

East Er 2017 Edition

# QUEEN ELIZABETH NEWS



The Queen Elizabeth  
Academy





## Principal's Welcome

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As the Principal of the Queen Elizabeth Academy I am very proud to lead a school with such fantastic students and staff. Our reputation locally is good and growing fast with an oversubscribed incoming year seven, a full current year 7 and many students joining our other year groups from out of area.

I am a firm believer in growing talent and consequently we reap the rewards of being innovative and enthusiastic. We never stand still and are always looking to do our best for our students so staff development is a priority. We invest heavily in professional development internally and externally to ensure we are constantly improving our skills and abilities at all levels. This year we have given up 3 teacher training days, following our delayed start at the beginning of the year, but have still crammed in our staff development after school and at weekends. Recently, a teacher from another ATT school came to visit to find out what we were doing here at the QEa and she left singing our praises, armed with

lots of ideas and best practices to implement at her school; she was amazed at what we do, how much we do and what we achieve for teaching and learning across the whole school.

Our students are fantastic and really buy into our 'We Can and We Will' ethos, where effort and engagement really matters. Our job is to drive student aspirations, motivate them to be the best they can be and to help them leave us with the best possible future ahead. Our recent year 11 mock exams and year 9 exams saw excellent attitude and behaviour from students keen to do their very best.

With staff and students all working so hard the QEa really is a special place to be.

Dan Watts  
**Principal**

## Demolition days

Demolition work on the old school has begun. The next chapter of the site's development starts here! We would like to remind all parents and students that the site is out of bounds for health and safety reasons.



# Careers

This half term has been a very informative one for students at the QEa in terms of careers advice. Prestigious apprenticeship providers such as BMW and MTC have visited to deliver assemblies; Higham Lane, KEGs and North Warwickshire and Hinckley College have also been in to speak to students about the courses they offer. Students have been offered workshops to support them with finding and applying for apprenticeships.

The highlight of the term was the Careers' Fair held at the Manufacturing and Technology Centre (MTC) attended by all of our year 10 students. Organised by Coventry and Warwickshire local enterprise partnership, there were over 70 stalls representing local businesses, 6th forms, colleges, apprenticeship providers, Army Forces, the NHS and many more.

Students were given 2 hours to explore the event and ask as many questions as possible of the exhibitors to gain a better understanding of the education opportunities available to them when they leave school and potential career paths beyond that.

The most pleasing aspect of the trip was the willingness and confidence of our students to approach the exhibitors and ask them important and challenging questions. Many of the exhibitors fed back to our teachers how impressed they were by the eagerness of the students to find out about the careers that they are interested in and what they need to do to get there. It goes without saying that the students represented the QEa impeccably well and were a credit to themselves.



## Are you interested in training to become a primary or secondary school teacher?

Our school is part of a growing number of schools leading the way for more school-led teacher training. This is really important to us because it means we can choose the very best talent and develop them into teachers. Being able to choose who we train as teachers helps us in delivering the best outcomes for the students at the Queen Elizabeth Academy and our partner schools within our community.

We have vacancies now to start training from September 2017 and we would be very interested to hear from you if you are thinking of becoming a teacher, or know someone who is. We're looking for people who have (or will have) a degree, have a

passion for teaching and want to inspire young people to fulfil their potential.

We'd love to hear from you to tell you about the exciting teacher training opportunities available. Our Teaching School Co-ordinator, Michelle Borders can be contacted at [michelle.borders@catts-ske.org](mailto:michelle.borders@catts-ske.org). We can also provide you with support and guidance on your application form and offer you school experience if you just want a taster of what teaching could be like.

For further information on what becoming a teacher might involve more generally, you can also visit [www.education.gov.uk/get-into-teaching](http://www.education.gov.uk/get-into-teaching).



# TQEA MUSIC DEPARTMENT

*One good thing about music,  
when it hits you, you feel no pain!*

## The Queen Elizabeth Academy Charity

I am very pleased to announce that we have just won a significant number of funds to purchase industry standard equipment for our recording studio. We will now be able to use this space to its full potential which will fulfil the vision for a very exciting and growing department.

This equipment will allow the non-instrumentalists the opportunity to opt for GCSE music making it accessible for everyone. The new OCR Music J536 specification continues to offer the option of Sequencing as a performance option for both the Solo and Ensemble components of the course. This effectively means that the computer workstation becomes the student's instrument.

OCR provide this Sequencing option as an alternative to traditional performing as it is important to recognise that the world of modern music, as heard by most students of today, has moved towards the experience of popular music as a highly processed synthesised and multilayered production.

This is not to say that the traditional skills of performing on acoustic and electric instruments are no longer valid, but to very much acknowledge that the new skills of musical production are equally valid.

Students can therefore show their musical skill and understanding through the recreation of a range of music, (including traditional orchestral scores), on a computer workstation, where the challenge is to recreate a performance that provides all the musicality and style of a live performance.

This equipment will create professional recordings particularly for GCSE and allowing students to be able to create a portfolio of work to take on to further education. This will also enable teachers and students the chance to work to their strengths and interests to maximize achievement.

## Extra-Curricular Activities

We have a range of extra-curricular activities available within the music department for all year groups! We have: -

- A fantastic Choir/Glee Club who rehearse once a week with Mrs deeley and vocal coach. This is something the students thoroughly enjoy; we sing a wide range of genres and are currently working on 'Shape of You' by Ed Sheeran
- A year 7 recorder group which is wonderful. The students are now reading and performing from musical notation. This is helping them within their music lessons and enabling them to progress much quicker!





- We have a key stage 3 keyboard group who meet twice a week, this is very popular and once again helping the students to focus on their keyboard skills which is helping them progress in their music lessons – practice makes perfect!
- A 'catch up surgery' for any students who have missed work due to absence, exams, intervention etc. This is an opportunity for students to come along and catch up on what they've missed. This can be done as a group or the students can book a one to one session with Mrs Deeley and is a fantastic opportunity for students to take responsibility for their own learning.

### Musician of the Week!

Musician of the week is coming to the music department! Each week Mrs Deeley will give out raffle tickets to students who are working hard, have overcome a confidence issue/barrier, answered a question using musical terminology, overcome behavior issues or completed a fantastic piece of home learning. At the end of each week a winner will be drawn and they will receive a prize, certificate and their name and reason will be displayed within the music department and daily news.

### Peripatetic Lessons

We are lucky enough to have a team of incredible private and professional musicians who deliver top quality lessons across the key stages. We offer the opportunity to learn the guitar including electric, acoustic and bass, keyboard/piano, glockenspiel, drums, singing, brass and strings.

Peripatetic instrumental teachers make an important contribution to the department's work, supporting both curricular and extracurricular music here at the QEa. They assist with the preparation of GCSE, help with adapting and teaching instrumental parts to students participating in extra-curricular activities and, in some instances, run such groups themselves.

We currently have approximately 30 students who have peripatetic lessons who are hoping to take music further in their studies and careers. Students may be entered for associated Board Exams (or equivalent); Guildhall and Rock School Examinations at regular intervals (depending on their ability and progress) and the music department will acknowledge their successes. These examinations above grade 5 now count for UCAS points.



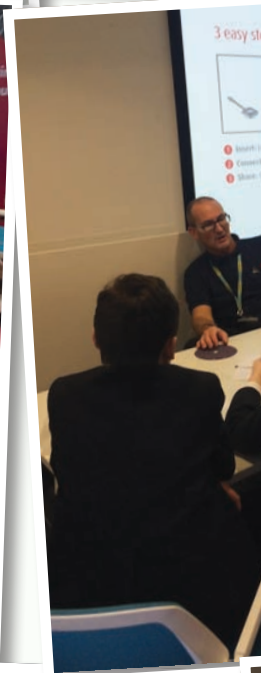
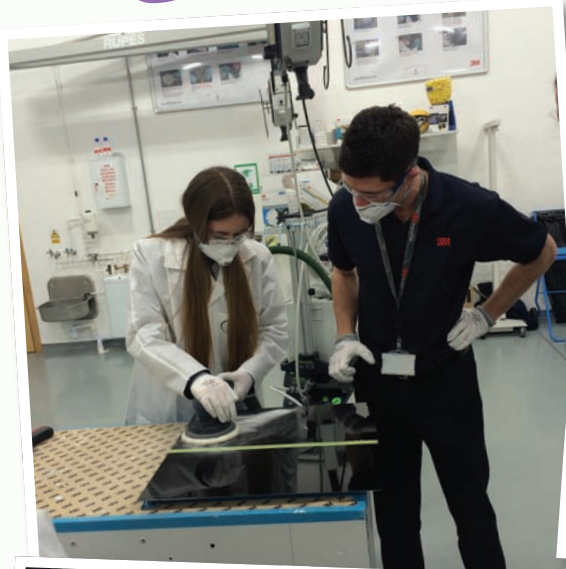


# STEM at TQEA

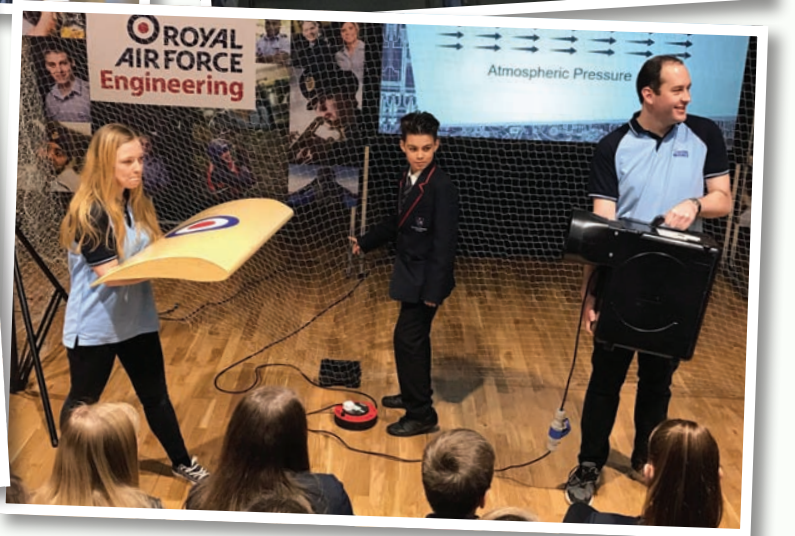
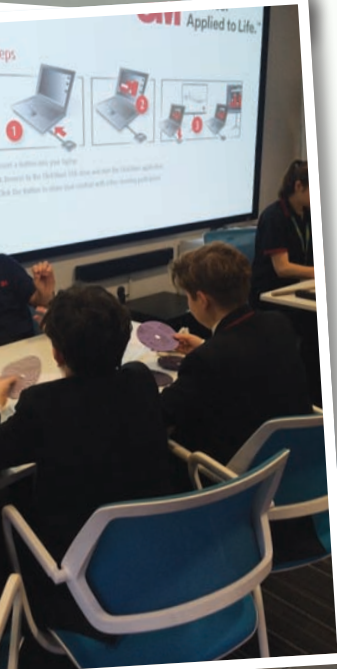
We have had a big focus on STEM (Science Technology Engineering and Maths) recently; this is becoming a very popular subject in the UK, and is already huge in America. We have been extremely fortunate in the past few years as we have been privileged to have an innovative STEM learning environment, the only one of its kind in the country. It has been imported from America, and is a cloud based learning system that enables students to progress and develop at their own pace.

along with this we have constantly looked to promote STEM through a variety of days and fun sessions. Recently we have had the RAF in for a STEM morning, who brought in lots of fun equipment such as drones and even a jet engine to explain the concepts of flight.

For Science week some of our Year 7 went down to 3M in Atherstone to work with a number of their STEM ambassadors on STEM tasks. They were involved in some brilliant activities including designing some innovative new 3M products, using power tools to sand car parts down, and a competition involving purchasing and finding ways to smooth a surface. Students had a brilliant experience, we would like to thank 3M for being outstanding hosts.









# The Atherstone Ball Game

**In the build up to The Atherstone Ball Game, representatives of the Shrovetide Game visited The Queen Elizabeth Academy PE department to offer pupils the opportunity to take part in a Sports Hall sized version of the tradition.**

Pupils from Year 7, 8 and 9 were given an introduction into the history of the Ball Game and how the game has evolved over time, and were able to ask the Ball Game representatives questions. Pupils were relieved to learn that one development since the game began is that an inflated pig's bladder is no longer used as the 'ball'!

Pupils were split into teams and took part in a modified version of the 818-year old game. The session proved to be a big hit with pupils, particularly those who had never previously attended the game. Pupils felt very privileged to play with the official ball, which was used on Tuesday 28th February 2017.

A special thanks go to Janine and Rob, representatives from the Atherstone Ball Game, for their time and allowing our pupils to experience this local ritual.





# KEEPING SAFE: A GUIDE TO SAFEGUARDING FOR OUR STUDENTS

We want to help keep our students safe. This means reducing the risk of injury or accidents in school but it means more than this too. Everyone has the right to be properly looked after throughout their childhood so they can develop to their full potential as adults. Most of us are brought up by loving and caring parents or carers, but some of us are not, and may suffer as a result. Some of us may be unfortunate enough to come into contact with other adults who take advantage or abuse us. We may need support to stop these things happening, or to overcome the problems that such behaviour causes.

at t QEa we have a responsibility to make sure you get the help you need if you are in this situation. t his is called s afeguarding and this information explains what we will do if you need help.

## Safeguarding is the process of

- protecting children or vulnerable adults from abuse or neglect,
- preventing impairment of their health and development,
- ensuring they are growing up in circumstances consistent with the provision of safe and effective care, enabling them to have optimum life chances and enter adulthood successfully.

## What do we mean by abuse?

**Physical abuse** may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm.

**Emotional abuse** is sustained emotional ill treatment causing severe and persistent adverse effects on emotional development. it may involve being told that you are worthless or unloved, inadequate, or valued only insofar as you meet the needs of another person. it may involve making you feel frightened or in danger, or you may be being exploited or corrupted.

**Bullying** may also be classified as physical or emotional abuse. Witnessing acts of domestic violence may also be emotionally abusive. at t QEa we adhere to this definition of bullying:

*We agree that bullying is an act of unkindness or being forced to do what you don't want to do or feeling intimidated. If any of these situations happen once it may be a mistake or a misunderstanding, if it happens more than once it is classified as bullying. STOP: Several Times On Purpose.*

**Sexual Abuse** is the involvement of children in sexual activities that they do not understand and to which they are unable to agree to. t he activities may involve physical contact including sexual contact. t hey may include involving children in looking at, or in the production of pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways. although sexual activity in itself is not an offence over the age of 16, young people under the age of 18 are still offered the protection of Child Protection Procedures under the Children Act 1989. Young people, of course, can still be subject to offences of rape and assault. Young people over the age of 16 and under the age of 18 are not deemed able to give consent if the sexual activity is with an adult in a position of trust or a family member.

**Neglect** may involve a parent or carer failing to provide adequate food, shelter and clothing, failing to protect you from physical harm or danger, or the failure to ensure access to appropriate medical care or treatment.

*continued overleaf*



# Keeping Safe: A Guide To Safeguarding For Our Students - *continued*

**Self-harm** is when someone deliberately hurts or injures themselves and includes, cutting, burning, overdosing, scratching or tearing. Research suggests that self-harm is not an indicator of risk of suicide. It can be described as a coping mechanism. People who do this are usually experiencing extreme distress. They are not usually attention seeking or mentally ill. Self-harm may be indicative of other protection issues, but it is of cause for concern in itself, and therefore should be treated as an indicator that protection procedures should be instigated.

**Radicalisation and Extremism** students need to be suitably protected from the risks associated with radicalisation and extremism:

**Extremism** is vocal or active opposition to the fundamental British Values, which are defined as democracy, rule of Law, individual Liberty, Mutual respect and tolerance of different faiths and beliefs. Also included is calling for the death of members of the British armed forces. If you are worried that another student is vulnerable to being radicalised please contact **Mrs Shiv Ressel**, the designated safeguarding Lead (DSL). It's important to remember that anyone can experience abuse and anyone may be a perpetrator of abuse. Sometimes the school environment is a good place where you may receive support and guidance, perhaps from a trusted teacher or tutor. You may feel safe enough to share information about something upsetting or bad that is happening or has happened to you. We want to reassure you that if you need to tell us something: -

- 1) we will take it seriously and
- 2) we have a reliable procedure for getting advice, support and help for you. We don't claim that we can arrange everything you think you need or want, but we'll do our best and we'll try to make sure you are supported.

## What will happen next?

- The member of staff you talk to will check what you want to happen next,
- If you want help from social services or any other agency (MASH), they will make contact as soon as possible with one of our school safeguarding leads,
- They will pass on your concerns, the disclosure facts and any other details required, such as your date of birth, address and any other relevant details
- They can't promise complete confidentiality (to keep it secret) because the law says we have to share information if it is necessary to protect you but you will be kept informed about what will be shared and with whom.

**Myth:** social services will automatically take children into care if they get an accusation of abuse. **Fact:** The law requires social workers to safeguard and promote the welfare of children in need. Where possible this must be done while promoting the upbringing of children by their families.

## Safeguarding Officers:

- Will make the decision about referral to MASH (Multi Agency Services Hub)
- Will determine if any internal investigation or procedure should be followed
- Will arrange for ongoing support for you
- Will keep records centrally and securely

## Your Safeguarding Officers (DSLs) are: -

**Mrs Ressel:** s.ressel@tqea.org.uk

**Mrs Lane:** r.lane@tqea.org.uk



# LEAVE OF ABSENCE DURING TERM TIME 2016-17

## INFORMATION FOR PARENTS

The Education (Pupil Registration) (England) (Amendment) Regulations 2013, govern all requests for leave within term-time. When considering such requests for a leave of absence, the school are obliged to act within the law.

The amended regulations removed references to 'holiday' and 'extended leave', as well as the statutory threshold of 10 school days. It is now clear that Head teachers may not grant any leave of absence during term time unless there are exceptional circumstances relating to the application. If the leave is granted, Head teachers are able to determine the number of school days a child can be absent for.

The Government has not defined 'exceptional circumstances' as referred to in the 2013 regulations. It is for the Head Teacher to decide what he/she views as 'exceptional' and it is at their discretion if the circumstances warrant the leave to be granted. The school can only consider Leave of Absence requests which are made by the 'resident' parent. Each application for a leave of absence will be considered on a case by case basis and on its own merits.

Where applications for leave of absence are made in advance and refused, the child will be required to be in school on the dates set out in the application. If the child is absent during that period, it will be recorded as an unauthorised absence, which may result in legal action being taken against the parent(s), by way of a Fixed Penalty Notice.

Failure to make an application for leave in advance can also result in a Fixed Penalty Notice being issued to the parent(s).

All matters of unauthorised absence relating to a Leave of Absence will be referred to the Attendance, Compliance and Enforcement Service of Warwickshire County Council.

**It is important to note**, Fixed Penalty Notices are issued to each parent of each absent child, (for example 2 children and 2 parents, means each parent will receive 2 invoices in the amount of £120 each, totalling £240 for both children, this is reduced to £60 per child if paid within 21 days).

Where a Fixed Penalty Notice is not paid within the required timeframe as set out on the notice, the matter will be referred to Warwickshire County Council's Legal Services to consider instigating criminal proceedings under S444 Education act 1996.

Fixed Penalty Notices are issued in accordance with Warwickshire County Council's Code of Conduct for Penalty notices.

**Warwickshire Secondary School pupils recorded 15,291 half day sessions of absence due to holiday in the Academic year 2014/15. This is a decrease of 7,629 on previous years. This is a positive outcome as it means that 3,814 days of education was achieved.**

We greatly appreciate parental support to reduce the total amount of days lost due to holidays. We are committed to working in partnership with you to enable your child to reach their academic targets and to support their social development. For this to happen we need to keep individual attendance as high as possible - we all need to play our part.

### **Your child's progress academically as well as socially is our shared priority**

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Where a Fixed Penalty Notice is issued and not paid within the required timeframe as set out on the notice, the matter will be referred to Warwickshire County Council's Legal Services to consider instigating criminal proceedings under s 444 Education act 1996.

Parents are asked to respect the new regulations under which the school must work and if there is a need to take a child out of school during term-time, an application or request must be made in advance and make clear how the circumstances are exceptional. <http://www.tqea.org.uk/attendance>



# What to do if...

## *Students have an appointment (doctor, dentist, hospital etc.)*

We expect all non-emergency medical, dental or optician appointments to be booked outside of school hours. If this cannot be done, please try to book the appointment so that your child can complete most of their school day as normal. Parents or Guardians MUST either: -

- Write a note (on paper or in the student's planner)
- Send in a copy of the appointment letter/card or
- Inform attendance of an upcoming appointment.

Ensure that you make it clear what time you are collecting your child, or that they can make their own way to the appointment and what time you expect them to return to school. If school have not been advised of an appointment, reception will call parents/guardian to confirm and children will not be allowed to leave school premises until contact has been made.

# TQEA PTA

A successful and well attended meeting on 1st March saw the official formation of The Queen Elizabeth Academy's PTA. Ms Davies (parent) was voted in as Chair, Miss Hill and Miss Parsons supporting her in executive roles. There are currently 9 members in total and they are looking forward to working with the school, parents and community. PTA meetings are generally run in the evening at the Red Lion Hotel, Atherstone and they will meet every 6 weeks or so. There will be lots of fund raising going on this year, so look out for information. If you have any questions about the PTA, please email [pta@tqea.org.uk](mailto:pta@tqea.org.uk)

Dates for  
your diary

'Key Dates for 2016-17'  
can be found on  
the school website  
under virtual office  
(parents)/Term Dates.



The Queen Elizabeth  
Academy

The Queen Elizabeth Academy  
Witherley Road, Atherstone,  
Warwickshire, CV9 1LZ  
T: 01827 712477  
E: [info@tqea.org.uk](mailto:info@tqea.org.uk)  
[www.tqea.org.uk](http://www.tqea.org.uk)

