



NEWSLETTER

26 May 2023



Head Master’s Message:

Let’s hope the sun remains shining over the half term break. The word ‘term’ comes from Latin *terminus*’ meaning boundary or end. It’s suitable then to say farewell to Mr Tom Wilson, who’s moving on to another school after 12 years of service to North Cestrian. I know this will be charged with emotion: he has lived and breathed school during his time, with total dedication to the pupils, always giving generously of his time and support and expertise. He is a significant member of the Science Faculty, but it is perhaps his work as a form tutor where his impact will be most fondly remembered, particularly in leading the many sports activities and Red Ridge events – with the biggest adventure being trapped on a broken-down coach in sweltering heat! He leaves with our warmest wishes.

Miss Williamson too will be leaving, starting her maternity leave, and while we will miss her, we will be very pleased to hear within a short time some good news from her and the safe delivery of her baby. This is the start of a big adventure for her, and we send her all our love.

I am pleased we have secured some excellent teachers to take over Mr Wilson and Miss Williamson’s classes.

Standards Cards

All children are required to always carry their standards card with them. It is our means of logging both positive and negative behaviours that either exemplify or fall short of the standards we expect in North Cestrian. It is an instant reminder to the pupil and a mechanism for parents to see how their child is acting during school. Please ask your child to show you their standards card. Blank cards, or cards with 5 positives are entered into prize draws. Cards with 5 negatives (or 3 in one category) will lead to B2 detention. Dr Askey’s article later on explains the distinction between *school behaviour standards* and *attitude to learning* and how we approach these two things differently.

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Dates:

26 May
Half Term

5 June
Term Resumes

13 June
Y10 PCE

DEPUTY REFLECTIONS - CHARACTER EDUCATION

"Never has there been a more important time to invest in our wildlife, to set an example for the rest of the world, and restore our wild isles for future generations".

David Attenborough - his sentiments are echoed through our request below...

Arbor keeps a record of Character development. Click 'Statistics', 'Character Points' - expand menu.



By now parents will have received an email from office@ providing a link to the annual pupil voice questionnaire. Please could parents complete their answers by the end of the half term holiday. Your opinions and advice built your child's and your own experiences are invaluable and again will provide a benchmark and direction for our continual improvement. Approximately half of the questions are what parents would answer during an Ofsted inspection and the other half considers the specifics and ethos of North Cestrian and its systems.



Do you know someone who is building their character? [Click to nominate a pupil.](#) Investing in character development together!

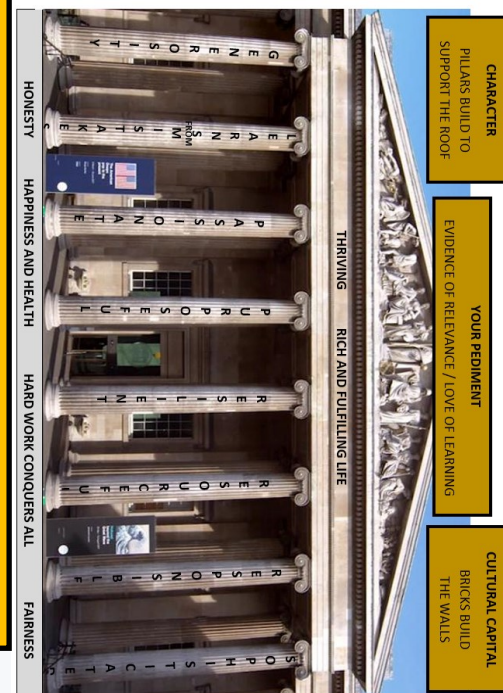
Pupils are guided in 8 character traits of NCS's character education programme. In lessons and beyond school, pupils have opportunities to pursue new discoveries and are assisted to own the next steps in the development. Click the poster!

Build your Character Benchmarks Certificate

Enter the North Cestrian School Character Education Website by clicking the photo of the British Museum below. You will find... The Character Development opportunities and news of pupils thriving and leading rich and fulfilling lives. Hooks for your curiosity hooked in the Cultural Capital opportunities and a chance to show off your sophistication.

Know someone building their Cultural Capital? [Click to nominate.](#)

Here are the highlights of the Parent Voice from June 2022... **96% of parents say their child is happy at NCS. 95% of parents would recommend NCS to another parent. 84% say NCS gives their child the support they need to succeed in line with high expectations.** There is a more in depth look at how we have acted on your June 2022 feedback here in [Mr. Bergin's letter to parents](#). The vast majority of answers confirm a 80-99% approval rating and we strive towards 100%. One example is how we have used your feedback on the newsletter and website since last year. We have condensed the newsletter making essential information clear, made hyperlinks to the website for more detail, provided links to help parents share Character development, Provided Pastoral and Academic information and advice regularly and on a rota, created a new website, with accessible information and celebrations of our pupils' successes.





Cestrians are organised and smart!

We have high standards and expect all pupils to meet and uphold them everywhere on the school site and beyond. We want our pupils to be proud to be Cestrians.

Page 7 and 8 of the pupils' Learning Journal sets out our expectations for uniform and equipment. Pupils are expected to maintain their smart appearance (page 7) and have the necessary equipment to support their learning (page 8). After half term, we are reinforcing these standards through an update to the Standards Card.

Make sure you stock up on essential equipment this half term e.g. Purple pen, black shoes (no trainers).

<p>5 acts of kindness signatures will be rewarded with 5 Generosity of Spirit character points.</p> <p>Role model standards - 5 signatures gain 5 Responsible character points.</p>	<p>Incorrect uniform including shoes, jewellery and make-up.</p> <p>Poor conduct including inappropriate language.</p> <p>Missing equipment including Learning Journal.</p> <p>Unhealthy choices including chewing gum, large bags of sweets, biscuits, food in packets, eating in lessons.</p>	<p>Standards Detentions will be issued for Missing Standards Card</p> <p>3 signatures in any ONE standard</p> <p>5 signatures across any standards</p>

Cestrians have a great attitude to learning!

We have also updated the Attitude to learning grid so that you can target, reflect, and make faster progress. Attitude to learning is the scale on which we judge progress in key learning skills and is reported home twice a year at each data capture. This will be used in all lessons next year and is a key feature of the new Progress Tracker (new and improved Learning Journal). Teachers are trialling its use in lessons this summer to inform how we can make best use of it to help pupils become the best learners they can be.

Attitude to Learning					
	Classwork	Use of Feedback	Growth Mindset	Participation	Attitude
	Resourceful	Purposeful	Responsible	Confidence	Passionate
Role Model	I use my own ideas. I make links to other work / subjects.	I always seek opportunities to improve my work beyond what is expected.	I know that I will be successful with continued effort and a positive mindset.	I am confident that my knowledge can help others. I am a leader in discussions.	I love learning. I am interested in lessons and curious to find out more in my own time (Cultural Capital)
Positive	I can use some of my own ideas. I can make some links to other work.	I can improve my work independently.	I understand that I need a 'can do' approach to be successful.	I regularly ask and answer questions. I want to speak in discussions.	I enjoy learning new things. I am engaged in lessons.
Developing	I need help thinking of ideas. I don't always make links to other work.	I don't ask for feedback. I need reminders to improve my work.	I don't always see that my own effort will make me successful.	I rarely ask questions. I don't always want to answer questions or feel comfortable speaking in discussions.	I don't always involve myself in learning.
Hampering Progress	I don't come up with my own ideas. I have to be retold about other work.	I don't take opportunities to improve my work.	I do not put effort into making my own success.	I avoid asking questions. I avoid questions or speak in discussions.	I don't show an interest in lessons and learning.
Quality of Work					
Role Model	My classwork is high quality. I always complete my work in detail.	I always act on feedback. My work shows significant improvement.	I always self-reflect and can identify my next steps independently. I correct and learn from my mistakes.	My verbal responses are always detailed. I have good projection, fluency, and clarity when I speak.	I am proud to be a model Cestrian; I set an example for my peers. I maximise all opportunities to learn.
Positive	My classwork is good. I always complete my work.	I act on feedback. My work shows improvement.	I self-reflect and can often identify my next steps without help. I correct my mistakes.	My verbal responses are full sentences. I am clear and audible when I speak.	I follow the Cestrian Way, I SLANT. I make effective use of learning time.
Developing	My classwork is not always to the best of my ability. I don't always complete classwork.	I don't always take notice of feedback. My work doesn't always show improvement.	I self-reflect when prompted and need help to identify my next steps. I can sometimes repeat my mistakes.	My verbal responses are short or one-word answers. I am not clear, audible, or confident when I speak.	I sometimes need reminding to SLANT. My choices lead to lost learning time.
Hampering Progress	My classwork is below my ability. I do not complete classwork.	I don't take any notice of feedback. My work is not improving at all.	I don't self-reflect or identify my next steps. I repeat the same mistakes.	I don't give verbal responses. I won't speak in front of the class/an audience.	I often need reminders to SLANT. My actions disrupt the learning of others.
Presentation					
Role Model	My work is always well presented. I always take pride in my work.	I add meaningful purple pen notes and reminders to my work on my own. Check, correct, reflect.	I enjoy rising to challenges. Failure makes me more determined to succeed.	I always stay focused and always participate in lessons	My prep and testing methods are effective because I can retrieve all the knowledge when required.
Positive	My work is mostly clear and organised. I take pride in my work.	I add some reminders and notes as well as the teacher's purple pen corrections.	I push myself to try at everything. I understand failure is part of learning.	I focus and participate in lessons.	My prep methods ensure I can retrieve most of the knowledge when it's required.
Developing	My work is sometimes untidy. I can forget to take pride in my work.	I only add the purple pen answers that the teacher tells me, or I can copy from the board.	I have a go but can give up too easily. Failure knocks my confidence.	I can sometimes lose focus in lessons. I participate when I am asked to.	I don't always prep well enough so I can't retrieve the knowledge when it's required.
Hampering Progress	My work is often untidy and scruffy. I do not take pride in my work.	I don't always add/copy/complete purple pen corrections.	I am not prepared to try. I don't want to get it wrong or show I don't know.	I don't focus or participate enough in lessons.	I choose not to prep. I prep by copying out the words.

PHYSICAL EDUCATION DEPARTMENT

Athletics Club – Wednesday 24th May

A wonderful turn out of over 50 students enjoyed the welcome sunshine at Wednesday's, after school Athletics Club. It was an important session prior to team selection for the Trafford Schools Girls Championships on Thursday 8th June at Longford Park Athletics Stadium.



The girls have shown great enthusiasm for track and field events this term and we wish them the best of luck for the forthcoming Championships.

Mrs Lawson & Miss Connell

ART NEWS - Miss Henes

KS3 Art and Design

Y7 Art Update

Y7 have been creating pieces applying the formal elements by drawing the shape of a shell and applying tone and texture using charcoal. They are currently designing their own polystyrene tiles to create their own pattern.



KS3 Art and Design

Y8 Art Update

Y8 have been developing their sculptures of Aboriginal Pukumani Poles. Pukumani poles are placed around the burial site during the Pukumani ceremony to celebrate a person's life. Each section represents a different aspect of the individual.

Cultural Capital

Links to Art Cultural Capital and associated Cestrian Character opportunities can be found [here](#)

MUSIC NEWS - Mr Wilson

I am very proud to announce that on 29th June, North Cestrian will host its first Summer Concert, showcasing a HUGE selection of music from a range of ensembles and soloists here in school. The school band will perform a selection of tracks from genres such as Pop, Jazz, Classical and Film music, and they will be joined by our Pop Choir. There will also be performances by student-led band The Policy Makers, and by several solo pianists.

It is shaping up to be a very special experience and if you would like to come to show your support to our young musicians here at NCS, tickets are available to buy NOW on Parent Mail!

As we approach the final half term of 22/23, pupils will be preparing for their end-of-year assessments. Year 7s will be performing and composing "Programme music" – a form in which music is composed to represent stimuli or evoke imagery/ideas. Year 8s will be assessed on their Rock ensemble skills. Year 9s will be assessed as part of an ensemble too, to finish their study of "Music from Manchester." And Year 10 are currently working on their Summer Projects, in which they must analyse and perform a piece from an "Influential Musician" of their choosing and compose a piece in the style of their chosen musician.

Pupils in all year groups can complete a music cultural capital task based on an "Influential Musician." As well as listening to and reading about each musician, pupils will be asked to either complete a 100-word reflection question about the musician or record a video of themselves performing a piece by the musician. I would highly recommend all pupils that are currently taking GCSE Music, are enrolled to start GCSE Music in September, or are considered GCSE Music in a future year to take full advantage of this!

The link to all "Influential Musician" slides is:

https://northcestrian-my.sharepoint.com/:f:/g/personal/a_wilson_northcestrian_co_uk/ElhuK1vQQwBGrHpvjBq06-4B1Y0MPqF7w4vhMNMAMNY9Xew?e=ZkqErl

All videos and/or written responses can be sent to Mr Wilson.



Duke of Edinburgh Practice Expedition

Well, we had a lovely weekend for them!

43 Year 9 Pupils did their practice (and I must say at the beginning of the week I was really worried with the rain).

They arrived at the school's sports field 9am Saturday 13th, sorted out their rucksacks, put up their tents had a bit more training from Grip Expedition then followed by a 16km walk ending back at the sports field. This is where they had to cook their evening meal and then played a great game of rounders, and then off to their tents.

Next morning they have breakfast, collapse the tents and pack everything away, all the time following the Countryside code that they leave nothing but footsteps. Then another 10km walk ending up at Grip Expedition's headquarters under the bridge at Sale Met stop.

All in all, they did a great job, so fingers crossed for the 17th June when they do the actual Qualifying Expedition.

WELL DONE TO THEM ALL!



Earlier in the year, BBC Broadcaster Stuart Maconie visited NCS and spoke to Year 10 and Year 11 about his experience in writing his latest book: *The Full English*. The book is both travelogue and social commentary, tracing the steps of JB Priestley's journey around England in the 1930s which he recorded in his own book *An English Journey*. Stuart also chatted to some of our students about their views on JB Priestley's *An Inspector Calls* for a documentary he was making for Radio 4. That documentary (*Whatever Happened to JB Priestley?*) has now been released and you can listen to it on BBC Sounds. This will be of particular interest to Year 9 students who are working on *An Inspector Calls* in performing arts and will be studying this play as part of GCSE English Literature.

<https://www.bbc.co.uk/sounds/play/m001lych>

[Archive on 4 - Whatever Happened to JB Priestley? - BBC Sounds](#)

Stuart Maconie asks why JB Priestley has all but disappeared from our cultural life.

www.bbc.co.uk





REMINDER!

END OF YEAR TRIPS ARE NOW 'LIVE' ON PARENTMAIL!

DEADLINE FOR PAYMENT IS 23 JUNE. PLEASE CONTACT MRS WILLIAMS IF YOU HAVE ANY ISSUES.

YEAR 7 & 8 - KNOWSLEY SAFARI PARK, MONDAY 17 JULY

YEAR 9 & 10 - ALTON TOWERS, TUESDAY 18 JULY

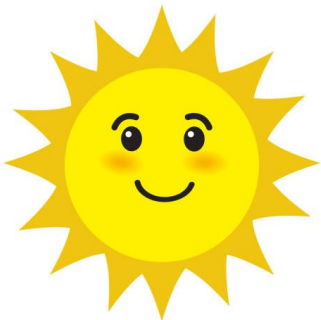
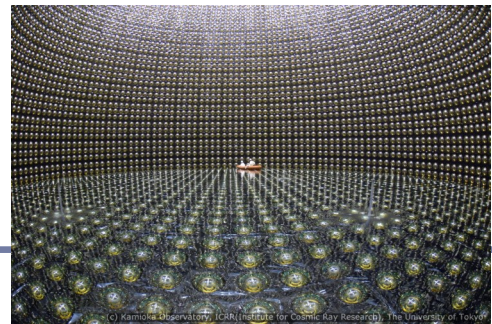
Physics Summer School

Congratulations to **Martha C, Tuela N, Jad A, Jood A-S and Mackenzie C** who have all displayed passion and purpose in applying for and being accepted onto a Particle Physics Summer School at St Pauls School in London in July. They will hear from experts in particle physics from Queen Mary University London on topics such as the Higgs-Boson particle, particle accelerators, neutrinos and careers in particle physics.

Other pupils interested in developing sophisticated knowledge of particle physics can sign up to access the live stream or recorded lectures for free here: <https://>

[Particle Physics Summer School 2023](https://www.stpaulsschool.org.uk)

www.stpaulsschool.org.uk



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When the clothes have been removed from the bag the plastic will be packed and sent for recycling.

We are collecting good quality items for RE-USE:

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(No uniforms, workwear, pillows, duvets or pieces of fabric please)

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9 JULY 2023

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