often these families live in overcrowded neighbourhoods where pervasive noise pollution further hampers children's ability to study effectively and





reach their full potential. Moreover, the students highlighted the consequences of overcrowded living conditions. One student with a family of seven shared that they live in a two-bedroom flat. Such lack of access to vital space to grow, learn, relax and rejuvenate after a long day at school is detrimental to children's development.

### Students' Perspectives on Child Benefits

In one workshop, Newman students were asked to calculate how much money their families would receive if they had access to child benefits and how they would spend the additional funds. Unsurprisingly, their responses revealed the need for financial support to address basic needs. Most students said they would spend the extra money on food shopping and maintaining their households. Adequate clothing, including school uniforms and supplies, also emerged as a priority. Some students said they would indulge in simple

joys such as going to the funfair and spending time with friends. Indeed, for many students from underprivileged families, outings are a luxury. Parents simply do not have the disposable income to pay for activities. Moreover, some children are burdened with significant childcare responsibilities that limit their time with friends. Lack of access to child benefits means that families who have significant financial burdens and struggle to afford basic needs cannot afford to pay for childcare. This not only affects younger children who are deprived of adequate pre-school education but also burdens the older children with responsibilities beyond their age that can severely affect their academic and social life.

### The Food Bank

Unfortunately, more than 13 million people in the UK are living below the poverty line. Many families are unable to access public funds due to immigration status, suffer from unemployment, low income or debt. With a strong sense of serving the

## Newman Catholic College



**Friday Foodbank** **Wates**

CONSTRUCTION

**Faith in Action**

**Caritas**  
Westminster





common good, the College recognises the difficulties many families face in accessing adequate food. In response, Newman Catholic College established a school-based initiative, the 'Food Bank' under the assistant headteacher Susan Grace's leadership and a dedicated team of teachers and students.

Every Friday, the food bank opens its doors staffed by student and staff volunteers and supported by a number of committed organisations. The campaign has partnered with Caritas Westminster and Wates Construction to create this work. Since the first blockade in March 2020, Caritas has been supporting Newman Catholic Academy through food donations and the food bank has grown steadily with the support of the local communities in Harlesden and Kensal Green. Wates Construction has generously provided the food bank hut, fridge and freezer. Kensal Green Mutual has established a vegetable garden on the school grounds to enable the food bank to provide seasonal fresh produce. Proudly, the campaign has now supported over 50 vulnerable families in the school community.

Despite the school's best efforts, shame and stigma play a significant role in deterring families from utilising the food bank. These emotions often arise from societal pressure and the fear of being judged for not being able to provide for their children adequately. However, child benefits serve as a crucial tool to empower these families and restore a sense of agency over their circumstances. By receiving child benefits, families can overcome the burden of shame and stigma, knowing that their children's

education and basic needs are being supported.

## Conclusion

In conclusion, the workshops conducted with the 6th form students from Newman Catholic College shed light on the profound impact of denying child benefits to families with no recourse to public funds. The students' perspectives revealed the far-reaching consequences of this policy, highlighting the urgent need for change. The cost of living crisis and housing challenges emerged as significant issues affecting their daily lives and well-being. The students expressed the importance of child benefits in addressing their basic needs and enhancing their overall quality of life. Their reflections provided compelling evidence of the transformative impact child benefits would have on vulnerable families, enabling them to pursue education and experience a semblance of normalcy. Moreover, the establishment of the Food Bank at Newman Catholic College showcased the school's commitment to serving the common good and supporting vulnerable families. However, shame and stigma still deter some families from accessing the food bank, emphasising the importance of empowering families through child benefits to overcome these emotions. Urgent policy reforms are necessary to ensure social justice, uplift vulnerable families, and create a more equitable and compassionate society.



Street Doctors is a charity whose mission is to empower young people through training to keep safe, save lives and be part of the solution to street violence. Year 10 had two sessions with StreetDoctors generously funded by Glencar Construction. Students were made aware of the dangers of knife crime throughout urban areas, and were taught how to deal with injuries caused as a result of knife violence. It was informative and relevant, as it gave us vital knowledge which could be used to save a life.



### Session 1: What to do if someone is bleeding

How to call an ambulance and stem blood loss until medical help arrives. We were trained to apply pressure on or around the wound depending on whether the blade was still present. We had visual demonstrations and opportunities to ask questions preparing us for real life scenarios.

### Session 2: What to do if someone is knocked out

How to tell if someone is breathing or not, how to call an ambulance and give first-aid until medical help arrives. We were trained to use the recovery position if people are breathing and deliver chest compressions if they are not breathing. We had opportunities to try CPR compressions on a model.

<https://streetdoctors.org/>







# Religious Education



**JEWISH  
MUSEUM  
LONDON**



Judaism is studied as part of the GCSE Religious Studies Curriculum. We use the Eduqas exam board.

Year 10 students visited the Jewish Museum in Camden.

Judaism is the first of the Abrahamic religions, the other two being Christianity and Islam. Jews believe in one God, and that they are the chosen people with whom God has made a covenant. Jewish people seek to keep God's laws and bring holiness into every aspect of their lives.

The Students took part in the interactive workshop- The Nature of God through Festivals. They discovered the nature of Jewish people's relationship with God by exploring the various personalities of God through artefacts, audio, text study, stories, and food tasting. They explored God as Creator through the festival of Shabbat and the creation story, and explored God as Judge through the festivals of Rosh Hashanah and Yom Kippur. They now understand why these are the most important festivals in the Jewish calendar. They explored God as Lawgiver through the festival of Shavuot and the journey towards receiving the commandments and the Torah at Sinai. Students were able to reflect on the different natures of God and how Jewish festivals affect this perception.

The RE trip to the Jewish Museum was an amazing experience, the staff were incredibly welcoming and knowledgeable! We explored the historical part of the museum which opened our eyes to the way that the Jewish community has contributed to Britain throughout history. We were also able to experience Jewish culture first hand, as we were able to try some challah bread and grape juice. The museum was also amazing, as most of the exhibits were interactive, this created a truly unforgettable experience for the entire class! Joseph 10F







# Religious Education

## A wet but lovely visit to the Sisters of Tyburn Convent

On Friday July 14th, myself, Ms Mullahy and Mr Roche, our school Chaplain and a group of year 8 students went to Marble Arch to visit a place of great historical importance in English Catholic history.

The place we went to visit was the Tyburn convent which was opened in 1903 to house a group of contemplative Carmelite nuns and to remember the sacrifice of the English martyrs who died many years before.

We looked at the plaque that marks the spot where the Kings Gallows once stood. Between 1196 to 1783 over fifty thousand people met their deaths at Tyburn as it was a place of execution. From 1535 to 1681 Tyburn was a place of cruelty, torture and execution for men and women who refused to renounce the Catholic faith and accept the king as the "supreme Head on earth of the Church of England". It was an act of high treason to be a Catholic priest or associate with Catholic priests. This was done under the reign of King Henry VIII, Queen Elizabeth I, Charles I and Charles II. There were 105 Catholic martyrs who died at the gallows of Tyburn.

We stood at the spot of where the gallows used to be and reflected upon what it would have been like and what horrors those executed would have had to face. After we told some stories, we walked down Hyde Park Place and went into Tyburn Convent.

One of the nuns took us down to the private chapel and crypt and told us about the history of the monastery. The pupils were able to walk around and look at some of the relics that have been preserved from the executions.

We then had our lunch in the convent as it was raining heavily and then went across to Hyde Park once the rain had subsided. Many of the pupils had took part in a game of football where the final score was 30-11 to the Paul form. Maybe the visit to the convent was a great help to them?!

The students were a credit to the school and I hope they had a day that they will remember in years to come.

Mr Hughes







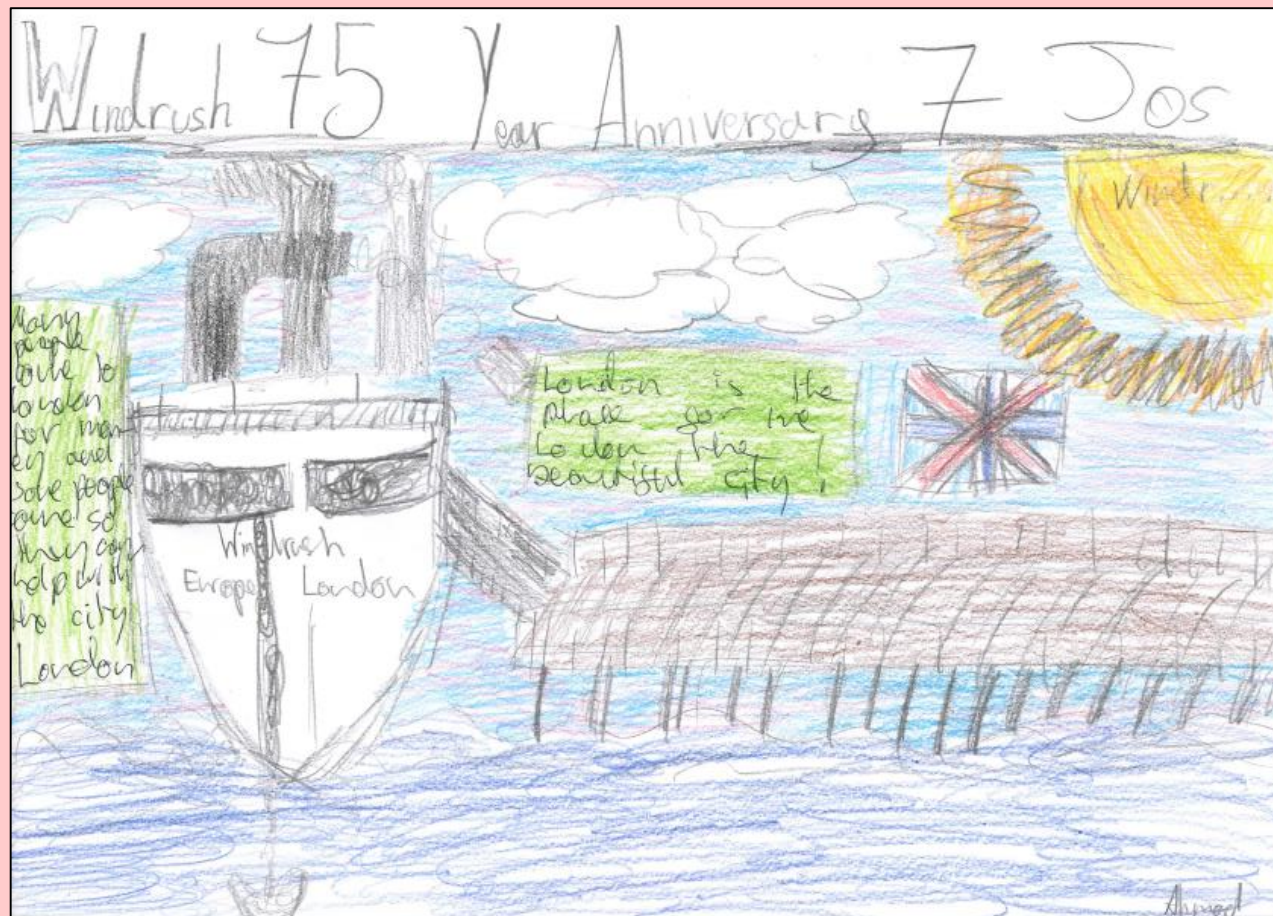
# Religious Education



## Windrush Prayer

God of colour and light and diversity,  
We thank you for the gift of the Windrush Generation.  
We celebrate their legacy,  
we rejoice in their gifts,  
and we repent of our blindness  
to the beauty you have created.  
We repent of our failures to honour  
their stories and their sacrifices.  
Help us to strive for a better world,  
where all your children can flourish  
and the whole Earth praise your name.

Amen



**Lord, Please stabilise our human problems and unify us with peace and harmony. Aid us in each others disagreements and purify our sins. Help us to understand one another through your Holy name. Amen**

**Peyton 9B**

**Lord we pray for peace in the world to protect families suffering from war and conflict and soldiers fighting for their life. Amen**

**Samuel C 9B**

**Lord, Let us think about all of us who are suffering mentally and physically. Let refugees feel suited in their new homes or places of living. Help those suffering in Iraq, Israel, Palestine, Ukraine and other countries so that they have the power of freedom. We ask this through Jesus' name. Amen.**

**Luis 9B**





# Refugee Week 2023



We took part in a moving vigil of prayer, hymns and reflections outside the Home Office as part of Refugee Week. We stood in solidarity with other Catholic organisations as we remembered the many migrants, refugees, asylum seekers who have had to abandon stability, security, their homeland, families and familiar customs. We heard Electro-pop band Ooberfuse, perform song: 'Show Me Love'. Bishop Paul McAleenan, Lead Bishop for Migrants and Refugees gave the reflection to the crowds. This was a very special time for our students who had made beautiful banners for the occasion.



Refugee  
Week



We joined the Brent Refugee Week Celebrations at the Church of the Ascension in Wembley alongside Brent Multi Faith Forum and Brent Borough of Sanctuary. This was a lovely occasion to recognise the contributions Refugees make to the Borough. Deputy Leader of Brent Council, Mili Patel also joined us.





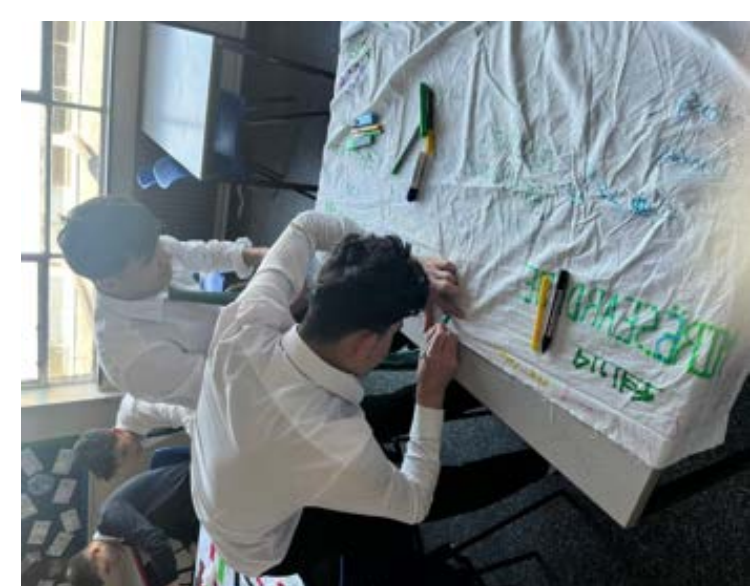


# Refugee Week Assemblies: Compassion

This year the theme of Refugee Week was Compassion. We Belong, a charity run by young migrants in the UK came to give assemblies on rights in the UK and planning futures. The aim was to encourage our students to ensure they had proper documentation to be able to attend colleges and universities in the future. If not, We Belong provide help on how to best obtain this. We Belong also met with many of our 130 refugee and asylum seeking students to discuss what options they had in the future and support them outside of school



During this week a large number of our refugee and asylum seeking cohort contributed to two posters. These posters were designed, created and organised by them. They decided what went on it and signed their names around the side. These posters represented compassion, countries they felt welcome in and a message to all those fleeing that they were welcome here, in the UK. A group of these students came together to display these posters outside of the Home Office. Many of our refugee students have been in very similar situations in the past and want to advocate for safe passage to the UK.







# Cities for Children

We had 13 Big Partners lead sessions for their Little Partners in Harlesden Primary School once a week. They taught them fun lessons such as how to make bubbles, colour changing ink, understanding emotions and creative play sessions! They were leaders and role models to the Little Partners.



## Paiwand Boys Group

Boys group continued after school on Thursday for our boys. An opportunity for them to socialise, play games and encourage them to speak English. It was taken over and run by Kouroufia, a Refugee from Guinea. He was a mentor, role model and guide for many of our refugee students.







## Pet Therapy: Meet Atlas and Cosmo

Spending time with pets has many proven therapeutic benefits both physical and mental. Stroking animals releases endorphins and has a calming effect, especially for those that are stressed. Reading to animals boosts confidence. Pets do not require language and allow students to open up around them.



## Trip to Legoland and Oxygen

A trip for some of our Refugee and Asylum seeking youth to explore parts of London. They did the research and picked somewhere they wanted to go!



## Affecting Policy Change

Refugee Education UK, National Institute of Economic and Social Research and the ONS teamed up to help enact positive policy change in how refugee and asylum seeking youth access services such as education, health, housing and leisure. The project aims to inform policy and practice around service provision and to collect evidence on the experiences of young refugees and asylum-seekers.



Refugee Education UK



The Wonder foundation conducted research on girls access to education. The research also tries to understand how to improve the situation and to find good examples that already exist. They created a report titled "Invisible or forgotten? The long road to education for migrant girls in England"







## Native Scientist

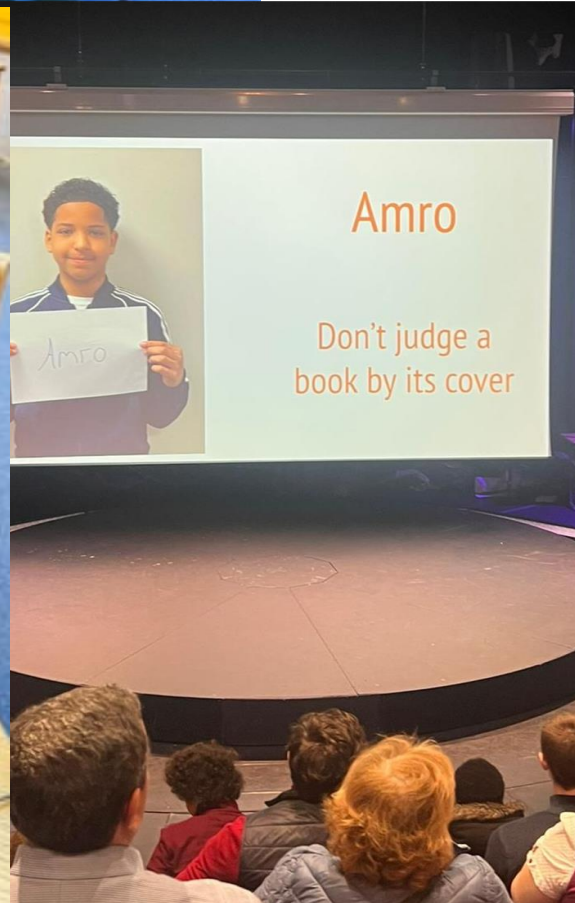
Native Scientist are a charity that run science workshops for students in their native tongue. They find scientists from similar countries and have them come teach something from their field. Our students learned from a dental surgeon, otolaryngologist, Physicist, neurologist and Geneticist. They were really engaged, thoughtful and motivated to work harder in science. It was lovely to see them asking engaging questions and see the different careers available in the scientific field.

**native  
scientist**



## Saturday SHINE Project Before I'm 18

A few of our students attended weekly sessions at the American School London for the Shine Programme. They explored the theme of "Before I'm 18" and thought about where they wanted to be in life. They were able to learn new skills such as digital music, robotics, photography and textiles. They met with students from around London and the programme culminated in a presentation for family and friends. Amro and Salahdin presented in front of everyone a summary of their time there. Amro created a short film titled "Don't judge a book by its cover" outlining his experiences with racism. Salahdin presented on his experience with learning how to code and robotics.



**SHINE at ASL**





# Chaplain's Communique by J Roche

**POPE'S MESSAGE** in his Urbi et Orbi was that like the witnesses at the tomb who were running back and forth, in a haste that "we too may make haste to progress on a journey of trust: trust among individuals, peoples and nations. That we may allow ourselves to experience joy and amazement at Easter." He goes on to ask, "let us make haste to surmount our conflicts and divisions, and to open our hearts to those in greatest need. Let us hasten to pursue paths of peace and fraternity."

We lit the Paschal Candle in the Chapel. Have you seen it?

1. What does this candle represent?
2. What do the symbols represent? **A** and **Ω**
3. How many pins are on the candle? Why?



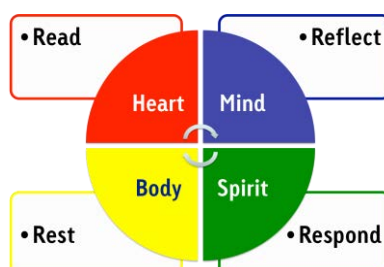
## Happy Easter 2023

Remember your own Galilee and walk towards it, for it is the "place" where you came to know Jesus personally, where he stopped being just another personage from a distant past, but a living person.

Pope Francis, Easter Vigil 2023

**Pesach:** Passover is one of the Jewish most sacred and widely observed holidays. Passover commemorates the story of the Israelites' departure from ancient Egypt, which appears in Exodus, Numbers and Deuteronomy, among other texts. Jews observe the festival with a number of important rituals, including a traditional Passover meal known as a seder, the removal of leavened (anything with yeast) products from their home and use of matzo for bread and the retelling of the exodus tale. When Moses was sent by G-d to rescue the Israelites. Pharaoh refused and so after the 10 plagues, the last being the Passover, the Israelites were allowed to leave Egypt. This becomes part of the Easter Story as Jesus celebrated Pesach.

**Lectio Divina:** "Divine Reading" is a meditative way of praying using a sentence or phrase from Scripture. There are many ways to sit with God and grow closer to Him. This prayer method is one of the most accessible types available to all of us. You can pray with the Word or even with a passage of Scripture you have memorized. God is always with you and in Scripture.. Pupils have had prayer sessions with this method.



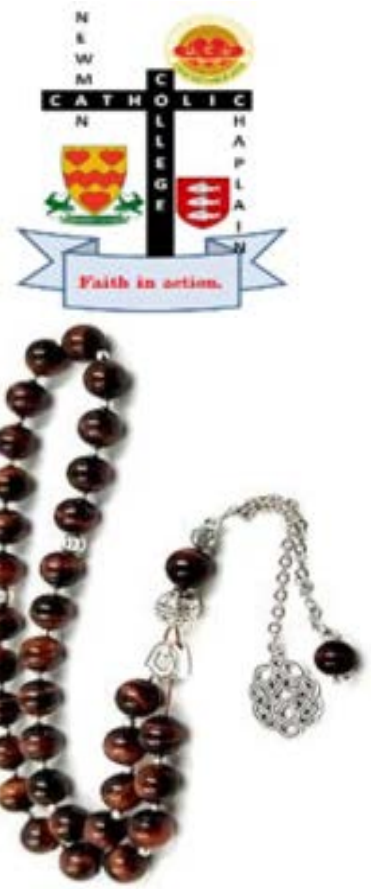
## Prayer for the King's Coronation:

Almighty God, we pray, that your servant Charles, the King, may continue to grow in every virtue, May he be safe from all that is evil and be blessed with your favour.

We ask this through Christ who is the way, the truth and the life and who lives and reigns with you for ever and ever.  
Amen



# Chaplain's Communique by J Roche



**Ramadan & Eid al-Fitr:** This year like and again next year Ramadan coincides with Easter and Pesach. All the Abrahamic faiths – the people of Abraham focused on Prayer, Fasting option for the poor (almsgiving). Those observing the Ramadan fast period used the prayer facilities. Some were led by a pupil but others by a Muslim member of staff. The Chaplaincy facilitated this for the staff and pupils wanting a place to pray.

“Our Mission is to create a inclusive Christian community which provides learning that is both exciting and purposeful, and enables all pupils to succeeds in using to the full their God – given talents and abilities”

As a school with God and Faith at the core we pray: “make me a better person, more considerate towards others, more honest with myself, more faithful to you.”

...



Tasbeih beads are a way to keep count of ones daily dhikr. Ideal as a Ramadan gift or Eid gift.

## Organised Islamic Prayers for those wishing to pray at Lunchtime in the month of Ramadan.



**Prayer Life:** What is a better way to start your day in a Catholic School if not with a prayer. Catholics, Muslims, and people from other faiths pray all the time. But while we all pray (some in our own unique way), it might be worth thinking about the purpose of prayer and not necessarily the mechanics of it. The church teaches that prayer is the raising of one's heart and mind to God or the requesting of good things from God. Prayer is a two-way process. Catholics pray to God to develop spiritually, and God has the power to answer prayers. Prayer is fluid and not always fixed. It is a conversation with God and way to “chat” to our Heavenly Father. Monks and Nuns, those in religious life pray 5 times a day – the Divine Office. This old, sometimes forgotten form of prayer is very spiritual and pupils at Newman have been given the chance to experience a version of the Morning Prayers.

For Muslims, prayer or salah is part of the life of a Muslim. They are required to ponder the Qur'an and Allah's attributes. Muslims across the world unite in prayer at five specified times each day in the direction of the Kaaba in Mecca, as a means of connecting to Allah and their purpose in life – to remember and worship Him.

There are 4 tradition of the Catholic Church for basic Christian prayer:

- (1) Prayer of Blessing and Adoration (praising God)
- (2) Prayer of Petition (asking for what we need, including forgiveness)
- (3) Prayer of Intercession (asking for what others need)
- (4) Prayer of Thanksgiving (for what God has given and done)



## Tips for praying:

- Finding a regular time to pray each day can also be helpful to making prayer an important daily routine.
- Calm yourself and put away distractions.
- Use formal prayers or speak what you feel to God, or a combination of each. Prayer is an ongoing, developing relationship with God.
- Take time to listen. God does speak to us in prayer but we need to listen with our hearts. Be open to what God is telling you rather than just on what you want to or expect to hear.
- Use the Bible in your prayer
- Have a proper attitude. Prayer requires openness to God and a desire to worship and get to know God better.





# Chaplain's Communique by J Roche

## Friday Weekly Mass:

**Serving Mass & Fr Allan**



**Reading the Bidding prayers during the Mass.**



**Fr Ruwan blessing the new Icon of St Joseph – May day.**



**Yr 11 Servers ready to celebrate their GCSE & Leavers Mass.**



## Leavers Masses:



**Y13 keeping a keen eye on the Leaver's Mass. Young men ready for the next chapter in their story.**

**Fr Tom OMI celebrating Mass on the 1<sup>st</sup> Anniversary of the Ukrainian war. We pray for PEACE**



**Yr. 13 serving Mass with Fr Allan for their Leaver's Mass.**

**Yr.11 Leaver's Mass with Fr Tom OMI**



**A fond farewell to all the Y13 pupils following the celebrations of the Mass.**



**Yr.11 queuing up to read the prayers of the Faithful at their Mass**

This year's leavers Masses for Y11 and Y13 were full of symbolism. The pupils, the form tutors and the chaplain worked together to make the celebrations special. Fr Tom and Fr Allan celebrated masses and the offertories were tailored to the Year Group. The final hymn was a crowd pleaser – Walk in the light.

Year Group Friday Masses are a regular, timetabled events in the school year. The year group Fides Actio pupils assist in the preparation of the Masses. They read the readings for the Mass and the prayers of the Faithful are drafted by them and read out in the Eucharistic celebrations. Other pupils are willing to volunteer in reading the 1<sup>st</sup> reading and the responsorial psalm. There is an offertory to allow more students to take part. The gifts are varied depending on the year and the season, the globe, sports kit, books, flags, candles, mobile phone etc. But always the bread and wine.

**Serving Mass & Fr Tom OMI**







# Chaplain's Communique by J Roche



**Marian Procession:** During the month of May, after the celebration of Our Lady of Fatima, the statue of Our Lady of Willesden was processed around Harlesden. Pupils for Newman were as ever present, representing the school and their families. Starting off at the church of Our Lady of Willesden in Harlesden, we processed, (pupils, parents and staff) along Nicoll Rd and all the way to St Claudine's Secondary School. We recited the rosary and sang hymns. Upon reaching the school, the crowd gathered, sat down and prayed. The sun shone and the birds sang overhead. The boys did us proud. Looking forward to the night procession in October.



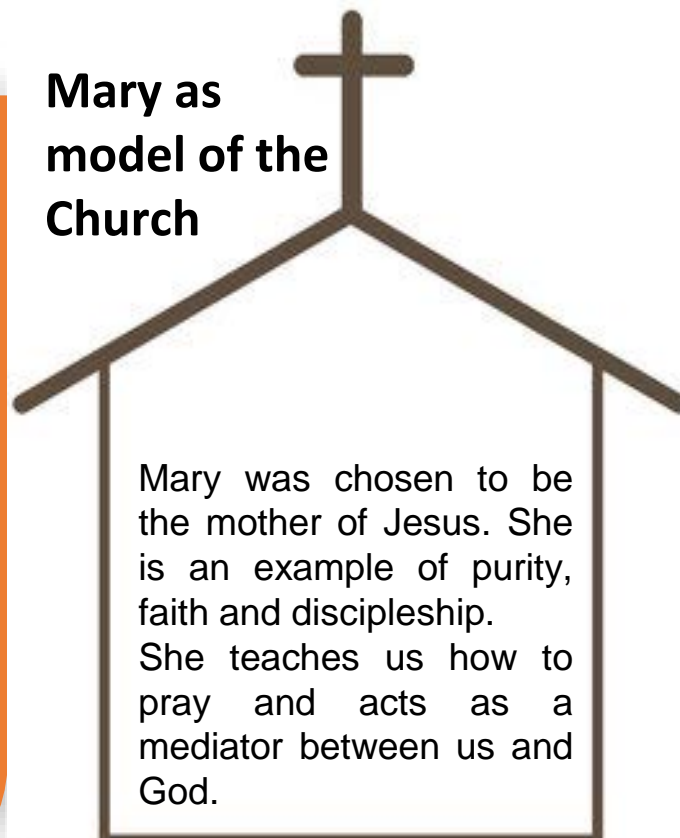
**May Altar:** The statue of Mary was set up in the reception for the month of May, the month of Mary. The Rosary was offered up in the school chapel after school for various intentions: personal family worries, exam pressures, results and stresses, career and job discernment and various other. Mary intercede for us. Amen



Hail, Queen of heav'n, the ocean Star:  
Guide of the wand'rer here below,  
Toss'd on life's surge we claim thy care;  
Save us from peril and from woe.  
Mother of Christ, Star of the Sea,  
Pray for the wand'rer, pray for me.

**Hail Mary**  
Full of Grace  
The Lord is with thee  
Blessed art thou among women  
And blessed is the fruit  
of thy womb, Jesus  
**Holy Mary**  
Mother of God  
Pray for us sinners  
Now, and at the hour  
Of our death  
Amen

## Mary as model of the Church



## Glory Be

to the Father,  
and to the Son,  
and to the Holy Spirit,  
as it was in the beginning,  
is now,  
and ever shall be,  
world without end.

*Amen.*

Which **one** of the following explains why Mary is a model of discipleship?

Put a tick (✓) in the box next to the correct answer.

A She did everything she wanted to.

☐

B She visited the Temple every week.

☐

C She refused to get married to Joseph.

☐

D She accepted everything that God asked of her.

☐


## GSCE Questions on Mary

1. Mary is often called 'Our Lady' by Catholics.
  - a) What other titles do Catholics give Mary?
  - b) Why do you think Catholics have special names for Mary?
2. Explain why Mary is a model of the Church.  
What do Catholics believe about Mary as the model of the Church.



# Chaplain's Communique by J Roche



## School Deanery Mass:

In was a great celebration of Mass for the schools in the Brent Deanery on 20<sup>th</sup> June at 11am. All the Catholic schools, infants, primary and secondary sent some representatives, classes and forms for the annual get together. Fr Tony from The Five Precious Wounds, Stonebridge and Fr Allan from The Transfiguration in Kensal Rise and curate at St Mary Magdalene's Willesden concelebrated mass. The theme was "The Lord set his heart on you and chose you". Fr Tony spoke of the Love of God and the relationships between each of us and God. A very Newman idea: Heart speaks onto heart. It was great that our Y9 pupils were able to serve mass.

*"Come to me, all you who work hard and who carry heavy burdens and I will refresh you. Take my yoke upon you and learn from me for I am gentle and humble of heart; and you will find rest. For my yoke is good and my burden is light."* Mt 11:25-30

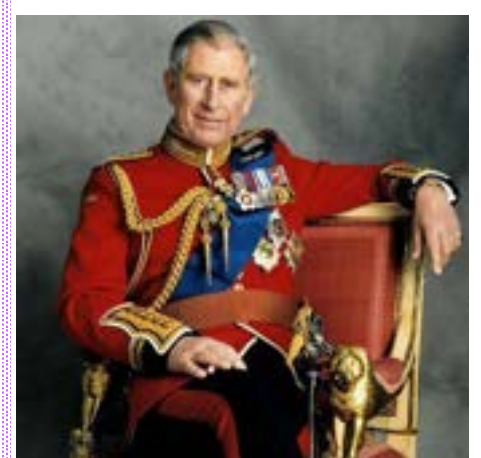


**Feasts and Festivals:** The summer term has many feasts and Liturgical festivals. Newman College has celebrated Masses for the Ascension, Pentecost, Trinity, the feast of Corpus Christi and the Sacred Heart. Form Prayers and Masses are offered for these and the Feast of the School patrons of St Thomas More and St John Fisher. The school buildings of More and Fisher are called after these 2 gentlemen. St Thomas More was a regular visitor to NW10 when Harlesden was a countryside village. We also celebrated mass for the feast of St Peter and St Paul, the foundation of the Church. St Peter was one of Jesus followers while St Paul was going against the followers of Christ and then changed / converted to be a champion of Christianity. He travelled to Rome and wrote letters to many people and communities. The symbols are the crossed keys for St Peter and St Paul has a book and a sword.



The Sacred Heart of Jesus.

**The Coronation:** Sadly, the year started with the death of the Queen, Elizabeth ii. The succession of King Charles iii followed immediately. "the Queen is dead, long live the King!". During May, King Charles iii was crowned in a religious service at Westminster Abbey. The Coronation of Kings is as old as time, Saul anointed King David in the bible and the anointing of this King reflects that. King Charles iii, the defender of the faith, was also given a bible, a sceptre and an orb with the cross on the top. These items are rich in symbolism and historical value, and it was great that the pupils had a chance to view them from home on TV. Mass was offered for King Charles and his reign in school and to the surprise of some, the national anthem was played at the end of Mass. The Cardinal asked people to pray for the King and the Queen Consort, Camilla.





# Chaplain's Communique by J Roche



When we were on retreat, we discussed the prayer life in our school and what we can do to help improve it and be involved.

**Retreats:** Once again, we can organise out of school retreats. This was changed due to C19 but now sites and venues are opening to having outside visitors – NCC pupils and staff. Previously the retreats were short sessions in the college chapel.

Classes/forms are invited to experience an away retreat day or  $\frac{3}{4}$  of a day. , a moment to take time out and leave behind the usual distractions to enter a time of deep reflection where prayer and scripture are central. This Summer we went to St Patrick's in Neasden.



Retreat day for the Y 7 and 8 Fides Actio members at St Patrick's Neasden.



Reflection and Prayer.



The Fides Actio (Liturgy group) members were exploring what is their role and how they can lead the prayer life in their form. They shared their ideas and hopefully they will implement them in School and forms.



**Lost Property:** Too often clothes and personal belongings are left in classes, changing rooms and just lying around. Lost Property is in Student's Services. Make sure you collect YOUR "stuff" ASAP.



***Make sure you Label your clothes & Collect them.***

**The FOODBANK:** For three years the Staff and pupils at Newman have operated out of the white cabin. The need is there, and the pupils and the suppliers are ready to support. It is an opportunity for the young gentlemen at Newman to see how they can make a difference. This year unfortunately the Edible Garden is in the process of being replaced. Hopefully, next year there will be a yield of 30% 50% or even 100%. Let's hope. The current foodbank supports families in the school.





# Chaplain's Communique by J Roche



**Gardening Enrichment:** The 6<sup>th</sup> Form Gardeners were busy keeping the gardens and vegetable beds tidy and replanted for the spring. This year we planted potatoes, beans and peas. The gardeners have weeded, hoed and put down woodchip. The ongoing battle of growing certain plants and pulling the weeds would keep us busy but then there is the watering. This June was very dry and hot, and it happened to coincide with the exam period, hence there are browner patches in places. We have prepared the boxes for planting. These were lined and filled with topsoil. The next gardening club will be to plant out. The gardening club is a place to use the muscles and get some physical work achieved. It is a place to have a chat, to unwind and to watch nature and learn from it. Many soon know the cure for a nettle sting.



What a busy bunch of gardeners



**Catholic Social teaching:** (CST) is rooted in Scripture, formed by the wisdom of Church leaders, and influenced by grassroots movements. It is our moral compass, guiding us on how to live out our faith in the world. Our faith calls us to love God and to love our neighbours in every situation, especially our sisters and brothers living in poverty. Following in the footsteps of Christ, we hope to make present in our unjust and broken world, the justice, love and peace of God. The CST principles inspire our work.



1. **Dignity** - every human person is made in the image and likeness of God, regardless of religion, culture, nationality, orientation or economic standing. Each one of us is unique and beautiful.
2. **Solidarity** - to stand side by side with our sisters and brothers both at home and abroad.
3. **The option for the poor** -
4. **Peace** -
5. **Creation and Environment** - the gifts of creation. Environmental conviction
6. **The dignity of work and participation** – fight the injustice and exploitation of workers and fight against inhuman conditions.

**Catholic World Your Day 2023:** Wed, 2 Aug - Sun, 6 Aug 2023 in Lisbon Portugal. The Pope has invited young people to gather this year in Lisbon. The theme is "Mary rose up and went with haste," It is about the 'yes' of Mary and about her rush to meet her cousin Elizabeth. It is held every two or three years at an international gathering place chosen by the Pope.

It is a new drive into the faith, hope and charity for the entire host country community. With young people as its protagonists, World Youth Day also seeks to promote peace, unity and fraternity among peoples and nations around the world.

World Youth Day (WYD) has brought together young people (ages 18-35) from all over the world with the Pope every two or three years at an international gathering place chosen by the Pope.





# WINDRUSH DAY 75<sup>TH</sup> ANNIVERSARY.

# ART AND DESIGN



Windrush Day celebrates the contribution and achievements of the Windrush generation and their descendants.

To recognise the 75<sup>th</sup> Anniversary, NCC pupils designed posters to celebrated the arrival of the passengers of the Empire Windrush in the UK on the 22nd June in 1948

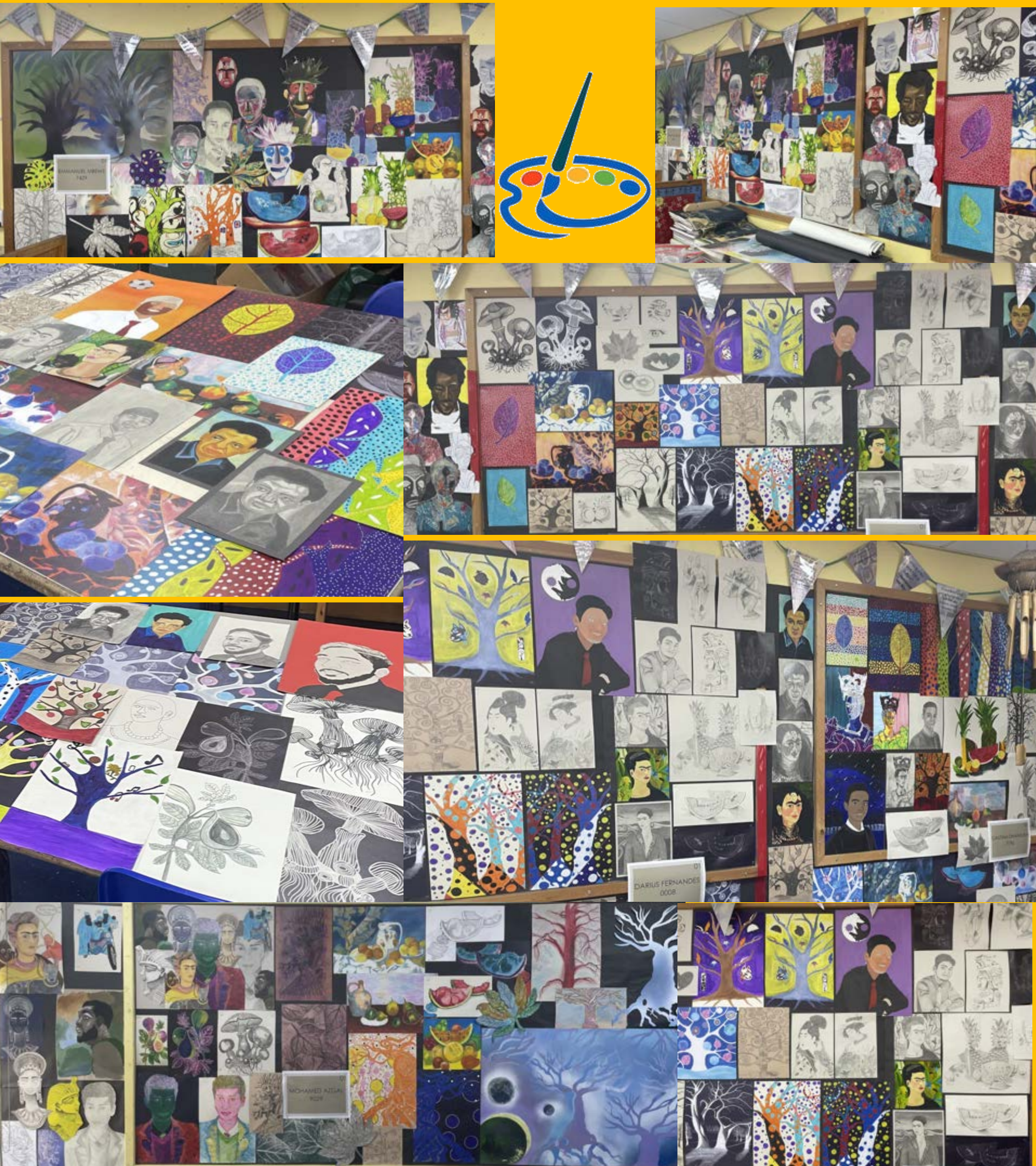
This is just a small sample of their amazing work.





# ART AND DESIGN

ESA Moderation photos  
Year 11 and 13 Paul and Benedict Exam Work



Well done for all your creative work and ideas;  
Good Luck to you all. Ms Linton and Mrs. Farrell"





# ART AND DESIGN







# Performing Arts Summer Term 2023

## Visiting Complicité: A Motivating Encounter with Theatrical Excellence

Gabriel Rato, Karthikan Jeyakanthan and Brandon Kabeya went to visit the offices of Complicité Theatre where they met Tim (Senior Producer) Amber (Executive Director) Emma (Arts Administrator) and reconnected with Rima (Creative Engagement Producer) over some refreshments. Rima showed Gabriel, Karthi and Brandon marketing material and the 'chaotic' storage room, which houses props and costumes used in Complicité's most famous shows. It was an excellent opportunity for these talented Year 13 students to learn more about the diverse roles attached to the performing arts. Gabriel Rato is considering a career in Theatre Marketing, as a result! However, this is a reciprocal relationship, as it is important to Complicité to hear the responses of young people who live in the capital, to their work. Complicité prides itself on having a global outlook and we were proud to be able to send three great ambassadors for Newman, with different outlooks, experiences, and ambitions to meet them. Brandon and Gabriel returned to Willesden Sports Centre to rejoin Sports Day and tell us all about the visit. I only wish that Brandon Kabeya was able to return in time to race in the 100 metres!



**“Our projects designed for schools, offer teachers and students a chance to experience and learn about the Company’s collaborative processes.” - Complicité**



A special mention to 13 Benedict, who completed the RSL Level 2 Certificate in Creative and Performing Arts - a two-year qualification in one year. Results will not be confirmed until August Results Day, but we are hoping for some strong grades for this group. The Drama Department attributes some of the very disciplined and collaborative attitudes of this group to their participation in Complicité's Creative Engagement Project, in the Spring. Working with a world-renowned physical theatre company which prides itself on a questioning, collaborative and principled approach to art, seemed to cement a supportive and joyful group dynamic. Benedict went on to produce memorable performances from Closer and Romeo and Juliet, plays that deal with love and loss, but centuries apart and in strikingly different ways. We very much hope that members of Benedict will join us for Level 3 qualifications in September, and wish all who leave Newman for new pathways, every success in the future.



## ROYAL CENTRAL

SCHOOL OF SPEECH & DRAMA

UNIVERSITY OF LONDON

**Trip to the Royal School of Speech & Drama**



The Performing Arts Department has for the 6th year running hosted 6 incredible students from the DATE (Drama Applied Theatre and Education) course at Central. They have worked across year groups running weekly drama clubs: students have had the opportunity to develop their storytelling and scriptwriting skills through engaging in interactive workshops and rehearsals.

### **Central School of Speech and Drama Exhibition of all the industry crafts.**

The Performing Arts Department took students from years 9, 10 and yr 12 to the CSSD's Theatre Design, Craft and Production Open Day. Students could view the work and speak directly to final-year students about their specialism. This included costume design, lighting and sound designers and production teams. We are very fortunate to have this wonderful link with such a prestigious Drama school.



# ROYAL CENTRAL

## SCHOOL OF SPEECH & DRAMA

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### UNIVERSITY OF LONDON



### Trip to The Bush Theatre to see *A Playlist for the Revolution*

Mrs Beirne-Francis, Ms Tetley and Mr Albadie took 12 Benedict and Year 10 Drama to The Bush Theatre to see the world premiere of *A Playlist for the Revolution* and participate in an engagement workshop. *A Playlist for the Revolution* explores a young couple's attempt to respond to the shift in the political climate in Hong Kong in 2019 which forces them to face their relationship with the region and each other.

Engagement workshops are an invaluable tool for encouraging young audiences to identify with and invest in a play's content before watching it. In a workshop run by Pippa, a brilliant freelance facilitator, Years 10 and 12 explored their attitude to power, oppression, and protest. We were very pleased to be joined by our outgoing Year 13 students: Gabriel Rato, Brandon Kabeya and Anxhelo Balaj who were instrumental in creating an energised and engaged group dynamic. This is the first time 10 and Year 12 have worked together in Drama and a focused and trusting atmosphere developed. While the classes are different ages and follow different pathways at Newman, they are taking the same Performing Arts qualification and have a lot to learn from each other and we hope such collaboration can continue.



### Level 3 Extended Diploma in Performing Arts

The students have worked incredibly hard and are a credit to our school, their families and their teachers. Some of the final units they worked on were Theatre in Education, where they collaborated with local primary schools to work on issues that most concern the students in yr 5 and 6. We have so much to celebrate in the Performing Arts department, it is hard to know where to start. Best to begin with our most senior students who all have completed their Extended Diploma at Level 3. All have university offers from the following Universities, Goldsmiths, Exeter, Kingston and Wembley University Football.

#### Gabriel Rato

We are delighted to welcome our former student Gabriel Rato to our Performing Arts team. Gabriel has just finished an extended diploma in Performing Arts and has secured a place at Goldsmiths University studying for a BSc in Management with Marketing. He has deferred his place and will work as a creative learning support assistant in the Drama and Art department until July 2024. As a student, he took on various acting roles beginning with Simon in 'Lord of the Flies'. His course culminated with a wonderful solo puppetry performance where he took the inspiration for his piece from his grandfather who was an activist in Portugal during the reign of the dictator Salazar.

**Goldsmiths**  
UNIVERSITY OF LONDON





**Gabriel Vieira**

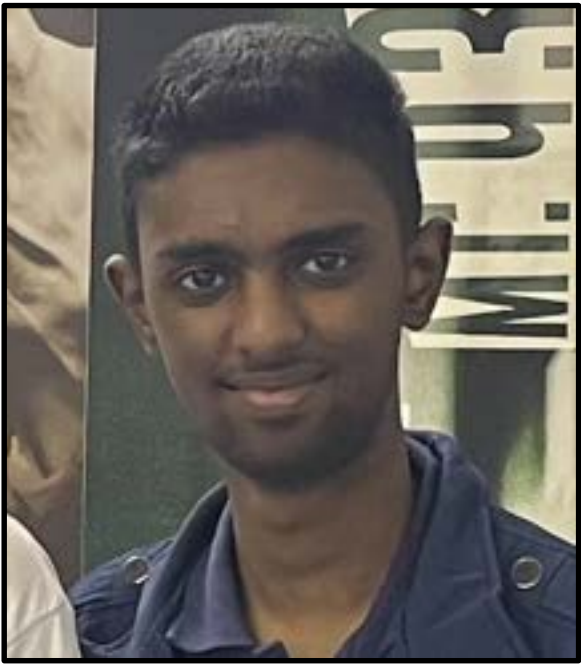
We are happy to announce that Gabriel Viera has been offered a place at the University of Essex to study for BA in Drama.

Gabriel wants to be an actor and he has already worked with some of the finest actors on stage and in film. Gabriel rode his motorcycle every morning from High Wycombe to Harlesden to develop his skills and get his grades. Throughout his studies at Newman, he worked as an extra on several films, rubbing shoulders with Gal Gadot known for her role as Wonder Woman in the DC Universe and Jason Bateman the lead actor for the Netflix Original Series Ozark'. In his final year at Newman, he auditioned for British Youth Music Theatre (BYMT) and secured a role in the musical Cabaret Havana. We wish him every success in his future endeavours and will always remember this hard-working student who made his journey from Brazil to various parts of Europe such as Italy and Spain, acquiring fluency in the Spanish language on-route to the United Kingdom. His final Puppetry performance documented this journey showing the good times and the challenges



**Davi Soares**

Born in Londrina, Brazil raised in Portugal moving to the UK when he was eleven years old, Davi joined the Performing Arts department to study for his extended diploma in performing arts in 2021. The Sixth teachers soon learned he had an in-depth knowledge of his home country's politics and loved to debate the current political situation in Brazil. His final solo performance was a puppet show retelling the heartbreaking story of a van crash in Portugal, containing his family's possessions. His performance shows the process the family went through, to overcome this traumatic event. Davi worked every evening after school as a Barista at Pret A-Manger finishing his shifts at 10 pm, he still managed to attend school every day and complete his course with excellent grades. He joins the University Campus of Football Business (UCFB) to study for a de BA (Hons) degree in Football Business. We wish him every success in his future career.



**Karthikan Jeyakanthan**

London Born of Sri Lankan heritage, Karthi as we know him joined Newman Catholic College as a Year 7 Student and we have had the privilege of teaching this wonderful student for the past seven years. Karthi is a talented young actor with the most beautiful voice, he's taken on various roles throughout this course, playing Eddie in Blood Brothers, Blake in Glengarry Glen Ross, and The Arthur Fleck (Joker) in his approaches to acting unit with his interpretation of the character. Karthi is a master in physical theatre and film. He has produced incredibly interesting storylines during his course. Karthi is going to study BA (Hons) in Drama at Kingston University London.





## Performing Arts and Primary School Visits

- Donnington (Donnington Rd)
- Furness (Furness Rd)
- John Keble (Crownhill Rd)
- Gladstone Park (Sherrick Rd)
- Newfield (Longstone Ave)
- St Joseph's (Goodson Rd)
- Mitchell Brook (Bridge Rd)
- St Joseph's Primary School (Waverley Ave)



The Performing Arts Department has facilitated visits from local primary schools for many years and this year was no exception. Mr Jalil and our wonderful team of students from the Central School of Speech and Drama, our students, Gabriel Rato and Karthikan Jeyakanthan worked with the young people introducing them to drama games, techniques and skills, but mostly having fun and learning to work together in a respectful and safe environment. We look forward to welcoming them to Newman Catholic College in September 2025. The Primary School Visits were coordinated with the usual professionalism and precision by one of our drama teachers, Miss Hardy, who is head of Year 7 and also responsible for the Transition from Primary to Secondary.

### Highlights from a KS3 Puppet Workshop with Christopher Gadd







# Business Studies NCC at Sky Studios



We were lucky enough to be invited to Sky studios to gain an insight into the Film and TV industry and the different career paths that exist within Sky.

Thirty Sixth formers attended and they created their very own film trailers from the ground up. They wrote the scripts, chose their costumes and even filmed/edited their trailers into finished productions.

It was an excellent experience and our students learn a lot! We were also treated to a tour of the sky sports studio and a brief tour around the sky campus.

We are very proud of what our students produced and would like to thank Sky for this wonderful opportunity.



Here Harry and Shakeel's group are brainstorming ideas for their trailer.

Here our students are being given their initial brief and instructed on how the day was going to look.



Here are some more of our favourite pictures!

Denlison very much enjoyed getting into costume!





# Business Studies

## Summer Enterprise Activities

Once again the summer is upon us, some of our more enterprising students may wish to use some of the idea below to make some money during their time off - you could raise money for yourselves or better yet raise it for a charitable cause!

## Local Car Wash

This is one you can set-up for easily! All you need is: a sunny day, some buckets of soap, some posters to tell people about your business and you can go make some money.



## Selling handmade goods

This is a creative one! Make things like beaded jewellery, soaps, bath bombs, or sweets which can then be sold online or via local delivery and markets with the help of parents.



## Dog Walking.

If the weather is nice you could Get some exercise and explore your local area, and make a tidy profit doing so!



We the Business department would like to wish you all the best and a happy and healthy summer holidays - enjoy!

# Mr Albert and Mr Connors



# NCC Poetry Field Trip to St Pauls Cathedral

Mr Troisi led poetry lessons after school where our boys learnt the intricacies of poetry. 5 were selected to enter the competition and won publication into this year's anthology, as well as a field trip to St Paul's Cathedral. Mr Troisi & Ms O'Malley took a group of boys down to St Pauls Cathedral to read their poems out. They got to present their poems in front of other schools as part of the **Young City Poets program**, and did an amazing job. Dozens of students had been coming for weeks, after school, to learn about poetry, go on a field trip to Keats House and then finally write their own poems inspired by their teaching and experiences. Five of our boys made it to the finals and get published in this year's anthology.



Enjoy one of this year's winning entries!

**My broken ball.** *Max, Y7*



Oh how the ball flies across  
the table like a bird,  
just to come right back .  
But the fear in my mind,  
that I WILL have to say goodbye.

My magic 8-ball by my side  
tire the bats  
tire the players  
but I will always be there

**ready** to care

But then I smash  
CRACK!  
It's broken! oh no my dear  
my dear table tennis ball  
how flat you now are.

How the butterflies fill my stomach  
how the tears

slide  
down  
my  
cheeks

how I hold the corpse  
ever so ever with care  
treating it as my beauty  
but then it blows away.

**Congratulations  
to  
Charles  
Max  
Thomas  
Caleb  
Zain**





# Year 10 and Year 11 ONLINE revision and study support (July 2023)



Mr Everything English

@MrEverythingEnglish 119K subscribers 198 videos

The Home Of Your Learning >

<https://www.youtube.com/c/MrEverythingEnglish>



Miss Cole

@MissC 5.76K subscribers 62 videos

Add some revision tips. Sprinkle some wellbeing advice. :

<https://www.youtube.com/c/missc>



Mr Salles Teaches English

@MrSallesTeachesEnglish 124K subscribers 1.1K videos

So glad you found me! Do you want to get a brilliant understanding of Lang

<https://www.youtube.com/@MrSallesTeachesEnglish>



Mrs Whelan's English

@MrsWhelansEnglish 34.8K subscribers 147 videos

Offering advice and support for GCSE and A Level English students

<https://www.youtube.com/channel/UC0jbf4wl1GPts6hpbKZ-7Bw>

<https://www.aqa.org.uk/subjects/english>

- Your exam board (AQA)
- English Language (8700)
- English Literature (8702)
- Spoken Language Endorsement (8700/C)

<https://www.litcharts.com/>

- Search for your Literature Texts

<https://www.rsc.org.uk/>

- Search for *Macbeth*, information from the actors and Shakespeare's London

<https://www.brent.gov.uk/libraries-arts-and-heritage/libraries>

- Brent Library Service



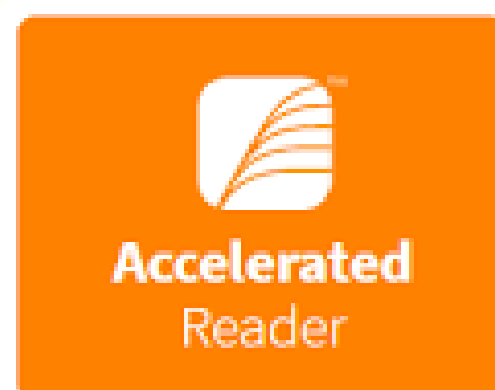
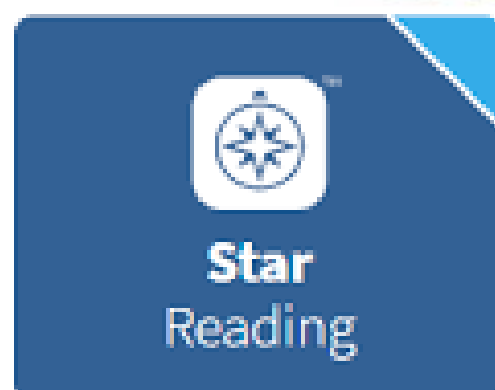
**English- Summer Reading:  
At home, online or abroad**



**YouTube**



**Brent  
Libraries**





## Teacher Recommendations:

### Ms Hardy

*The Curious Incident of the Dog in the Night time by Mark Haddon*

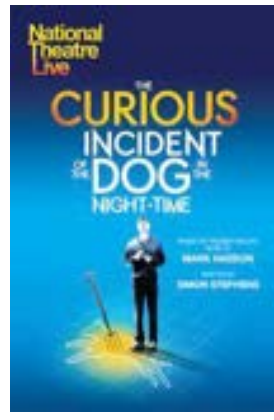
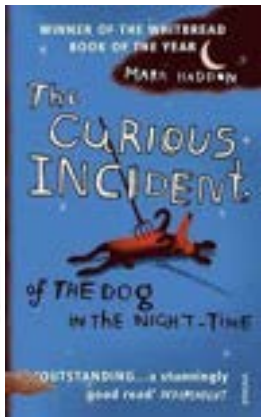
*Prime numbers are what is left when you have taken all the patterns away. I think prime numbers are like life. They are very logical but you could never work out the rules, even if you spent all your time thinking about them.*

*(Christopher Boone: Chapter 19)*

**"I read the play script and reread the novel this year and thoroughly enjoyed it. It is very insightful and helps people to understand the world of ASD."**

**All students would enjoy and learn from this novel! They will gain a better understanding of ASD, people's differences do not define them and how to approach students of all walks of life."**

**- Ms Hardy (English/Drama and Head of Year 7)**



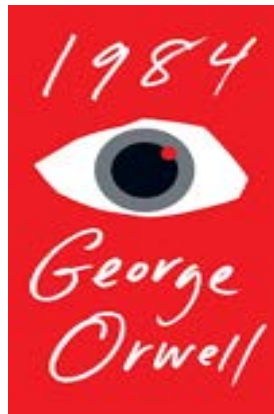
## Teacher Recommendations:

### Mr Troisi

*1984 by George Orwell*

**"I love English Literature and I love history! 1984 is very prescient for the youth of today."**

**-Mr Troisi (English Teacher and Form Tutor)**



## Teacher Recommendations:

### Ms Scotland

*'Black Brother, Black Brother' by Jewell Parker Rhodes*

***"Fencing is in the body, but it's also in the mind."***

**"A powerful story of Trey and Donte, biracial brothers, who attend the prestigious Middlefield Prep. Trey looks like his Mother, who is Black and Trey, of a lighter complexion, resembles his white Father. Jewel Parker Rhodes, Professor of creative writing, noticed that her biracial children (both of different complexions) were treated differently within the systems of which they were a part. Her characters are therefore authentic, and Donte is written as being racially abused in school and in the justice system and Trey does not suffer discrimination. Indeed, you will read that racism is traumatic, can be subtle and incredibly disturbing.**

**Later, Donte is introduced to Fencing and uses the sport to beat his bullies at their own 'game'.**

**The novel is based in the USA but is applicable to the UK context. It is set in a small school and will allow you to gain an insight into what happens in a private school: traditions, generational wealth, privilege and exclusivity.**

**'Black Brother, Black Brother' provides an opportunity to learn about the power of sport, team work and language. It provides enough action and challenge to inspire ALL students."**

**- Ms Scotland**

**(Head of Faculty (English and MFL))**

## Teacher Recommendations:

### Ms Khalaj

*Harry Potter and the Philosopher's Stone by J.K.Rowling.*

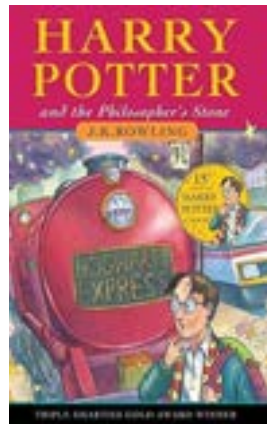
***"It does not do to dwell on dreams and forget to live."***

**"I am having a 'Harry' Marathon at the moment on Netflix which has inspired me to pick up my favourite book from when I was in school.**

**This is book 1 of the Harry Potters.**

**I would recommend the book to all KS3 but particularly, Year 7 and 8."**

**- Ms Khalaj (English Teacher and Year 11 Form Tutor)**



## Teacher Recommendations:

### Ms Carter

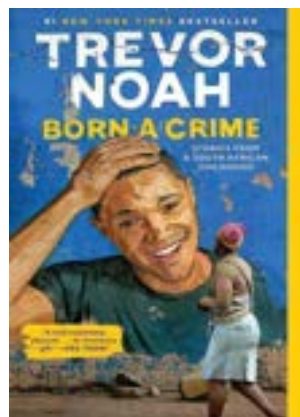
*'Born a crime' by Trevor Noah*

***"I don't regret anything I've ever done in life or any choice that I've made. But I'm consumed with regret for the things I didn't do, the choices I didn't make, the things I didn't say. We spend so much time being afraid of failure, afraid of rejection. But regret is the thing we should fear most. Failure is an answer. Rejection is an answer. Regret is an eternal question you will never have the answer to"***

**"This books resonates with me because it explores what it means to be a 'biracial' person. It has allowed me to appreciate my identity and the freedom I have to be proud of it. It thoroughly explores the struggle that biracial people faced during a time when it was illegal for Black and White people to have relationships and procreate.**

**Recommended for Year 9 to Year 11 students."**

**Miss Carter -English Teacher**

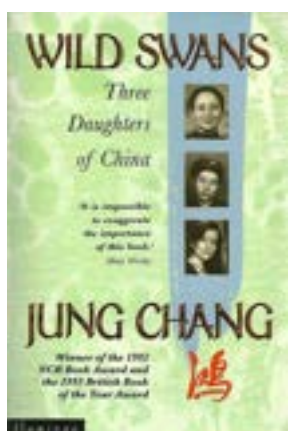


## Teacher Recommendations:

### Miss Walsh

**This is a family history that spans a century, recounting the lives of three female generations in China, by Chinese writer Jung Chang. It is engrossing, historical and enthralling.**

**Miss Walsh  
Head of Year 10 and English Teacher**







## Science Club

Science club takes place every **Wednesday** after school (**3:15 – 4:00pm**) . Students are enjoying the hands on opportunities they get in the science department. This club is a great chance for students to learn and practice important practical skills.

Have a look at some of the fantastic experiments our students have taken part in and come and have a go!

They have made lemon batteries, tested wind speed, made red cabbage indicators to test acids and alkalis and much more!

Students in year 7 have been getting more confident in doing independent practical work as well as working cooperatively in groups.



## Sixth Form University Trip



Our Sixth form Science Students had the fantastic opportunity to visit the London Met Life Sciences Superlab. This is one of the largest open space laboratories. The students had the hands on opportunity to make Aspirin and use top of the range new laboratory equipment. Well done to our Sixth Formers for completing all the tasks to an excellent standard.

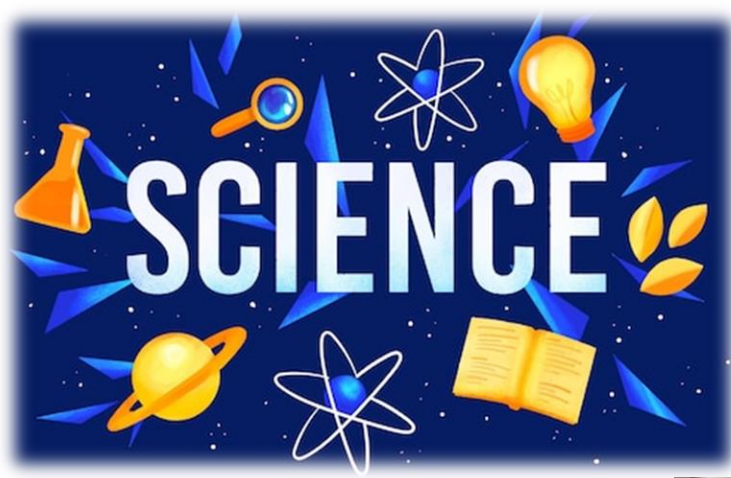
We would like to give a special thanks to Dr Ronald Mazorodze for helping to organise the session and helping to lay the foundation for this partnership. A special thanks also goes to Mr Mathew Fisher and Ms Faryal Aflatou for delivering a fantastic lab session.

## Year 13 BTEC Leavers Party

We would like to say a very well done to our Year 13 students for all the hard work they have put in to completing their course. Everyone in the group has secured their University first choice. We wish them well in their future endeavours







# Sixth Form University Trip London Met Life Sciences Superlab





# Maths Department News

## **UKMT Maths Challenge:**

This year the Maths department continued its involvement with the UKMT Maths Challenge programme. Students from years 7, 8, 9, 10 took part in individual challenges throughout the year. Unfortunately, the team challenges will no longer be run by UKMT due to budget constraints. However, we did organise a team tournament for some of our year 7 and 8 classes which was enjoyed thoroughly by both students and teachers.

Over 250 000 students around the UK sat the Junior Maths Challenge paper and only students scoring in the top 50% received certificates. We are very proud to announce that Ajani Adofo, Ali Mohamed, Adryel Barreto, Samuel Campos, Max Donnelly-Trimble, Asher Dsouza, Makai Kibuuka-Musoke, Caleb Nathan, Sayed Ehsan Alavi, Alexandros Baldwin, Gabriel Barone, Hubert Dehmel-Heder, Alfie Hood, Nur Ibrahim, Abdullah Motaoa, Masinga Phambu, Aarush Raut, Oli Stapor Barros, Yienz Taika and Victor Zeidan are all certificate winners!

There will plenty of opportunity for students to get involved with Maths Challenges next year. We will again be entering students from Years 7, 8, 9 and 10 for the individual challenges. The students involved this year have thoroughly enjoyed it and this would be a great experience for your son, so do encourage them to get involved in the new school year. For more information about UKMT please visit [www.ukmt.org.uk](http://www.ukmt.org.uk)

## **Extracurricular Sessions**

This year we were able to run a number of sessions outside of normal lessons for students including year 11 revision, homework clubs and further maths GCSE. In addition to this, we were able to organise access to external providers including The Promise Foundation, MyTutor, Maths Masterclasses Tutorials from TalentEd and Maths Masterclasses from the Royal Institute. This has given our students access to a range of additional experiences that complement the core curriculum.

## **Bank of England Museum Trip**

As a reward for hard work and effort in mathematics this year, the maths department took a group of 30 year 9, year 10 and year 12 students to visit the Bank of England Museum. The museum collection includes tens of thousands of items and spans over 1,500 years of history. It includes archaeology, banknotes, coins, artworks, sculpture, decorative art and social history. Whilst there, students listened to a talk by the Bank of England on how the Bank of England's role in the UK's economy and the financial system.



## **Further Maths GCSE**

This term in further maths GCSE our group of keen mathematicians have had the opportunity to explore a new concept, differentiation. Differentiation has a number of practical applications. It can be used to calculate rates of change, forces, thermal properties, and more. It is an important part of physics, engineering, and other fields.

Next academic year we will be offering this opportunity to a new cohort. Please look out for a letter in September for invited year 10 students and encourage your son to take part.

## **Equipment**

All students are required to have their full equipment, including a Maths set and a scientific calculator. These are available to buy from the Maths office at a subsidised cost: £1 for a Helix Maths set, and £10 for the improved edition of the Casio fx-85GT scientific calculator that has increased functionality.



# Maths Department News

## Mathematics in the Summer Holiday:

Regularly doing some mathematics during the summer holidays is important. All the resources shared on google classroom throughout the year remain accessible for students who may need to catch up with any work they have missed. Furthermore, as well as our subscription to [hegartymaths.com](https://www.hegartymaths.com)/[sparxmaths.com](https://www.sparxmaths.com) (your child will have an individual login), there is a wide range of good quality free resources that can be accessed online over the holidays. Some excellent websites are listed below but if your child would like more individual guidance they can email their class teacher for advice and support.

## Revision websites:

For everything from brushing up on basic numeracy skills to challenging GCSE questions the following sites will be useful for all year groups to revise and refresh their mathematical knowledge and skills.

- [www.sparxmaths.com](https://www.sparxmaths.com)

Independent learning option where students can pick any topic and view short videos, answer questions that give immediate feedback and it is all tailored to an appropriate level for each individual (years 7 and 8 only)

- [www.corbettmaths.com](https://www.corbettmaths.com)

10 minute videos accompany both exam style and textbook questions with answers available. Mixed 5-a-day questions for a variety of levels, again, with answers available. Exam style practice papers with worked solutions.

- [www.dr frostmaths.com](https://www.dr frostmaths.com)

Access to a wide variety of questions sourced from all exam boards and UKMT with answers available instantly. Particularly useful for more challenging questions. Also features key skills practice questions.

## Mathematical Thinking:

These sites look outside of national curriculum/exam focused practice and encourage your child to think in different ways about mathematics, be more flexible and behave 'like a mathematician'. These excellent resources can improve confidence and broaden horizons as well as being interesting and fun to do.

- [www.nrich.maths.org](https://www.nrich.maths.org)

A vast collection of shorter and longer problems, puzzles, games and articles focusing on rich mathematical experiences.

- [www.ukmt.org.uk](https://www.ukmt.org.uk)

Free access to a number of past papers for both the individual and team challenges. Questions focus on problem solving and worked solutions are available with prompts for further investigation.

- [www.atm.org.uk/Maths-Teaching-Resources/Maths-Snacks-Videos](https://www.atm.org.uk/Maths-Teaching-Resources/Maths-Snacks-Videos)

A selection of 2 minute videos introducing tasks, puzzles, challenges and games accessible for all learners.

## **Why we need to introduce problem-solving skills in Mathematics to students By Benjamin Anarfi-De-Khems**

A league table based on test scores of 15-year-olds from 76 countries on their mathematics abilities, published by the OECD and PISA (2019), had China 1<sup>st</sup>, Singapore 2<sup>nd</sup>, Macao and Hong Kong 3<sup>rd</sup> and 4<sup>th</sup> respectively with the UK placing 18<sup>th</sup>, indicating that UK children are falling behind their Asian peers. The question is, what do the first four countries have in their mathematics curriculums that make them successful in mathematics that the UK curriculum does not have?

In this article, I will try to elaborate on why as mathematics teachers need to introduce our students to problem-solving skills in mathematics Teaching, why I am interested in teaching mathematics through problem solving, and its relevance to my professional development.

According to Donaldson (2011: 5),

“Teaching through problem-solving is an instructional approach in which teachers use problem solving as a primary means to teach mathematical concepts and help students synthesize their mathematical knowledge.”

NCTM argues that “Problem solving means engaging in a task for which the solution method is not known in advance” (2000: 52).



# Maths Department News

The reasons for my interest in the introduction of problem-solving skills in mathematics are:

- I want my students to be creative enough to develop their own mathematics ideas, make connections and be independent thinkers, Stramel (2021).
- To answer students' mantra 'why are we doing this' by applying mathematics to real world situations Stramel (2021)
- To make mathematics appealing and gratifying to my students, Lambdin (2003)
- To help my students grasp mathematical concepts, Donaldson (2011)
- That students can learn to work cooperatively amongst themselves, Stramel (2021)
- "Teaching through problem solving focuses students' attention on ideas and sense making and develops mathematical practices" Stramel (2021:49)
- "The whole point of learning maths is to be able to solve problems" Mclure (2013: 1)

Students need problem-solving skills in maths for several reasons:

**Real-world application:** Problem-solving skills in math enable students to apply their mathematical knowledge to real-life situations. Many professions, such as engineering, computer science, and finance, require strong problem-solving abilities. By developing these skills, students can tackle complex problems and find solutions in various contexts.

**Critical thinking:** Problem-solving in maths promotes critical thinking skills. It encourages students to analyse problems, break them down into smaller components, and develop logical strategies to solve them. This process enhances their ability to think critically, reason, and make informed decisions.

**Understanding mathematical concepts:** Problem-solving engages students in actively exploring and understanding mathematical concepts. It helps them see connections between different mathematical topics and apply their knowledge in novel ways. Through problem-solving, students gain a deeper understanding of mathematical principles and develop a more robust mathematical foundation.

**Overcoming challenges:** Maths problems often present challenges and obstacles that require perseverance and resilience to overcome. By practicing problem-solving, students learn to approach difficult tasks with confidence and persistence. They develop problem-solving strategies, learn from their mistakes, and become more comfortable with tackling challenging maths problems.

**Creativity and innovation:** Problem-solving in maths nurtures creativity and innovation. There can be multiple approaches to solving a problem, and students are encouraged to think outside the box, explore different strategies, and come up with creative solutions. This fosters their ability to think creatively and develop innovative problem-solving techniques.

**Preparation for standardised tests:** Many standardized tests, such as the SAT, ACT, and GRE, assess students' problem-solving skills in maths. Students who are proficient in problem-solving have an advantage in these tests, as they can quickly analyse and solve the given problems using effective strategies.

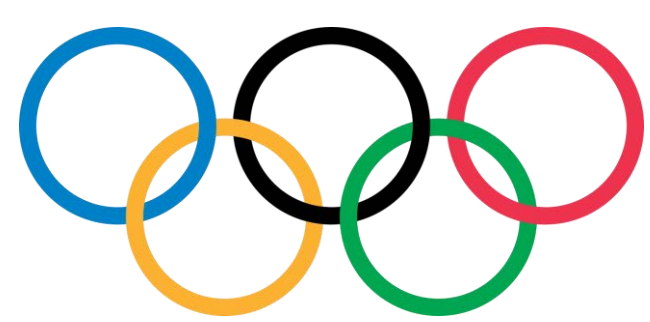
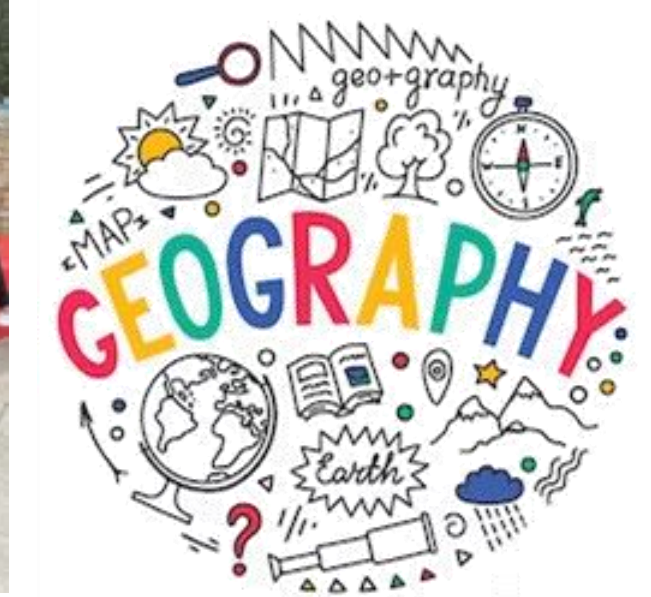
Overall, problem-solving skills in maths are crucial for students as they help them apply maths concepts in practical scenarios, develop critical thinking abilities, understand mathematical principles deeply, overcome challenges, foster creativity, and prepare for various assessments. These skills are essential not only in mathematics but also in other academic subjects and real-life situations.

In summary, I want my students to become problem solvers, experience authentic maths, expand their thinking skills, be adventurous, be creative, and love mathematics beyond GCSEs. Teaching mathematics through problem solving is the only way our children can get closer to their Asian peers.

As a mathematics teacher, the more I help teach children problem solving, the more I will learn new things, increase my understanding of mathematics, and knowledge and develop professionally. As Halmos, P. (1980. P.519) said, "The mathematician's main reason for existence is to solve problems ... therefore, what mathematics really consists of is problems and solutions".

By Benjamin Anarfi-De-Khems





## Year 10 and 12 Paul Field Trips to Westfield Stratford and Olympic Park

On the 3rd of July, we went to the Olympic Park in Stratford, this was part of our Geography case study on the development of deprived areas. We started the day off by visiting the Stratford shopping Centre, we then interviewed the public about their opinions on how Stratford has been affected as a result of the Olympics being hosted there in 2012. We then went to the Westfield shopping centre in Stratford, comparing it to the Stratford Centre. After our lunch break, we went past Stratford International station, into the East Village and Queen Elizabeth Olympic Park. Finally, we walked towards Hackney Wick station, where our eventful trip came to an end!  
Joseph O 10 Francis



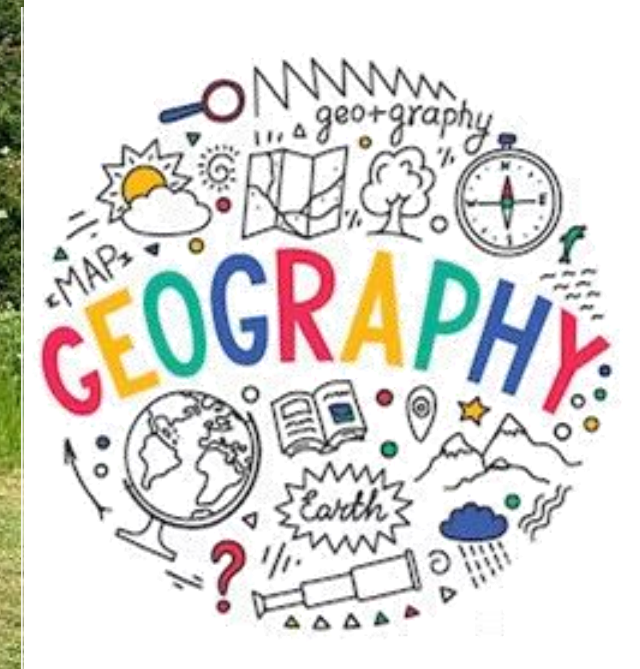
## Challenge the teacher

Wordle has become a global sensation

but have you tried **Globe** ? Check out the geographical version at <https://globe-game.com/> and see if you can beat your Geography teachers score.







## Year 10 Fieldtrip

This term year 10 Geography students visited The Field Studies Council Centre located in Epping Forest. The students were preparing for their Geographical Skills exam paper which accounts for 25% of their final grade.

The day started in the classroom at the centre where students discussed geographical theory related to rivers. It was in the afternoon that they were able to put that theory into practice. They all donned their wellies and were eager to delve into the River Roding to eagerly collect a wide range of data. The students showed a great deal of enthusiasm and measured the river depth, width and flow using a variety of equipment.

What an experience for all; exhausted but happy and one step closer to GCSE success.



### Pupils thoughts.

Our school trip to Epping Forest was an adventurous day! Throughout the day we explored the forest and collected data about it. Later on, we went to Debden Brook, which is a tributary to the River Roding. As a group, we recorded data such as the river's width, depth and velocity. We gathered this data for our AQA GCSE Geography case study on rivers.

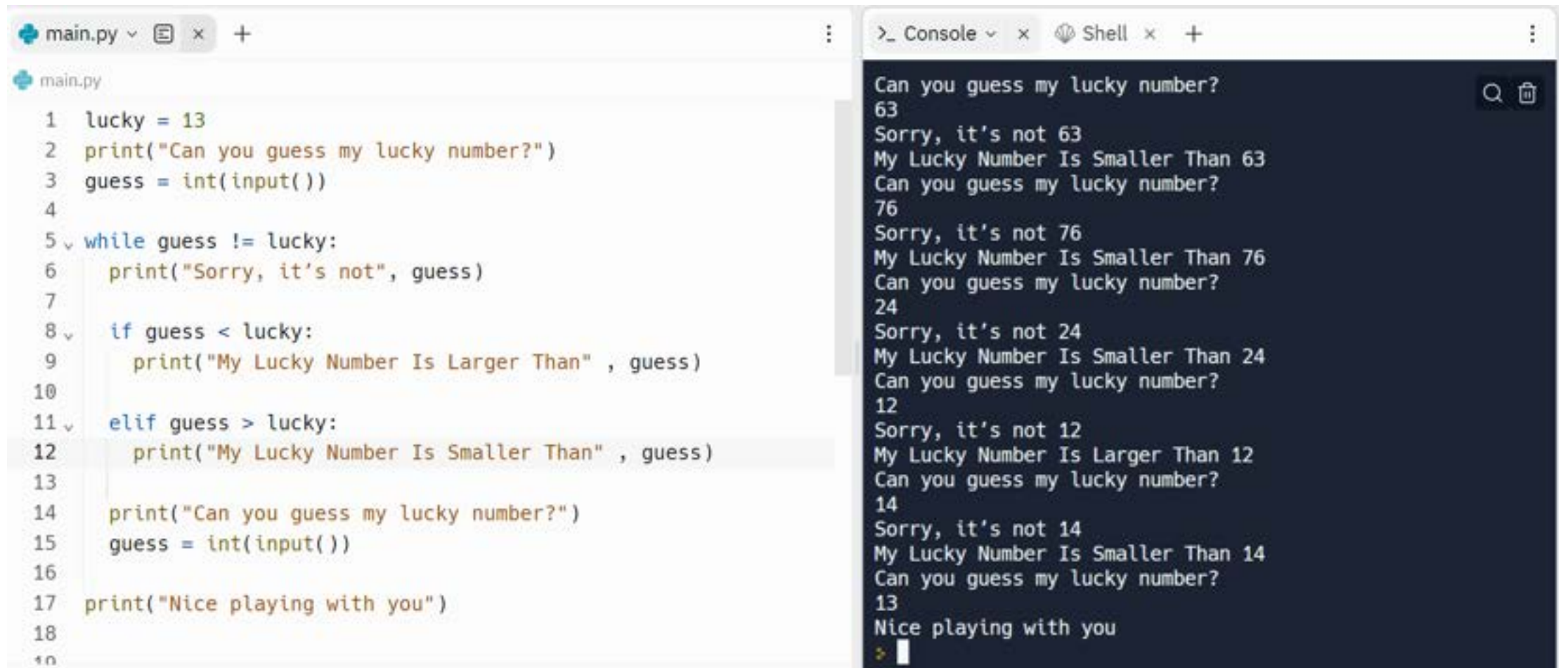
Joseph O 10 Francis





# Computer Science

## Year 8



```
main.py
1 lucky = 13
2 print("Can you guess my lucky number?")
3 guess = int(input())
4
5 while guess != lucky:
6     print("Sorry, it's not", guess)
7
8     if guess < lucky:
9         print("My Lucky Number Is Larger Than" , guess)
10
11     elif guess > lucky:
12         print("My Lucky Number Is Smaller Than" , guess)
13
14     print("Can you guess my lucky number?")
15     guess = int(input())
16
17 print("Nice playing with you")
18
19
```

```
>_ Console
Can you guess my lucky number?
63
Sorry, it's not 63
My Lucky Number Is Smaller Than 63
Can you guess my lucky number?
76
Sorry, it's not 76
My Lucky Number Is Smaller Than 76
Can you guess my lucky number?
24
Sorry, it's not 24
My Lucky Number Is Smaller Than 24
Can you guess my lucky number?
12
Sorry, it's not 12
My Lucky Number Is Larger Than 12
Can you guess my lucky number?
14
Sorry, it's not 14
My Lucky Number Is Smaller Than 14
Can you guess my lucky number?
13
Nice playing with you
```

The Year 8s began creating basic programs using Python, a text-based programming language.

Here is one of Ryle's programs. This is a number-guessing game where the user has multiple go's at guessing the correct number.

## Year 9

### Malware: Ransomware

What is ransomware?

Ransomware is a form of virus, as it is self-replenishing. Specifically, ransomware locks a computer, encrypts files and therefore prevents the user from being able to access the data. The attacker will demand ransom be paid before they decrypt the files and unlock the computer.

What the law says

The law in the UK says that "Making funds available to the individuals such as paying ransomware, including in crypto assets, is prohibited under these sanctions.

Case study:  
Ransomware in the real world  
(Explorer task)

Airport operator Swissport was hit by a ransomware attack on 3 February 2022 resulting in grounded planes and flight delays at Zurich international airport. 22 flights were delayed at Swissport which is known for air cargo and ground services. Swissport did not contain the threat quickly and critical systems were unaffected. As this attack came after a week of attacks on European oil services, researchers suspect the attack may have been a co-ordinated effort to destabilize the infrastructure of Europe.

The Year 9s completed a unit about cyber security, learning about the various threats to computer systems.

### Malware: Spyware

What is spyware?

Spyware is unwanted software that monitors and gathers information on a person and now they use their computer . This can include monitoring your internet usage to send you harmless but annoying adverts. More sinister spyware will include keyloggers that record every keystroke made by a user

What the law says

The Computer Misuse Act criminalizes several acts, including accessing data without authorization (i.e. hacking) and installing malware (e.g. computer viruses, spyware, or ransomware) on a person's computer.If you access and change the contents of someone's files without their permission, you are breaking the law. This includes installing a virus or other malware which damages or changes the way the computer works.

Here are David P. and Caelan's research about ransomware and spyware, two common types of malware attack.



# Physical Education

The PE Department have been thriving. They are engaged in a variety of physical activities.

**Skiing**- Fortnightly Skiing sessions at the Snow Centre in Hemel Hempstead. The aim of these sessions is to enrich the lives of the students with opportunities to develop emotionally and physically through skiing. Thanks to Snowbility Charity and Manor School who nominated us.



**Brent Athletics**- We are the winners of the Brent Athletics Championships for the first time in years. We won 800m, 400m and 4x100m relay in 50 seconds flat.



**Sports Day** at Willesden Sports Centre was a huge success this year. It ran like clockwork. We have some very talented athletes who showcased their talents on the track and in the field. Congratulations to Francis House who were the overall winners. Thankyou very much to the staff who helped out. I really appreciated all the help.

Mr Finnie  
Curriculum Leader Physical Education





Good morning,

I wanted to email to thank and commend the outstanding contribution your school sports leaders made to our school sports day yesterday. As soon as myself and our school staff arrived, the activities were all set up and your students took over. They gave clear instructions to our students on what to do at each activity and made sure to demonstrate as well. They clearly had good knowledge too, as they corrected students and helped them improve their skills as they were completing the activity.

On top of this, it was a long day and from when we started at 10am to when we finished at 2.30pm, I never saw their enthusiasm drop. All of the staff members that attended were very impressed.

Thank you again,

Sarah Cutler

Harlesden Primary School PE lead

# Sports Leaders



Our Sports Leaders very much appreciated the 'Thank You' card they received from St Andrew and St Francis School.



Hello Mike and Connor,

I just wanted to say thank you very much indeed for all your efforts at our sports day today; the boys who came along were absolutely first class. They were polite, enthusiastic, proactive and confident and our children and staff were really complimentary of the way they helped out and made the day a success. It was also really great for some of our older boys to see these kids in action as they were positive role models today. Please forward this on to your head teacher and let them know that the 25 Year 10 pupils who came today are a credit to your school. Thank you to both of you also for making the organisation so straightforward, it would be great to have your children help out again next year if possible. If any of these boys need a reference in the future please let me know.

Many thanks,

Matthew Low, Assistant Headteacher KS2

St Andrew and St Francis C of E Primary School



# Breakfast Club

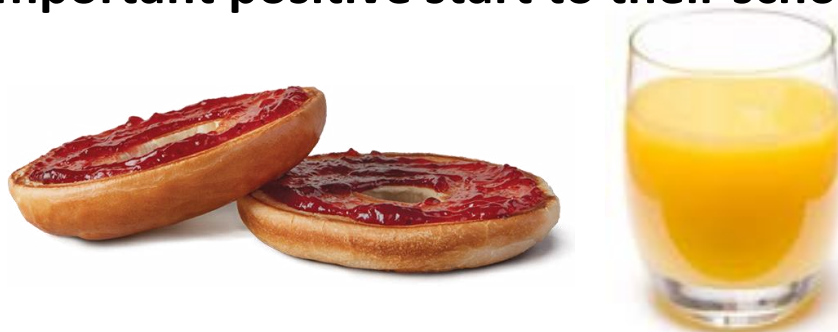
At Newman Catholic College we welcome every student to come into school early and have access to

## FREE BREAKFAST

Every student will be offered a selection of  
Cereal: Shreddies, Vanilla Cheerios, Cornflakes or Rice Krispies with milk  
Bagel with butter and jam, and a cup of squash.

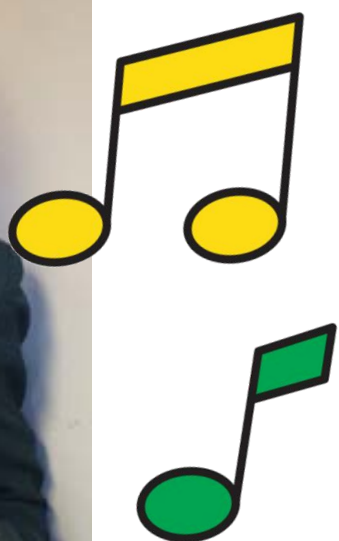
In the winter months we will add porridge and hot chocolate to the selection.

Please encourage your child to come in early daily and have  
the most important positive start to their school day.



### Announcement

Congratulations to Mr Lawrence who will be taking over as the Curriculum Leader of music from September. We are excited about a rejuvenated Music curriculum and department under his leadership.



## ABRSM Music Exam Results



ABRSM (The Associated Board of the Royal Schools of Music) is the UK's largest music education body. Their mission is to nurture a love for music, and to inspire achievement in it. At ABRSM, they believe that everyone, wherever they're from, should have access to high-quality music-learning.

Their core activity is providing graded music exams. ABRSM exams motivate achievement and support progression. They lay good foundations for music making while encouraging students to reach their full potential.

We have had two more ABRSM exam successes. Firstly Eddie Man passed Grade 5 theory and Alex Baldwin passed Grade 1 guitar with 133 points. Any pass above 130 is called a Distinction and Alex is the first Newman student to attain one this academic year.

Congratulations to Alex and Eddie.

A huge thank you to Mr Crawford our peripatetic teacher who prepared the students. His hard work and commitment is appreciated.



# Design and Technology

## Year 9 – Resistant Materials



Year 9 Students working  
and painting their  
mechanical toys.





# Year 8 – Resistant Materials



Year 8 Students assembling their clock projects.



Students proudly displaying their new clocks.



# Catering



Year 7 -Dippy divers



Year 8 – Jam Tarts



Year 9 –Bread Rolls



Year 10 –Chocolate Profiteroles



# DT Lunchtime Club



Parsa displaying the clock and RGB Audio Level Display he has made during the DT Lunchtime club. The circuits and the wiring on the inside are just as impressive as the projects are on the outside.



# Students are developing geographical skills

## Exploring United Kingdom

The aim of this unit was to develop the essential qualities and skills of young geographers through developing geographical knowledge and geographical enquiry skills relating to the physical and human environments in the United Kingdom.

Pupils learned how to investigate places, to investigate patterns and to communicate geographically by improving their vocabulary.

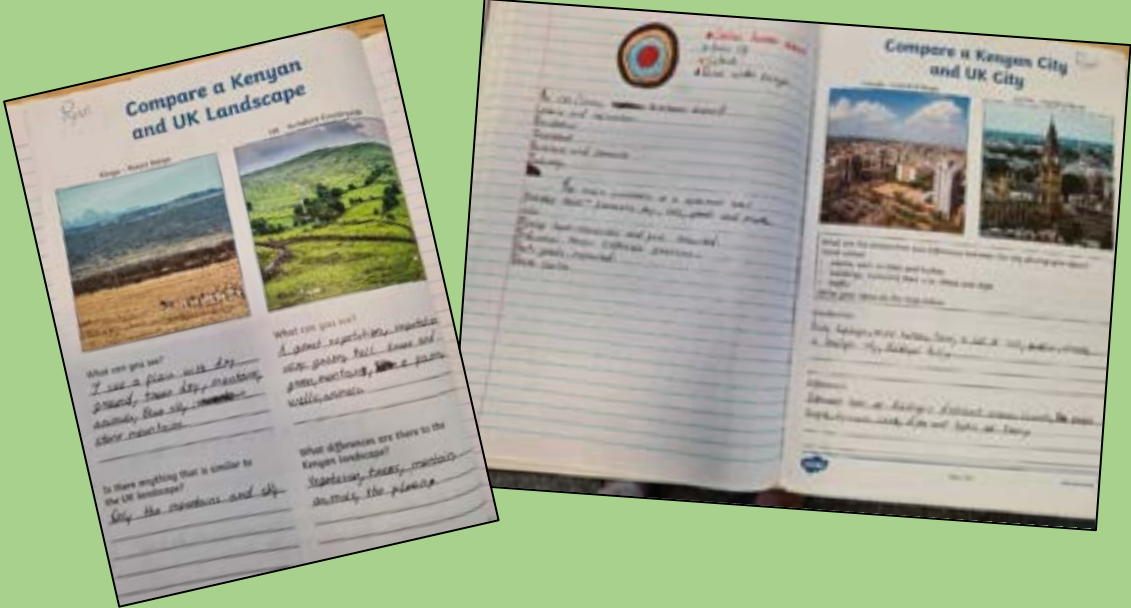
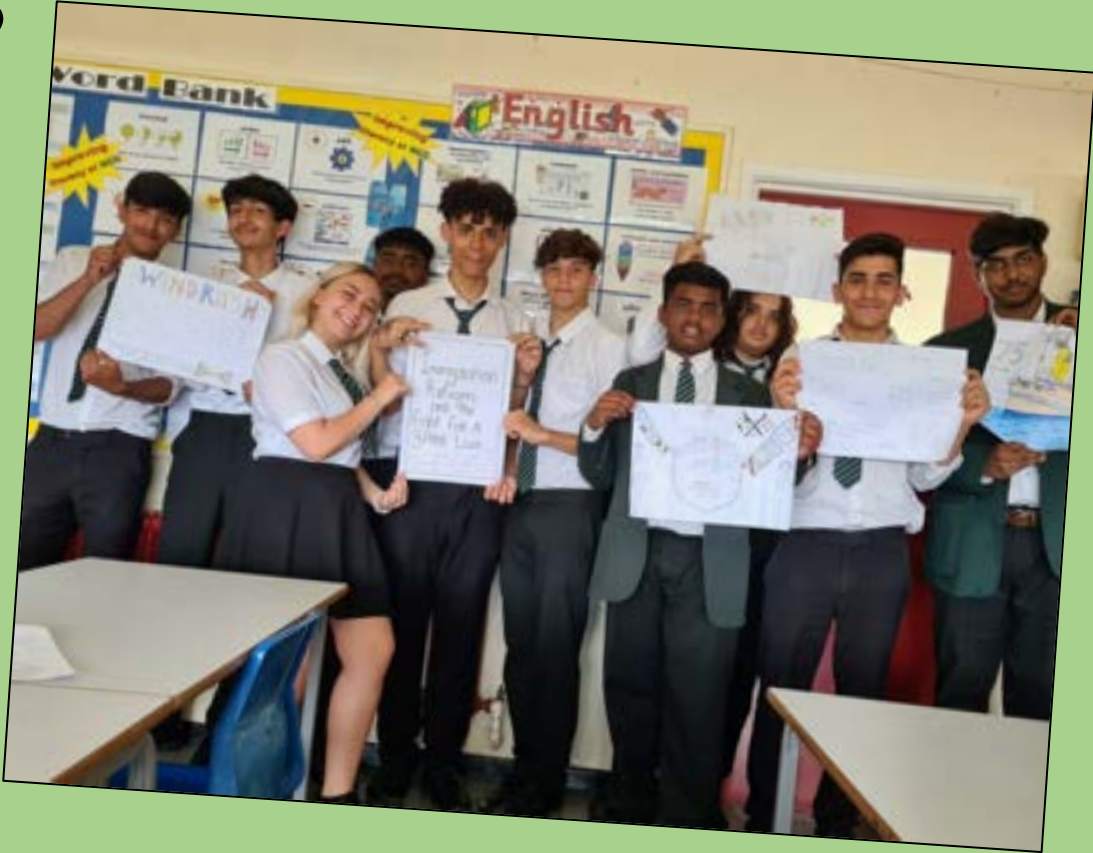
Students also developed a broad understanding of the constituent countries of the UK, mountains, coasts and rivers, including an examination of population data and cultural characteristics.

## Different types of Settlements

Pupils in PMA learned about different types of settlements, their functions and the differences between them.

This unit enabled the students to develop their knowledge of population growth, where people live around the world and where the world's fastest growing cities are.

The students understood some of the factors affecting population and people's lifestyles, they defined the key points and recorded information.



**"I enjoyed learning about how the different buildings worked in different landscapes. I learned a lot about settlements in the UK, it was very interesting."**  
Abdi

**"It was interesting to find out about natural hazards. I found out more about different countries in the world and their location."**  
Guillerme

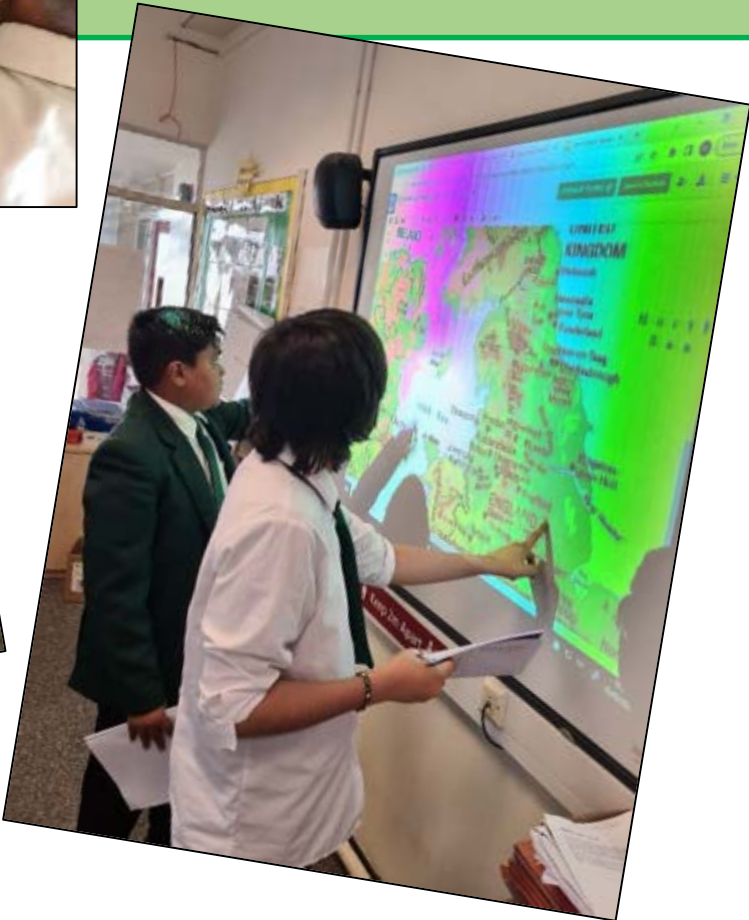


## Celebrating the 75<sup>th</sup> Anniversary of the Windrush Generation

The 75th Windrush Anniversary was an opportunity for the pupils in PNB to celebrate the contribution of the Windrush generation and their descendants to the culture, society and economy of the UK.

Pupils learned about the courage, commitment and resilience of the thousands of men, women and children who travelled to the UK to start new lives from 1948 to 1971. After the session, they were inspired to draw a picture or create a poster that reflected the theme.

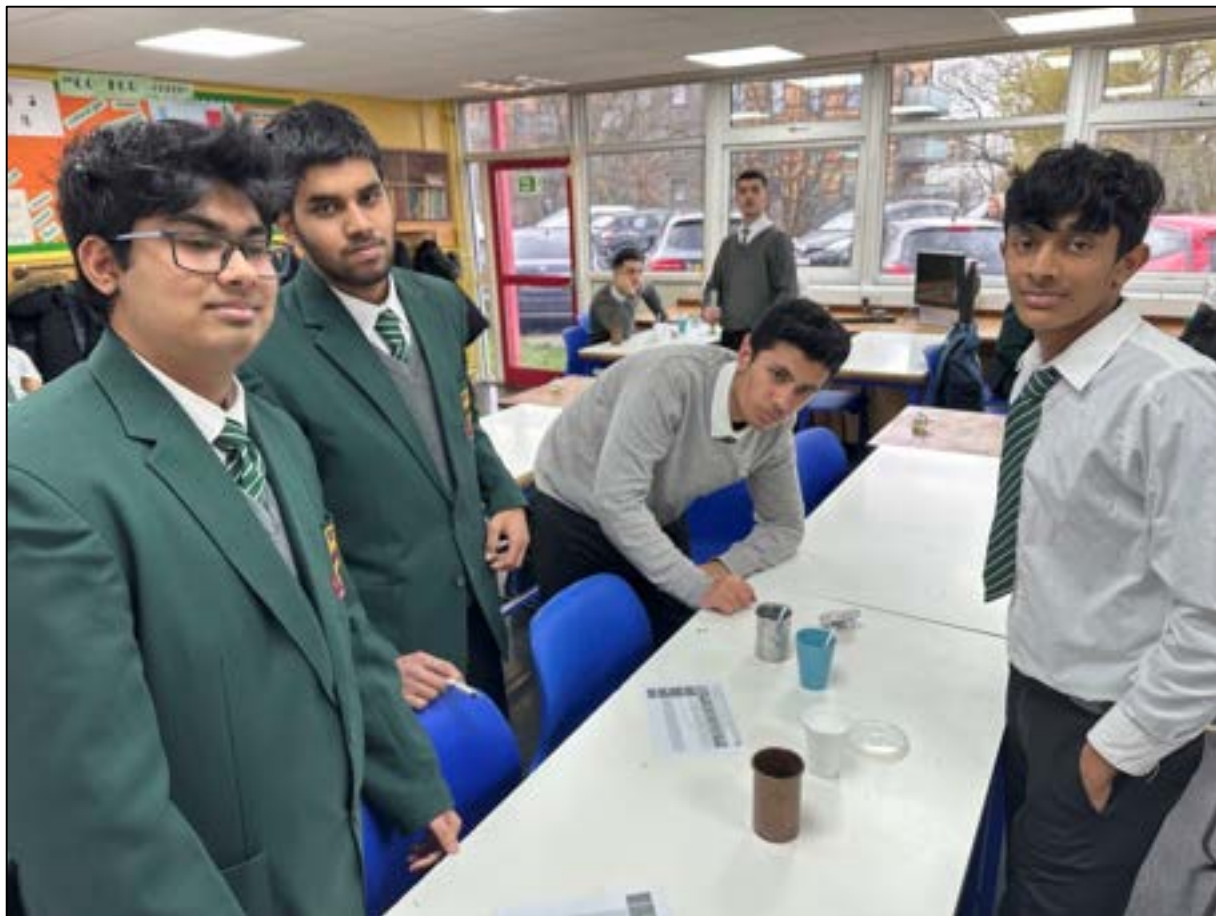
The results were amazing!



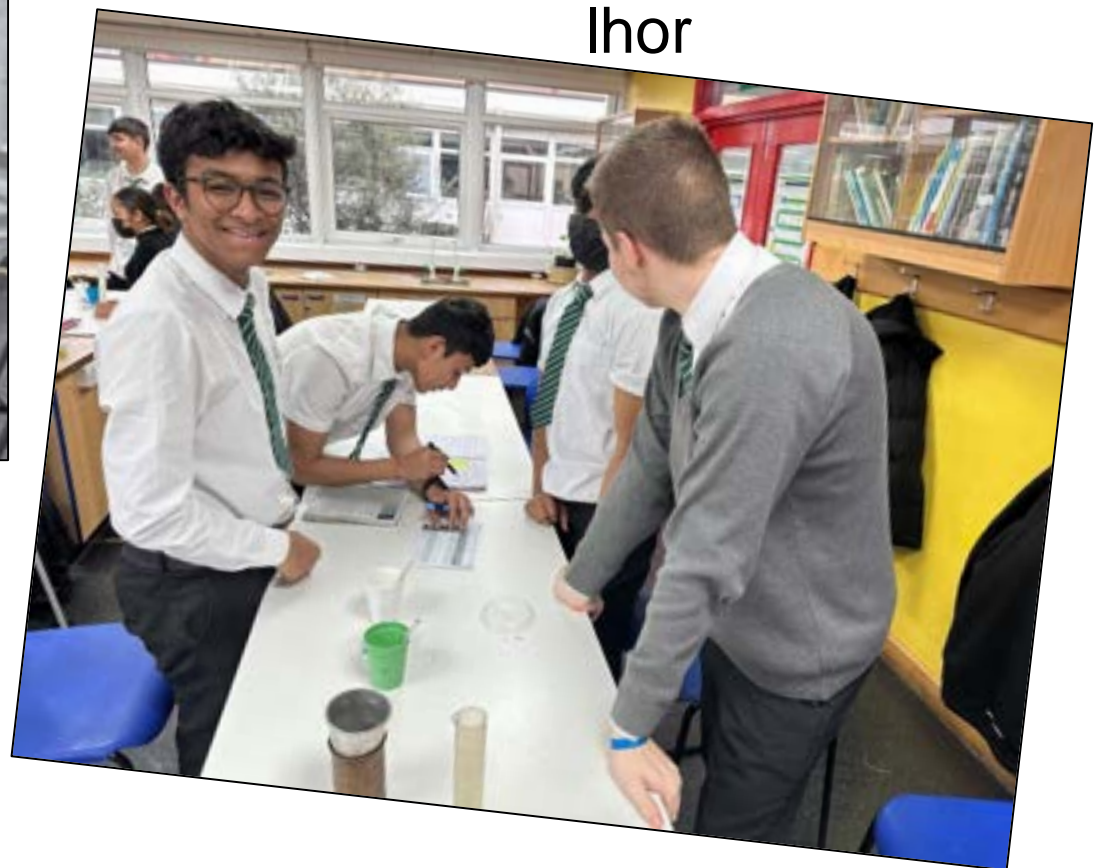


# Practical Science

The practical work explored thermal conductivity, where the students have to find out which cups retain hot water for the longest period of time.

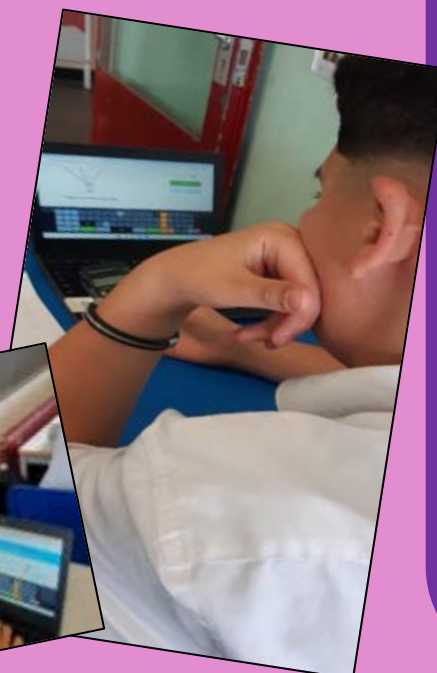


**EAL**  
“It was interesting to observe how material choice affects thermal properties.”  
Ihor



“It was a hands-on way to learn about the properties of different materials.”  
Anabela

“Using an online maths programme helps me revise maths.”



Students in the EAL Department use an online maths programme to support their learning. Hegarty Maths enables students to revise specific topics, complete homework set by the teacher and undertake bespoke assessments.

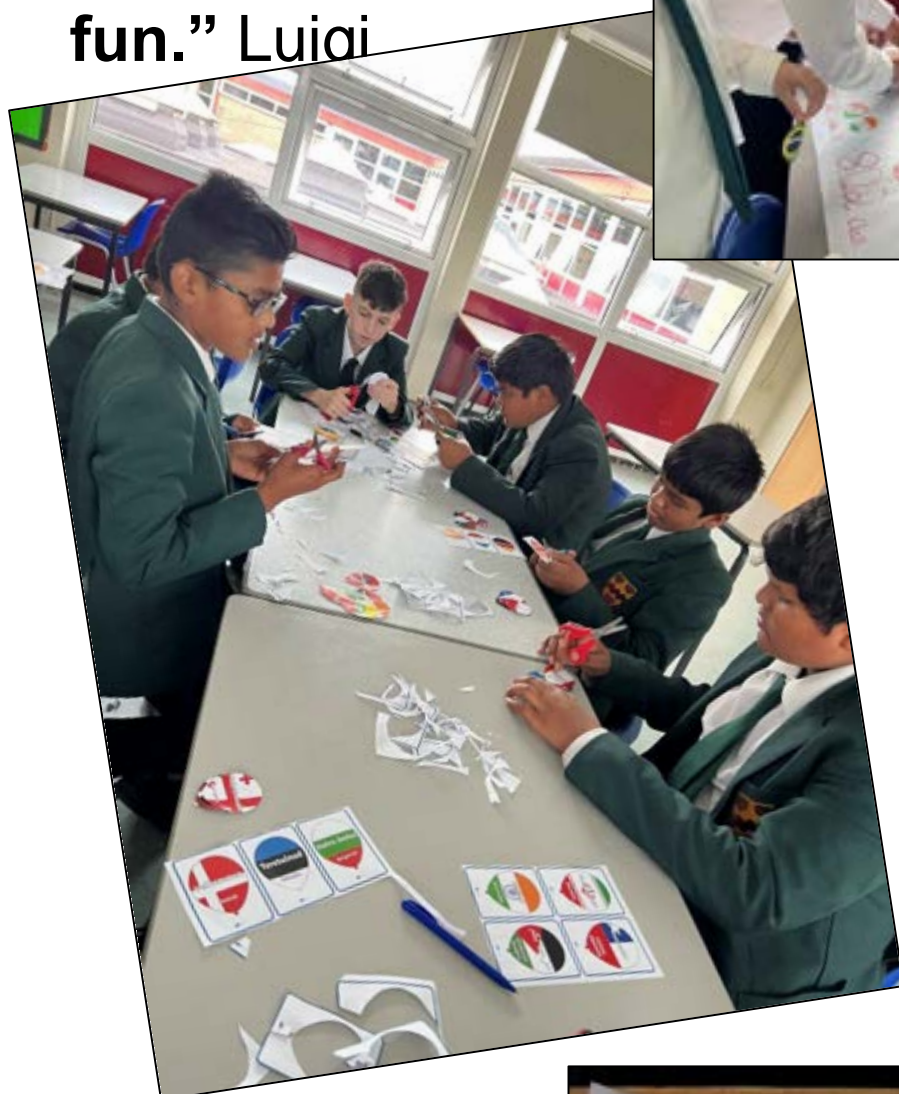
Videos and practical examples allow the students to revise any topic that they choose. They can log in at home and at school.



# Celebrating Diversity

EAL

“There are so many new things in London, it’s fun.” Luigi



“I really like it here. The city is good and people help you with whatever you have difficulty with.”

Matheus, Philipe, Arthur and Fabio.



Hello, I am from Colombia. I came from Colombia for new opportunities in life. I am in a different school and there are lots of different things. There is different food and places to see. I like to talk with my new friends and I like London. There are so many new things. It’s a lot of fun.

Luigi



Hi, I came to English to learn more English. I am from Sweden. It is cold in Sweden. I lived in a place close to Gothenburg. I like school. **Zakariya**

I came from Syria to England because it is difficult to live in Syria and go to school. When I came to England I studied in a school and I learned the English language. It is a good language and now I know how to read and write. **Abdullah, Abdul and Hussain.**

Our culture in Brazil, is very different from other countries because in Brazil we like innovation and new ideas. Our foods are well known in some countries and are also very good. Despite my short time here in London, I really like it here. The city is very good and the people help you with whatever you have difficulty with. **Matheus, Philipe, Arthur and Fabio.**

My country is India and my city’s name is Diu. My country is very famous and I love India. Indian food is very good and mangos are famous. I love India because my city is big. The Indian football team is good too. The Indian flag is orange, white, blue and green. The Indian cricket team is good because MS Dhoni is a very good player. **Nigeshwar, Dishang, Raxit, Same, Satyam and Paras.**



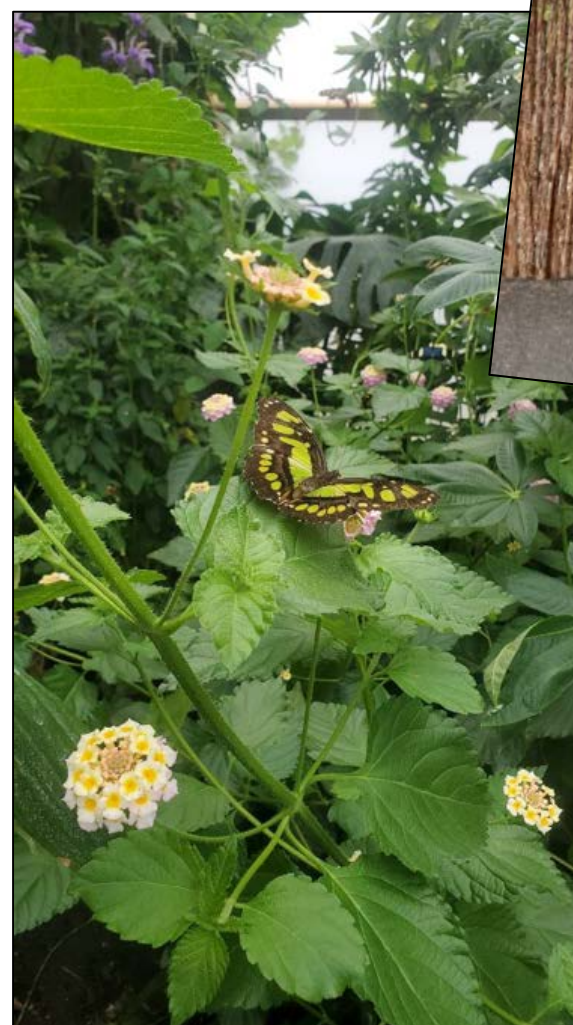
# Geography at London Zoo

EAL

Learning about animals and their habitats, part of our EAL Geography Curriculum, means having empathy with the natural world and also means that students have live experiences. This enables them to learn that animals are bred and kept to support the conservation of the species and to educate people, rather than as entertainment.

The gorillas at London Zoo are Western Lowland gorillas. This type of gorilla is critically endangered due to hunting and the destruction of its rainforest.

Students also experienced the climate of a rainforest when they entered the Butterfly Paradise, which was a beautiful walk through tropical climate, carefully planted and heated at around 28 degrees in order to provide the perfect habitat for the beautiful invertebrates which flew over us in the exotic environment.



**“Our trip to London Zoo involved the gathering of many living beings – including homosapiens.”**  
Daksh

**“I learned that it is a misconception that penguins only live in cold places – you can find penguins all over the world.”**

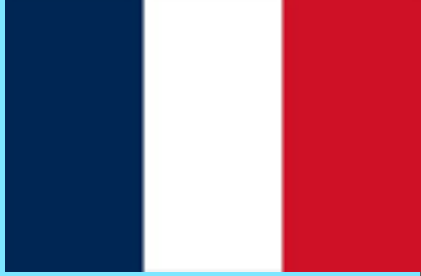


**“I found out that snakes were very interesting – the green ones look like leaves.”** Disha





# Some of the most beautiful French speaking holiday destinations outside of Europe



The French Overseas Departments and Territories outside the European continent are, for the most part, paradise islands with an incredible ecosystem. They are splendid destinations if you like white sandy beaches, turquoise water and if you want to order your tropical juice in French.

*And talking about travelling, believe me, speaking French is going to be very useful if you like to travel around the world, and not only in Europe.*

Did you know that along with English, French is the only language present on all the 5 continents?

So it's true that we don't always know where we speak French.

It can sometimes be the official language or the second language of some countries and in others it will be spoken but in an unofficial way.



Here it's a list of some of the most beautiful destinations!

## The French Caribbean and French Guiana

For those just looking for sun, sand and palm trees, almost any tropical island will do. However, if you want to experience the Caribbean's most spectacular natural beauty and diversity, you'll have to visit the magical islands of the French West Indies for their dramatic rain forests, towering waterfalls and turquoise lagoons with some of the world's most spectacular beaches and most picturesque villages and fascinating historical sites. The French Caribbean is a spectacular destination where you can enjoy a wide range of land, water sports and savor traditional French and spicy Créole cuisine.

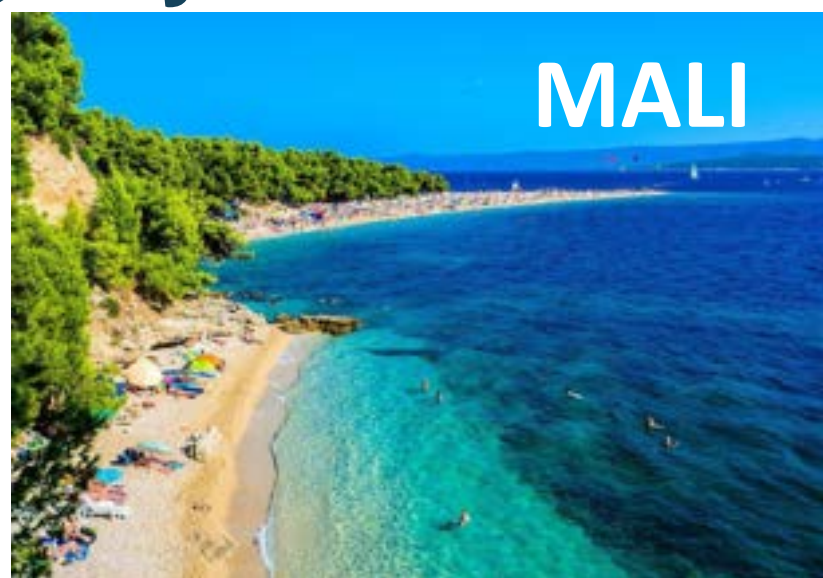


There are five islands in the Caribbean region where French is the official language: **Saint Martin, Martinique, Saint Barthelemy, Guadeloupe, and Haiti**. French is also the official language of **French Guiana** on the northern coast in South America, which, while not technically in the Caribbean, is a unique tropical destination worth putting on your radar. So we've included it on our list.





# French-speaking Africa: Senegal, Mali, Benin, Gabon, Togo, Niger, Djibouti, Rwanda, Seychelles and Mauritius etc.



Also due to a strong colonial past, it can be said that France left its mark on some African countries during its passage. Many have kept the French language as one of their official languages. If you want to discover French-speaking Africa, French will be very useful! Between seaside resorts, safaris, national parks, typical villages, as they say, you have a great choice.



## Seychelles Islands

What a marvel! Doesn't it make you want to dive into this turquoise water? In the heart of the Indian Ocean, the Seychelles archipelago consists of 115 islands with numerous beaches and coral reefs. Enough to delight sunbathing fans and diving enthusiasts. With more than half of the population speaking French, contacts with the inhabitants and amenities are in French.

## Mauritius

French is not the official language of Mauritius, however a large part of the population speaks French. It is indeed, along with English, learned at school. French will therefore be very useful to you in this dream destination.

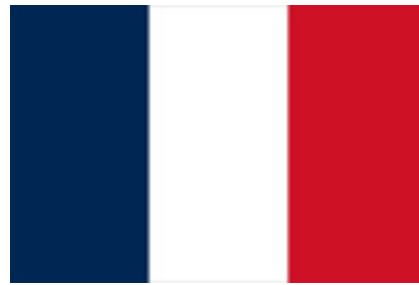






# Madagascar

A member of the International Organization of the Francophonie (OIF), Madagascar has an incredible fauna and flora. Between majestic baobabs and more than fifty species of lemurs, this French-speaking island is full of surprises.



## The Maghreb



The Maghreb is composed of three African countries: Morocco, Algeria and Tunisia. The French language has no official or national title in the Maghreb, but it is spoken by a large part of the inhabitants. At the gates of the Sahara desert, these three countries will fill your eyes with its landscapes. In addition, the spice markets with their multiple scents will fill you with wonder.

## French Polynesia



French is the only official language of French Polynesia. An organic law of 12 April 1996 states that "French is the official language, but Tahitian and other Polynesian languages can be used."

At the 2017 census, among the population whose age was 15 and older **74% were speaking French** and 20.2% Tahitian.

It comprises 121 geographically dispersed islands and atolls stretching over more than 2,000 kilometres (1,200 mi) in the South Pacific Ocean.

French Polynesia is divided into five groups of islands:

1. the Society Islands archipelago, comprising the **Windward Islands** and the **Leeward Islands**
2. the Tuamotu Archipelago
3. the Gambier Islands
4. the Marquesas Islands
5. the Austral Islands







# Isle of Pines New Caledonia



The island is part of the municipality of L'Île-des-Pins, in the South Province of New Caledonia. The Isle of Pines is nicknamed *l'île la plus proche du paradis* ("the closest island to Paradise"). The French took possession of the island in 1853 at which time the native Kunies opted for the Catholic religion.



## Vanuatu

An archipelago of 80 islands in the Pacific Ocean. It is the country with the highest linguistic density in the world, i.e. it has a large number of languages for a small number of inhabitants. However, Vanuatu has three official languages: English, Bichelamar and French.



## Antartica: French Terres Australes et Antarctiques Françaises, French Southern and Antarctic Territories



What is France doing in Antarctica?

It authorizes and monitors activities under its jurisdiction, mainly scientific missions implemented by the French Polar Institute Paul-Émile Victor and tourist expeditions organized by French agencies on the Antarctic Peninsula.

*Dumont D'Urville base*

So, yes, it is also possible to visit the French Territories of Antarctica if you wish!  
Ms Pintaudi



*Concordia base*



# Spanish Islands

A perfect destination for summer holidays



## Canary Islands VS Balearic Islands



Spain is a very popular destination for summer holidays as it is an affordable destination, close to England, the weather is always good in the summer months and the food is delicious. A part from the mainland, Spain has two different archipelagos formed by the Canary Islands and The Balearic Islands. They are very different but both would be an ideal option for a family trip during summer break.

### Canary Islands



#### What islands consist of the Canary Islands?

In total, there are eight main Canary Islands, the largest island of the archipelago is Tenerife, followed by Fuerteventura, Gran Canaria, Lanzarote, La Palma, La Gomera and El Hierro, with the smallest being La Graciosa. The Canary Islands are technically part of Spain, although geographically they are much closer to North Africa.

#### Weather

Say hello to year round sunshine! Whether it's winter or summer, a holiday in the Canaries is always a good idea. The sun-drenched Spanish islands sit just off the coast of Africa, benefiting from sweeping easterly winds courtesy of the Sahara. December temperatures rarely drop below 20°C, perfect climes for outdooring and exploring! Sizzling summers creep upwards to 30°C.



#### Beaches

The beaches in Canary Island are larger and therefore less crowded than the ones in Balearic. The water it is colder and there are many sandy blue water beaches as well as in Balearic but you can also find black sand beaches and volcanic landscapes.



#### Eating in the Canaries

Simple, fresh ingredients are the key to Canarian cuisine. Dishes are influenced by a medley of African, European and American flavours.

The islands are very much catered towards meat eaters, with specialities including pork, rabbit and most notably, goat.

The most well-known of Canarian dishes is the infamous papas arrugadas (wrinkly potatoes). Served with mojo (a spicy sauce made with coriander and red chilli peppers).



### Balearic Islands

#### What islands consist of the Canary Islands?

The Balearic Island archipelago is located in the western Mediterranean Sea off Spain's eastern coast. The archipelago consists of three major islands (Majorca, Minorca, and Ibiza) with other small islands such as Cabrera and Formentera.

#### Weather

Summers are hot and dry with temperatures peaking at an average of 26 °C in June to 31 °C in July and August. Majorca tends to be the warmest of the islands peaking at 31.5 °C in August. The islands receive between 5 - 15 mm of rainfall, so holidaymakers would be unlucky to get caught in the rain.

#### Beaches

The Balearic Islands offer kilometres of white sand beaches with crystal clear water, to walk close to the sea, to practice many water sports or just to lie under the Mediterranean sun. Most of these sandy areas are surrounded by dunes and dense pine and juniper forests. The water is likely to be warm and to access the most beautiful ones you will need a car.

#### Eating in the Balearics

The gastronomy from Majorca, Menorca, Eivissa-Ibiza and Formentera is comprised of many delectable and pleasurable dishes.

The most famous ones are: *sobrasada* a paste made of with chorizo and *ensaimadas*, both savoury and sweet.





# Parent Information



## Parent Pay

We are a cashless school. Parents need to pay for their children's meals in advance. Parents have the option of topping up Parent Pay online (there is a link at the top of the school website home page) or by going to a shop displaying the Parent Pay sign. All parents should have received a unique login (for the internet) and payment card (to be used in shops).

## Extended School Activities

We have extended school activities happening every afternoon of the week. These are free. Please encourage your child to join up and learn a new skill. Make sure your child signs up for an activity. These are listed on our website.

## Newman Catholic College PTA Parents Association

This is a group of parents who meet monthly to organise events and raise money for the school. Some events have been our Community Day, Bingo Night, Quiz Night. New members are always welcome. This is a chance to meet other parents and make new friends.

Future meeting dates- Come along and see for yourself.

All meetings start at 6.30pm in the School Conference Room.

**Wednesday 27<sup>th</sup> September** is our next PTA meeting.

Please come and join us.



Meet Chloe Edmonds,  
our PTA Chairperson

## Newman Foodbank

We run our own Foodbank every Friday. Our food is donated. We stock a number of long life products as well as fresh bread, cakes and sometimes vegetables. If your family need our support, please speak to Miss Grace or your child's Head of Year.

Do you know someone in need?

### Fresh Foodbank

Every Friday 11.00-12.30pm at  
Harlesden Methodist Church

Supporting individuals and families in  
need in our local community. The food  
bank will supply up to 2 standard sized  
shopping bags of food **free**. (BYO Bags)



THE FELIX  
PROJECT



Click on the link for a list of  
places where people can  
obtain free hot food or food  
parcels, via open access  
unless noted 'by referral only'.  
Please note that services may  
change or close without notice.  
[https://www.brentfoodaidnetwo  
rk.co.uk/wp-  
content/uploads/brent-food-  
aid-directory-feb-22.pdf](https://www.brentfoodaidnetwork.co.uk/wp-content/uploads/brent-food-aid-directory-feb-22.pdf)



## CAR BOOT SALE

If you would like a stall, please call Alfie  
on 07960113708.

All proceeds from the Car Boot sale go to  
the school.



# FREE SCHOOL MEAL APPLICATIONS

Newman Catholic College

Harlesden Road, Willesden  
London NW10 3RN

Tel: 0208 965 3947/8497

Fax: 0208 965 3430

E-mail: [office@ncc.brent.sch.uk](mailto:office@ncc.brent.sch.uk)

Website: [www.ncc.brent.sch.uk](http://www.ncc.brent.sch.uk)

The qualifying benefits are:

- Income Support (IS)
- Income-based Jobseekers Allowance (IBJSA)
- Income-related Employment and Support Allowance
- Support under part VI of the Immigration and Asylum Act 1999
- Child Tax Credit, provided they are not entitled to Working Tax Credit and have an annual

Income, as assessed by HM Revenue and Customs (HMRC), that does not exceed £16,190

- The guaranteed element of State Pension Credit
- Working Tax Credit run-on-paid for four weeks after you stop qualifying for Working Tax Credit
- Universal Credit

## Apply for free school meals

If you meet the criteria you can apply by:

- [Download the application form](#) (.pdf, 1.41MB) and return to Children's Team, Brent Customer Services, PO Box 1057, Wembley, Middlesex HA9 1HJ
- Asking your child's school for an application form which you can return to them or us
- Contacting Brent Customer Services Team on 0208 937 3110 for a paper copy of the application form which they will post to you.

The application form is only for a child or young person who attends a school or nursery in the London borough of Brent.

We will ask for proof of Child Benefit to be provided if this is your first application for free school meals. Eligibility for free school meals will not be backdated, so ensure you apply as soon as possible.

Please note that providing us with an email address or mobile number (or both) will help to ensure we can regularly inform and update you on the progress of your application.

## Working Tax Credit exception

If you receive [Working Tax Credit](#) your children may be entitled to free school meals:

- for no longer than four weeks from the date you became unemployed (or reduced your working hours to less than 16 per week) and started receiving Working Tax Credit.

In this case you will need to provide evidence of your benefit. You need to make sure this information shows the date you became unemployed, or the date you reduced your hours, because free school meals are only available to parents on Working Tax Credit run-on-paid for four weeks after you stop qualifying for Working Tax Credit.

If you have been unemployed and receiving Working Tax Credit for longer than four weeks, then your children are not entitled to free school meals.

If your Working Tax Credit stops and you begin receiving a different benefit that is one of the qualifying criteria listed above, you will continue to be eligible after the four-week period.

If you increase your hours or begin working and continue to receive Working Tax Credit your free school meal entitlement will stop.

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# New **Mobile Phone Policy** effective from the start of school in September



Dear Parent and Carers

I am writing to you to inform you of our new mobile phone policy which will be in place from September 5th, 2023:

Any kind of mobile phone will no longer be allowed to be brought on site by students.

We have developed this policy with the primary aim of safeguarding students and staff. It has become increasingly difficult to manage the consequences of mobile phones being on site, and we have now reached the stage where their presence actually increases risk levels for students and staff alike.

Below, I shall outline the main reasons for this decision:

## **Photo/video capabilities:**

There has been an increase in phones being used nationally in schools to record inappropriate behaviour. Photos or videos taken in school or outside school when in school uniform (or not) can be shared virally without any control by the original sender. This has led to victimisation, bullying and/or targeting of students due to phone usage.

## **Institutional integrity:**

As a result of viral content, it can put the school's reputation at risk. The ability for students to instantly share messages or media using 'Bluetooth' or 'AirDrop' facilities makes their presence in schools unmanageable.

## **Personal security:**

Smartphones and other technology are often the result of 'lost or stolen' issues outside (and sometimes inside) school. Recovering lost or stolen items is a significant drain on staff time and resources.

## **Exams and assessment:**

Smart watches are already not allowed in school. Smart phones and smart watches are, of course, not allowed in exam rooms. This will further extend this rule for the whole day across the school site, including travel to and from school.

## **Personal Development:**

Mobile phones can hinder social interactions and impede the development of important life skills. Increasingly, we are seeing evidence of Newman pupils developing a dependency on their mobile phones.

In summary, we believe that the absence of mobile phones at Newman will make it a safer, happier and more productive environment in which to learn and grow.

Therefore, from September the new expectation is that your child leaves their mobile phone at home. We will continue to conduct random safety searches of students to ensure safeguarding. This may include the identification of mobile phone possession. This confiscation will be a non-negotiable stance for any mobile phones found in possession of a student.

Phones are confiscated for two weeks if they are seen or used in school currently. Our new expectation will be that if a mobile phone is found in school, it will be confiscated for a minimum of two weeks, but it will only be handed back to a parent or carer. Any repeated confiscation will result in the mobile phone being locked in the school safe for a half term (minimum 6 weeks) and again it will only be handed back to a parent or carer.

All students and parent/carers are required to sign the new Mobile Phone and Smart Watch agreement in their planner by Friday 8th September along with each of the other policies. Students who utilise their phones for payment should use their cards. Please speak to your child over the summer in preparation for the implementation of this new rule.

We are developing this policy in conjunction with a number of other Brent schools to reflect the national challenge raised by phones, social media and their residual impact on safeguarding and education.

We thank you for your support on this new policy, and for prioritising your child's education and safeguarding  
Kind regards,

Mr Dunne



# Snapshots of Sanctuary Summer Camp

Our Sanctuary Summer Camp in partnership with the US Charitable Trust took place from 24<sup>th</sup> July to 4<sup>th</sup> August. Students took part in a wide range of opportunities and experiences.

- Sport at the Heart
- Kew Gardens
- Oxygen Indoor Free Jumping
- Open top bus tour of London
- Lexi Cinema Trip to see Elemental
- Trip to Go Ape

Trip to Thorpe Lakes Aqua Park

- Boxing, Cooking, sports etc
- Team Building with the Navy

A huge thank you to Miss Anjali who coordinated the activities supported by Tiffany and Alisha of the US Trust, Miss Englishby, Mr Jeeves and other volunteers.

US CHARITABLE TRUST

Royal Botanic Gardens  
Kew

THE LEXI  
cinema

ROYAL  
NAVY

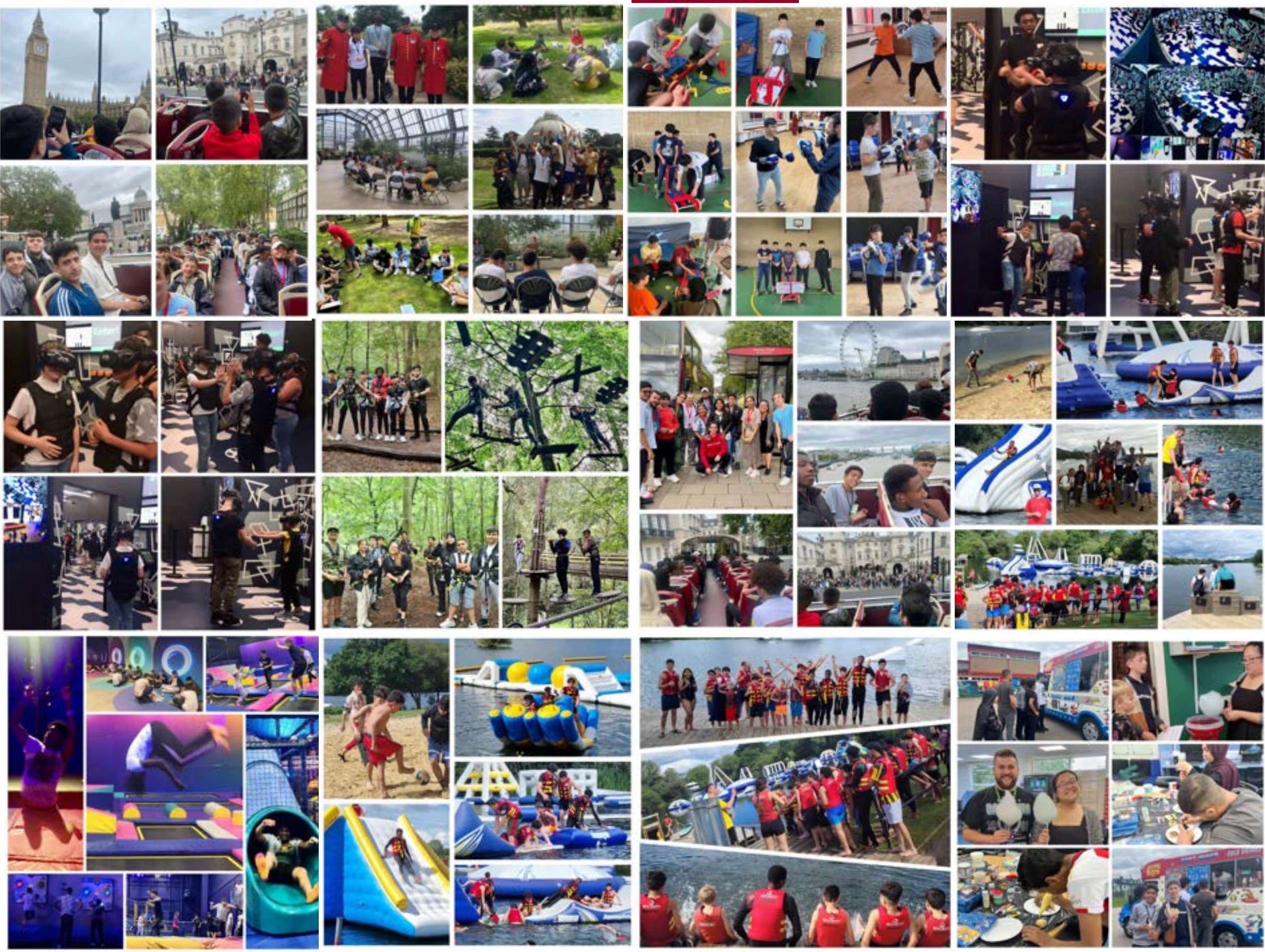
THORPE LAKES  
WATER SPORTS • EAT • RELAX • ENJOY

BIG B  
BUS  
TOURS

OXYGEN  
FREEJUMPING

GO  
APE

SaH  
Community Sports  
& Wellbeing Charity  
sports@heart.org





# Snapshots of our Police Summer Camp



This is the 8<sup>th</sup> year of Metropolitan Police Summer Camps with up to 100 students attending daily. This is all due to the amazing organisation of PC Breakwell the Volunteer Brent Police Cadets Coordinator. Students have enjoyed Boxing, Drama, Cooking, Fencing, Clayzer laser clay pigeon shooting, Lacrosse, Basketball, Art, Dodgeball, Team Building with the Royal Navy, The British Army, Stop and Search, Cricket, Rugby, Football as well as a visit to Thorpe Lakes.

Thanks to the support of the Police Youth Engagement Team, Police Officers and Cadets.

A huge thank you to the businesses who provided food for us on a daily basis- Port Royal Patties, Lola's Cupcakes as well as The Felix Project who gave us Create and Make boxes for our participants.







SCHOOL'S  
★ OUT FOR ★  
SUMMER  
Wishing all members  
of our  
Newman Family  
a safe, restful  
and happy  
Summer break

