



Be The Best You Can Be With CCSC

Week 24 - Monday 10th March 2025



What's on **THIS** week?

Y11 Mini Mocks begin
Wed 12th Y11 Geog Trip
Thu 13th Y7 Parents evening

What's on **NEXT** week?

Wed 19th Y5 Churchfields
Wed 19th Y10 Sports Journalism
Fri 21st Y8 & Y9 Rugby

Important Dates

Thu 27th March Y8 Parents & Options Evening
Wed 2nd April Y7 RSE Day
Fri 11th April 12:05pm Half Term

Trips all on Parent Pay

CLW 2025
Thu 10th April Rewards Day

Year	Event logs	Conduct logs	Best pupil with most ELs
Y7	1420 ↓	152 ↑	Littlehales, Zachary 7KMN (17)
Y8	983 ↑	94 ↓	Garside, Noel 8JD (14)
Y9	866 ↑	173 ↑	Cosens, Tilly 8AHP (28)
Y10	826 ↑	194 ↑	Arrowsmith, KEELEY 10YM (17)
Y11	545 ↑	155 ↑	Norcup, Ashton 11AO (12)
Total	Event Logs = 4640 ↑ 2%		Conduct Logs = 768 ↑ 27%

	Zero Conduct Logs	100% Attendance	Attendance	Best form Attendance
Y7	140 ↓ (69%)	189 (93%) ↑	94.2% ↑	7PF 98.9% ↑
Y8	156 ↓ (78%)	187 (92%) ↑	95.3% ↓	8SB 98% ↑
Y9	96 ↓ (56%)	156 (92%) ↑	94.1% ↑	9LH 98.6% ↑
Y10	90 ↓ (55%)	142 (88%) ↑	90.2% ↑	10MO 98.4% ↑
Y11	98 ↓ (60%)	134 (82%) ↑	91.1% ↑	11AO 95.8% ↑
Total	580 ↓ (64%)	808 (89%) ↑	93% ↑	

View our weekly outstanding work here
<https://shorturl.at/XZGVL>

Y7 Parents evening
THIS Thursday. Please
book online via
<https://ccsc.schoolcloud.co.uk>



HARD WORK beats **TALENT**
when talent **DOESN'T** **WORK HARD**

Look who made a **BIG** impression this week!

SELF-BELIEF & HARD WORK WILL ALWAYS EARN YOU SUCCESS

It hasn't gone unnoticed and we couldn't be more proud of you!

Baggott, Harry	Barlow, Lois	Dykes, Gabriella	Adams, Paige	Barker, Connor
Coxon, Charlie	Bates, Maddison	Morgan, Brooke	Austin-Ryles, Daniel	Colclough, Casey
Grand, Lexie	Bowen, Laina	Weerasingha, Amika	Kwiatkowski-Grand, Anastasia	Johnstone, Archie
Hammonds, Olivia	Garside, Noel	Wilton, Logan	Nabaz, Hanasa	Nelson, Nathan
	Grant, Austin	Littlehales, Zachary	Petrillo, Logan	Taylor, Seren
Hibbs, Harvey	Leighton, Archie	Tomlinson, Everleigh	Yates-Joynson, Ellie	Umar, Mohammed
Hughes, Mia	Lester, Jessica	Turner, Anderson	Yearsley, MacKenzie	

Outstanding Work

A HUGE well done to all the pupils featured in this week's 'Outstanding Work'! We are seeing this each week.... Check it all out using the link

<https://www.ccsc.staffs.sch.uk/index.php/news/556-outstanding-work-at-ccsc>

Firstly, Shakespeare shows that the witches are able to predict the future which shows supernatural. In act 1 scene 1 witches say "when the hurly-burly's done" and this shows that the witches are able to do things that normal people cannot do and this makes the witches seem different to normal people. This implies that it isn't normal to be able to do this and this is a supernatural feature that witches had. During this time people believed in witches and believed they can do things such as predict the future however it wasn't seen as normal which implies how supernatural it was for them to predict the future. They were saying that they will meet Macbeth "when the hurly-burly's done" and the fact that they are able to predict when they will meet Macbeth makes them also seem eerie. This makes the reader feel frightened of the witches because they are able to do these things that normal people are not able to do this implies supernatural. Shakespeare did this by using the word "when" and this is to do with time and when something is going to happen and this shows that the witches were able to predict the future as they are able to say "when" something is going to happen. The fact that they are able to do this makes us think the supernatural features that witches had. Shakespeare did this because in the 1600's people believed in witches and they thought that they were able to do these supernatural things such as predicting the future and if they saw a witch they would be scared of them and this implies how supernatural the witches were because it clearly wasn't normal to do this.

Secondly, Shakespeare presents supernatural in the play by showing that the witches can control the weather. In act 1 scene 1 the first witch says "in thunder, lightning, or in rain" and this shows that these people are able to do things such as changing the weather whenever they want and this was not seen as normal so the fact that they were able to do this implies how different they were to everyone else and how supernatural it was. The fact that they are planning what type of weather to meet Macbeth also makes the witches seem frightening as they chose the most eerie type of weather to meet someone in and the fact the play starts off with the witches changes the weather makes us also realize how supernatural they were and that these supernatural powers were clearly important to the play as it was the first thing that happened in the play. The words "thunder" and "lightning" and "rain" implies that the witches only wanted to be in eerie weather and this shows the type of people witches were. The fact that they were able to choose between different types of weather shows the supernatural powers they had. Shakespeare did this to make the reader realize how different the witches were to normal people as it wasn't normal to be able to just change the weather for whatever time of the day they wanted and this implies how supernatural the witches were. This would make the reader feel frightened of the witches and this was also the first thing that happened in the play so this makes the reader realize that the supernatural powers of the witches is an important part of the play.

Thirdly, Shakespeare presents supernatural in the play by showing that the witches are eerie. In act 1 scene 1 scene 1 Banquo says "they are unnatural" and this shows that Banquo didn't believe that the witches are real because of how eerie they are and they are completely different to normal people.

Loyalty and guilt:
Macbeth feels guilt when killing the king and lady Macbeth also feels guilty- she was sleepwalking which shows how guilty and scared she was

- Macbeth was **betrayed** about
- Lady Macbeth **sleepwalking**
- Macbeth and lady Macbeth refer to Duncan's blood

Power- lady Macbeth has power when she manages to persuade Macbeth to kill the king however the man was seen to be the once in charge and women were seen as weak so the fact lady Macbeth managed to persuade Macbeth and take control shows her power

- Lady Macbeth **persuading** Macbeth to kill the king
- Macbeth **taking** the power of Duncan's life

The supernatural in Shakespearean England the witches were seen as bad people and they got killed if you were seen to be a witch. In **Macbeth** the witches could predict the future, change the weather and make the weather when seen right at the start of the play to show how important they were to the play and to create an eerie atmosphere

- The witches **predicting** when they will meet Macbeth
- The witches **predicting** what type of weather they will meet Macbeth in

Ambition- lady Macbeth had ambition to kill the king especially when she knew that Macbeth didn't want to kill the king the only way it would have happened was if she took control and persuaded Macbeth which showed how much she wanted **Macbeth** to become king

- Lady Macbeth **ambition** to kill the king
- Macbeth **kill** the king even when given a warning

Violence- Macbeth showed violence when killing innocent people so he could stay king as he killed the king, the guards, Banquo and more because he didn't want to get caught- shows his audience. Macbeth also showed violence when the diggers were right in front of him which was like a sign not to kill the king however he still goes ahead with it which showed his ambition and violence.

- Macbeth and lady Macbeth **kill** innocent people
- Macbeth **kill** the king even when given a warning- shows his violence
- Macbeth **taking** the throne after his violent acts

Good and evil- Macbeth shows good and evil because at the start of the play he was seen as a loyal soldier who wanted to help his country however at the end of the play he was seen as a selfish he killed people so he could get what he wanted and the went from good to evil. Macbeth's greed for power takes over at the end of the play.

- Macbeth being a **loyal** soldier at the beginning however seen as selfish at the end

English
Year 10
Daisy Baggott

HOY AWARDS

Y7

Zachary Littlehales

Zach has worked exceptionally hard this week and has completed some beautiful work in a range of subjects. Well done!

Ellen Lowe

Ellen's positivity and enthusiasm really does make CCSC a better place to be. Never change Ellen – we love you!

Y8

Kaiden Fradley and Austin Grant

They have worked their socks off in the business day this week and have really made me proud

Y9

Lexi Tomkinson

Good feedback from her teachers and also represents the school well in her ambassadorial role. Well done.

Brooke Morgan

Excellent work in English but also doing well in general. Life throws us hurdles every now and then and it is great to see pupils tackle them head on! Well done!

Y10

Logan Copeland

For his consistent hard work across all subject areas. Well done Logan!

Lydia Hill-Morey

For her perseverance and positive attitude this term.

Y11

Lois Walklett

For auditioning amazingly and being cast as Delores Van Cartier in the upcoming school production of Sister Act.



Lucky Dip Winners 10th March



Zero Conduct Log Winners

Y7 Adesomoju, Doxa 7NC
Y8 Jones, Dylan 8SB
Y9 Caulcott, Leah 8LHi
Y10 Leonard, Joshua 10MH
Y11 Eardley, Lucas 11P

Outstanding Work
Baggott, Daisy 10MWI
English

Event Log Plus
Dykes, Gabriella 9AHP

100% Attendance
Haley, Ava 7HM

Be The Best You Can Be
Work hard and get
noticed!

£5 vouchers
OR
Front of Queue Pass to Canteen
OR
Free break food for a week!
PLUS entry into the BIG prize draw

Be The Best You Can Be
Work hard and get
noticed!

Please email Miss Edwards kedwards@ccsc.staff.sch.uk
With your choice of prizes from above.

Year	Number	%
7	81	40
8	60	29
9	59	34
10	35	21
11	43	26
Total	278	30



Well done to all the students who were rewarded with buffet breakfast this week. Keep turning up for school every day and you will be invited to next terms buffet breakfast.



Miss Durrant and Miss Till took a group of Year 11 students to Oxford University for an inspiring educational trip. The day began with a tour of Somerville College, where they explored the historic campus and learned about its rich academic legacy. Next, they attended a fascinating session on gut microbes, led by an Oxford graduate, discovering how these microorganisms impact health.

The trip concluded with a guided tour of the Ashmolean Museum, where students admired ancient artifacts and masterpieces. The experience provided valuable insights into university life, cutting-edge research, and cultural history, leaving them motivated and eager to pursue higher education at prestigious institutions like Oxford.

The university ambassador commented on how lovely, respectful, well-behaved and engaged our pupils were!



Year 9 had their Physical Geography trip to Blackpool yesterday completing field sketches and environmental quality surveys, exploring the effectiveness of the coastal management methods. Once again, everyone worked and behaved excellently. Very proud of you Year 9. Keep up the outstanding work



Our amazing school staff got creative for World Book Day by designing their own t-shirt to showcase their favourite books! It was a fantastic way for students to see that teachers love to read too - and discover new books and genres along the way

This year's theme is "Read Your Way", highlighting the importance of choosing when, where, and what you read.

Library Competitions: Deadline 20th March. Time for students to get creative! Prizes for all winners ☺

Entries for all competitions can be handed in to Library 1 OR emailed to Dawn dthompson@ccsc.staffsch.uk

- Creative writing, submit a short story of your choice – no specific theme, or storyline; it's entirely up to you. Entries can be handwritten or typed.
- Create a new character to insert into an existing story – What do they look like, what is their personality? How and where do they fit into the story.
- Book Cover design – Create a new design for an existing book or a make one up of your own. These can be any style: hand drawn, painted or a collage

Vouchers: £1 World Book Day book vouchers will be delivered to Yr7/8/9 forms. Vouchers available to pupils in Yr10/11 by request.

Let's celebrate the joy of reading together! 📖
For more information about World Book Day, please visit their [website](https://www.worldbookday.com)



Yfant	Yfant	Yfant	Yfant	Independent
LEGO® Our Amazing Universe	The Fart that Broke World Book Day	The Soccer Diaries Rocky Takes the Lead	The Wolf Trials: A Geomancer book	This Story is a Lie
Published by	Published by		Published by	

You will be given a book token to celebrate World Book Day. The £1 book tokens can be swapped for one of these FREE World Book Day books. Available from participating booksellers and Supermarkets, or used to get £1 off any full price book or audiobook.

£1 books you can purchase with your book token.

Vouchers: £1 World Book Day book vouchers have been delivered to Yr7/8/9 forms. Vouchers available to pupils in Yr10/11 by request.

SEND District event



We are excited to invite you to Newcastle under Lyme's Together We Thrive District Event hosted by Newcastle Family Hub. The event will be held on Friday 14th March 10am - 12pm.



The event provides an opportunity for local families to speak to organisations about their services and find out about other support. The event will be a relaxed One Stop Shop.



Refreshments & free parking will be available.



What has been happening?

Congratulations to the Yr 11 lads in the CCSC A and B squads who finished 1st and 2nd at the District Handball Tournament at Newcastle College on Thursday 27th February.



Squad B:
Connor Barker
Archie Barrow
Nat Bediako
Harvie Chatterton
Harry Chell
Leron Docherty
David Perkin Alcaarez
Harry Lea

To coincide with Shrove Tuesday, all of KS3 will be taking part in the 'Pancake Challenge' during Food lessons this week and next! Who is going to be the best flipper?!

Squad A:
Harvey Beswick
Reece Elliott
Luca Mullen
Ashton Norcup
Harry Wilshaw
Sidney Hibberd
Sonny Dyer



Year 7 8 and 9 are making pancakes!



Year 8 (204 pupils) have been off timetable all day today participating in a Business competition organised by the Inspirational Learning Group as part of the National Careers Challenge (in partnership with NatWest Thrive). This event is designed not just to inspire but to align with the Gatsby Benchmarks, ensuring that our students engage in real-world challenges that meet the needs of businesses.

This year's challenge was particularly exhilarating: Year 8 students had to create a brand new subsidiary airline for British Airways! Students had to think critically about their target audience, the destinations they will serve, and how to deliver exceptional quality service—all while ensuring sustainability and commercial viability. Every member of staff and all visitors were so impressed with the year group and how they engaged with the day! A HUGE well done Year 8 – you have truly made us all so proud. Thanks to Mr Gribbin for organising such an amazing day for our pupils.

The winning team will now be going to the grand finals in London to present to Simon Squib and a chance to spend the day with British Airways!

Well done to Indy Birks, Tayla Gorman, Elizabeth Worgan and Reigan Broomfield.

Reading Week

3rd - 7th March 2025

The House with Chicken Legs

Sophie Anderson



Marinka dreams of a normal life, where her house stays in one place long enough for her to make friends. But her house has chicken legs and moves on without warning. For Marinka's grandmother is Baba Yaga, who guides spirits between this world and the next. Marinka longs to change her destiny and sets out to break free from her grandmother's footsteps, but her house has other ideas...

For reading week this year, every pupil in Year 7 and 8 will be assigned a copy of *The House With Chicken Legs* on Sora to read with their tutors during form time.

We met the author at last year's YTF Book Awards and she was really nice!



sophieandersonauthor I had the best time too! Lovely event for young readers

READING WEEK 2025

USING AI TO HELP PUPILS' UNDERSTANDING.

MAGICAL

Magic School is a free website that has loads of different features to adapt texts, making them easier for pupils to access!

<https://www.magicschool.ai>



TEXT LEVELLER

EXAMPLE:

The Victorian Workhouse was an institution that was intended to provide work and shelter for poverty-stricken people who had no means to support themselves. With the advent of the Poor Law system, Victorian workhouses, designed to deal with the issue of pauperism, in fact became prisons containing the most vulnerable in society.

The harsh system of the workhouse became synonymous with the Victorian era, an institution which became known for its terrible conditions, forced child labour, long hours, malnutrition, beatings and neglect. It would become a blight on the social conscience of a generation leading to opposition from the likes of the Charles Dickens.



Text Leveler
Take any text and adapt it for any grade level to fit a student's reading...

The Victorian Workhouse

The Victorian Workhouse was a place meant to give work and shelter to people who were very poor and had no way to take care of themselves. When the Poor Law system was created, Victorian workhouses were set up to provide the poor with a place to stay and work. These workhouses often turned into places that treated the poor in a very harsh way.

The harsh conditions of the workhouse became a well-known part of the Victorian era. These conditions were famous for their unfair long working hours, forced child labor, long working hours, not enough food, beatings and neglect. The workhouse system became a dark spot on the conscience of a generation, leading to protests from people like Charles Dickens.

VOCABULARY LIST GENERATOR



Vocabulary List Generator
Generate a list of vocabulary words based on a subject, topic, or text...

EXAMPLE:

Algebra Vocabulary List

- Variable**
A symbol, often a letter, that represents a number in mathematical expressions or equations.
- Equation**
A mathematical statement that shows two expressions are equal, typically using an equals sign (=).
- Coefficient**
A mathematical factor that multiplies a variable in an expression. For example, in (3x), the number 3 is the coefficient.
- Expression**
A combination of numbers, variables, and operations (such as addition or multiplication) that does not have an equal sign.
- Polynomial**
A mathematical expression that consists of variables raised to whole number powers and their coefficients, combined using addition, subtraction, or multiplication.

You can adapt the age group and number of key words to make the list suit your classes.

WORK SHEET GENERATOR



Worksheet Generator
Generate a worksheet based on any topic or text.

EXAMPLE:

High School Safety 2024

Understanding the Assessment Objectives

AO1: Recall
This objective focuses on the student's ability to recall information from the text. It includes questions like 'What is the definition of...' or 'List the main points of...'

AO2: Understanding
This objective focuses on the student's ability to understand the text. It includes questions like 'Explain the meaning of...' or 'What does the author mean by...?'

AO3: Application
This objective focuses on the student's ability to apply the information from the text. It includes questions like 'Use the information to solve the problem...' or 'Apply the concept to a new situation...'

AO4: Analysis
This objective focuses on the student's ability to analyze the text. It includes questions like 'Identify the main argument...' or 'Evaluate the evidence...'

AO5: Evaluation
This objective focuses on the student's ability to evaluate the text. It includes questions like 'Judge the quality of the evidence...' or 'Assess the effectiveness of the argument...'

Fill in the Gaps

1. The author states that safety is a top priority for schools. What are the reasons for this?

2. Explain the main reasons for the increase in school safety concerns in recent years.

3. How do schools typically address safety concerns?

4. What role do parents play in school safety?

5. How can students contribute to school safety?

6. What are some common safety drills performed in schools?

7. How can schools ensure that all students are safe?

8. What are some signs of a potential safety hazard in a school?

9. How can schools prepare for emergencies?

10. What are some ways to promote a safe school environment?

This creates a 'fill in the gaps' exercise based on the text, a multiple choice quiz and some further thinking questions to ensure that pupils have understood the extract they have read.

READING WEEK 2025

FOCUS PRE-TEACHING VOCAB

DID YOU KNOW...

We need to know 98% of the words in a text in order to understand it.

We need to read and use a word 7 times for it to become part of our vocab.

Pre-teaching vocab is one of the best ways to narrow language gaps in our learners.

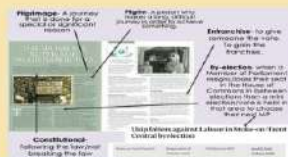
The most important thing that affects our learning is what we already know. Pre-teach vocab to help new knowledge move into long-term memory.

EXAMPLES

Word	Meaning	Use it in a sentence
Heinous	Something that is very evil or wicked.	I had never seen anything so heinous as that.
Manuscript	A document or book written by hand.	The manuscript was found in an old chest.
Constitution	A set of laws or principles that govern a country or organization.	The constitution was signed by the king.

Define a keyword and use it in a sentence

Define keywords in a text before reading



Word webs

Using non-examples to test understanding of vocab





Welcome to the Year 8 Options Process

Option Evening – 27th March 2025

6:00pm – 8:30pm

What subjects does my child have to do and what choices do they have?

Compulsory Subjects

GCSE English Language GCSE English Literature GCSE Maths GCSE Science GCSE Spanish Core PE

Option Subjects

Option Blocks will be sent out at a later date

1. You have to choose one subject to study from Block A, Block B, Block C and Block D
2. From each block, you must also make a second and third choice as it may not be possible to give you your first choice due to numbers.
3. Yellow subjects are vocational, green are GCSEs. You are not allowed to pick more than three yellow subjects (we would advise no more than two).



Welcome!

The following booklet will provide you with all the key information you need when you begin to consider option choices with your child. It is important to consider a number of factors when you come to making your choices:

- Does my child enjoy this subject?
- Has my child already shown potential in this subject?
- Will my child be successful in this subject and be able to gain their highest possible grade?
- Is the subject a good choice for my child and will it meet the needs of their post 16 education?

Options Evening is an opportunity to talk to subject teachers, learn more about the courses on offer and begin to consider what is the best route forward for your child. It is important that your child is happy with their choice as the optional subjects offer a range of skills that build on, and complement, the academic subjects that are compulsory.

Please feel free to ask as many questions as you need so that you feel confident that you have the information you require to make an informed choice.



What subjects does my child have to do and what choices do they have?

How should you decide?

- ▶ What do you enjoy?
- ▶ What are you good at?
- ▶ How do you learn most effectively?
- ▶ What ideas do you have for your future?
- ▶ Talk to your teachers and gain advice on what is best for you
- ▶ Remember that you need to make a 1st, 2nd and 3rd choice in each option block!

What happens next?

- Week Beginning 10th February – Myself and Mrs Parton will meet with the year group and go through the next stages with them.
- Week Beginning 3rd March – Options Booklet go out to pupils and parents (with dates and information about the options evening). This will contain links to exam specifications, crucial knowledge and subject overviews.
- Week Beginning 17th March and then Week Beginning 24th March – Option Taster sessions for Year 8 (timetable will be sent to them beforehand). This will give you an idea of what to expect in each subject.
- 26th March – Option Blocks will be released to pupils and parents
- 27th March Options Evening and official forms given (6:00pm – 8:30pm). This event will give you chance to talk to staff and ask any questions. We are also hosting a careers event on this evening for Year 8 where they will have an opportunity to talk to colleges, employers and providers. Even though this is early, it is always good for them to think about what is available to them in their futures.
- 31st March - Deadline for choices.
- Week Beginning - 12th May - Final choices sent home (could be earlier if all forms are in on time).



Year 8 Options

2025

- 12th February - Mrs Waterhouse and Mrs Parton have an assembly with Year 8 explaining the process
- 3rd March - Options Booklet goes out to pupils and parents (via teams and email)
- Week beginning 17th March AND week beginning 24th March - Option Taster sessions for pupils
- 26th March - Official Option Block released to pupils and parents
- 27th March - Year 8 Options and Careers Evening (with appointments for Core Subjects)
- 27th March - Official forms for choices will be given
- 31st March - Deadline for choices
- Week beginning 12th May - Final choices will be sent home (earlier if forms all in on time)



Our Schools



'Preparing Our Children For The Changing World Around Them'
www.collectivevisiontrust.org.uk

Welcome to Woore Primary School who joined Collective Vision Trust at the start of this month

Miss Evans

She is so nice always helping me and helps me understand what to do she couldn't be any better :)

thank you

Miss Mendez

Really nice and always listens to what what you have to say

thank you



Office staff

Whenever I need to call school they are always so accommodating. I never feel like I'm being a nuisance and they quickly deal with my inquiry. They were the first reason I warned to the school and a few years later I'm still met with same kindness whomever I speak to.

Miss Parton

So nice always smiling and even smiling when shouting .

Mr Horner

Mr Horner is honestly the nicest music teacher anyone could ask for he's very inspiring and even more supportive he's so helpful and comes up with fun ways to make everyone's lessons better thank you sir!

thank you

Thank a teacher

From your lovely feedback last year parents and students have suggested a way to nominate a teacher to recognise them for an act of kindness, support or hard work.

If any student or parent would like to anomalously recognise a teacher then please use the link to fill out the form.

<https://forms.office.com/e/rBW6B67Kwy>



A BIG
THANK
YOU!

Clubs & Boosters



Clubs (2024-25)

	Monday	Tuesday	Wednesday	Thursday	Friday
Break Time	Library (all years) Borrow & Return Books	Library (all years) Borrow & Return Books	Library (all years) Borrow & Return Books	Library (all years) Borrow & Return Books	Library (all years) Borrow & Return Books
Lunch P7		Peer Mentoring (Year 7)	Spanish Drop-In (Year 7) Rm. 3	Library (Years 7)	
Lunch P8	Spanish Drop-In (Years 8 + 9) Rm. 3			Library (Years 8 + 9)	Peer Mentoring (Years 8 + 9)
Lunch P9		Peer Mentoring (Years 10 + 11)	KS4 French Club (Rm. 3) Library (Years 10 + 11)		
After School	Library (until 3:35pm) Borrow & Return Books	STEM Club - Rm. 22 Girls Football (APR) all years Boys Football (PS) - Year 8 Swim Club (GF) - all years Basketball (LEH) - Year 7 Library (until 3:35pm) Borrow & Return Books Pokémon Card Club Room 20	Lifesaving (LEH) Year 9 (invite only) Rock Climbing (APR) Yr 10 & 11 (invite only) Handball (PS) Years 9, 10 & 11 Pokémon Card Club Room 20 Dance Club Dance Studio (LHi)	Badminton (GF/APR) - all years Book Club (all years) Library Boys Football Fixtures (PS/LEH) - Yr 8 Book Club (all years) Library Library (until 3:35pm) Borrow & Return Books	



Boosters (2024-25)



	Monday	Tuesday	Wednesday	Thursday	Friday
Before School		Geography Booster (Rm. 28)			
Lunch P9			French Booster (Rm 3)		
After School	Music & Drama Drop-In D&T iMedia Drop-In (SH/LTa)	Science Booster (Science Dept.) English Booster (see rota) Child Dev. / Health & Social Cwk Drop-In (Rm. 27 - BB) Business Booster (Y11) D&T iMedia Drop-In (SH/LTa)	English Booster (Invitation Only) German Booster Rm. 4 D&T iMedia Drop-In (SH/LTa)	Spanish Booster Rm. Rm. 1 + 2 Maths Booster Rm. 10 Higher Rm. 11 Foundation Religious Studies (Rm. 34 KO) Business Booster (Y10) D&T iMedia Drop-In (SH/LTa)	Italian Booster Rm. 3 History Booster Rm. 24 Geography Booster (Rm. 28) D&T iMedia Drop-In (SH/LTa)

2024-2025 Autumn Term 2. PE Extra Curricular Timetable.



Time	Monday	Tuesday	Wednesday	Thursday	Friday
Year 7, 8 & 9 Lunchtime	Astro	Astro	Astro	Astro	Astro
Year 10 & 11 Lunchtime	Astro	Astro	Astro	Astro	Astro
After School (3:05-4:00pm)	Staff Meeting Night Boxing (GF) - Invite only	Girls Football (APR) - All years Boys Football (PS) - Year 7 Rugby (LEH) - Year 8 & 9	Dance (LHi) - All Years Handball (PS) - Year 9, 10 & 11 Rock Climbing (APR) - Year 10/11 (Invite only)	Badminton (APR) - All Years Boys Football Fixture (PS/LEH) - Year 7	

Scientists say we can now make electricity from thin air. Inventor Nikola Tesla's vision of the atmosphere as an enormous battery is set to be realised on a microscopic scale using humidity in the air.

HYDROLOGIC CYCLE
Earth's largest energy carrier, regulator and balancer

Evaporation
Liquid transforms into gas

Condensation
Gas precipitates as liquid

Hydrologic energy exchange
~60,000 TWh per year
Global electricity demand
~28,500 TWh per year



Atmospheric water vapour

Mean free path
Distance single molecule of water travels in air before bumping into another

Electricity-generating material: Almost any material with pores of 100nm or less

Thickness - 20,000nm, 1/5 width of human hair

Molecules bump into upper layer creating charge imbalance from top to bottom, like thunderclouds

When water molecules are suspended in air, mean free path is about 100 nanometres. **Each molecule has charge**

Upper electrode
100nm pores

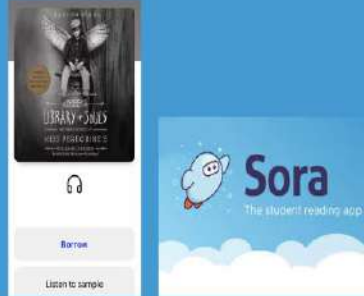
Lower electrode

Can be stacked for greater output

English Department

What is Sora?

Sora is our online reading platform - it means that you have access to thousands of ebooks, audiobooks and graphic novels for free!



Using Sora

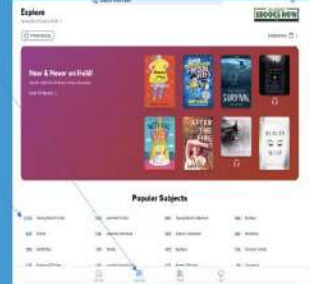
Go on either: <https://soraapp.com/welcome> or look for Sora in the App Store.

How do I log on?

Press the green button under the Sora logo and select our school from the list.



Press the 'explore' tab at the bottom of the screen to show the titles that are available.



They are split into subjects for you to browse or you can search for a title in the top bar.

Sora's Features

You can adapt the size of the font, the colour of the background and the style of font to make it more dyslexia friendly



Audiobooks will give you the option to set a sleep timer or to change the playback speed

Sora Requests

If you'd like a title that isn't currently on Sora

Book Request

Hi, I like. When you submit this form, the owner will see your name
* Required



Request a new book for SORA!!

<https://forms.office.com/e/gz1NR8Mb2z>

English Stars of the Week!

<p>Miss Mooney: Vinnie Clews – Vinnie works really hard in English and has produced some amazing work.</p>	<p>Miss White: Archie Johnstone – always really helpful, and produced some amazing PEE paragraphs for our poetry assessment 😊</p>
<p>Mrs Allen: Franki Elson – for consistently working to the best of her ability in all lessons. She is also so positive and enthusiastic and deserves recognition for this. Well done, Franki 😊</p>	<p>Miss Wedgwood: Ryan Taylor (9.4)- solid knowledge of Macbeth. Great thinking when linking the plot/ characters to the context of the time.</p>
<p>Mrs Parton: Indy Birks- she has really impressed me with her enthusiasm and knowledge of Macbeth. Proud of you!!</p>	<p>Miss Egan: Brooke Morgan for her fantastic analysis of Lady Macbeth, she has produced some fab interpretations and contextual links within her essay xx</p>
<p>Miss Durant: Dan Phillips - for his fabulous effort this week tackling a whole unseen poetry section. It's so lovely to see him try hard!</p>	<p>Mrs Melvin: Connor Barker has smashed it out of the park this week! Worked his little socks off and done so with a determination to improve and succeed. Happy Melv over here!</p>

Week		Tuesday	
1	Date	25th Feb	
	Staff	KM library	
	Focus	Unseen Poetry	
2	Date	4th March	
	Staff	AP library	
3	Date	11th March	
	Staff	KDR room 8	
4	Date	18th March	
	Staff	EW room 9	
5	Date	25th March	
	Staff	KM library	
6	Date	1st April	
	Staff	AP library	
7	Date	8th April	
	Staff	KDR room 8	
	Focus	ACC - Family	
	Focus	ACC - key quotations	

MFL Department

Miss Moscatti's Star of the Week
Hanasa Nabaz for excellent participation in lesson and for being conscientious



Mrs Knight's Star of the Week
Olivia Beech for her outstanding result in the latest writing exam in which she got full marks. What a fantastic achievement!



Mrs Orton's Star of the Week
Anastasia Kwiatkoski for an outstanding result on her Reading and Listening assessments and for always working so hard in lessons. Keep up the good work!



Miss Corn's Star of the Week
Harry Baggott, for consistent hard work in and a brilliant attitude towards Spanish lessons



Mrs Rutter's Star of the Week
Ryan Taylor for a huge improvement in his work this week, and excellent behaviour in Spanish. Well done Ryan



Miss Mendez's Star of the Week
Elizabeth Worgan. She has been working really well this week, putting a lot of effort on her work. She produced beautiful answers and was very active during lessons as well. Carry on like this Elizabeth, you will do great!



Miss Mosteiro's Star of the Week
Tommy Wright, exceptional work at Spanish this week, I'm very proud!



Write out and learn all 6 forms of 'estar' in the present, preterite, imperfect & conditional tenses.

10 puntos

Revision Challenge

Complete 3 tasks for homework. You must include at least **one**

green or **red** task. Aim to achieve 50 points.

Write out a response to the bullet point below (min 40 words)

- lo que haces para estar en forma

20 puntos



Write a description of this image.

(min 40 words)

20 puntos

Make a list of 10 verbs you would use to talk about things you do at 'navidad'. Make them as **spicy** as possible!

10 puntos



Make a list of 10 adjectives you would use to describe 'tu colegio'. 5 positive & 5 negative. Make them as **spicy** as possible!

10 puntos

Write out and learn all 6 forms of 'comer' in the present, preterite, imperfect & conditional tenses.

10 puntos

Finish this sentence with your own response.

Por la mañana ...

10 puntos

Finish this sentence with your own response.

Para cuidar el medio ambiente ...

10 puntos

Write out a response to the bullet point below (min 40 words)

- un viaje extraescolar que hiciste

25 puntos

Write a response to these two General Conversation questions.

¿Cómo celebraste tu cumpleaños el año pasado?
¿Qué regalos recibiste?

10 puntos

FRENCH BOOSTERS TIMETABLE

Monday and Wednesday

TERM 2.2

24/02	Theme 1 recap
26/02	Theme 2 recap
03/03	Theme 3 recap
05/03	Mini mock listening exam prep
10/03	Mini mock reading exam prep
12/03	Mini mock writing exam prep
17/03	Topic - students' choice
19/03	General conversation practise
24/03	Role Play practise
26/03	Photocard practise
31/03	Final speaking exam prep
07/04	Reading exam prep
09/04	Listening exam prep

German Boosters Timetable

WEDNESDAY

TERM 2.2

26/02	Celebrity Culture recap
05/03	Travel and Tourism recap
12/03	Translation skills
19/03	General Conversation catch up
26/03	Listening and reading practise
02/04	Writing practise
09/04	Speaking practise

Spanish Boosters Timetable

THURSDAY

TERM 2.2

06/03	Final Speaking Exam prep - Y11	MM/MO/MMZ/CM
13/03	Final Speaking exam prep - Y11	CK/IR/NC
20/03	Final Speaking exam prep - Y11 -	HF/MM
27/03	Final Speaking exam prep - Y11	All

ITALIAN BOOSTERS

FRIDAY ROOM 3

24/01	Listening and Reading - Theme 1
31/01	Listening and Reading - Theme 2
07/02	Listening and Reading - Theme 3
14/02	Translation skills
28/02	Speaking practise - GC
07/03	Speaking practise - GC
14/03	Speaking practise - GC
21/03	Speaking practise - GC
28/03	Speaking practise - GC



Year	% Correct	Qs Answered	Best Classes
7	61%	2,454	7 set 4 & 7/1x
8	67%	1,883	8 set 3 & 8 set 4
9	72%	3,591	9/1x & 935
10	70%	2,545	10/1x & 10/2w
11	61%	1,714	11/2y. 11/1x
Whole School	67%	12,187	

Student	Year	Class(es)	Qs Answered	% Correct	Student	Year	Class(es)	Qs Answered	% Correct
1 Amika WEERASINGHA	9	9/1x Sci Sci KE	350	77%	1 Harry Baggott	7	7/2y PF MC	197	79%
2 Holly Moran	10	10 set 1y Sci SS	323	56%	2 Lacie Barlow	7	7/1x SS	117	69%
3 Harry Baggott	7	7/2y PF MC	197	79%	3 Eva Poole	7	7 set 4 KE	97	58%
4 Skye Powers	10	10 set 2y Sci CD	192	70%	4 Harvey Hibbs	7	7 set 4 KE	78	58%
5 Logan Wilton	9	9/1x Sci Sci KE	173	91%	5 Annabelle Tilstone	7	7/2x CD SS	75	52%
6 Maddison Everill	11	11 set 2y Sci KE	136	90%	6 Belle Lambert	7	7 set 4 KE	75	83%
7 Ana Paladino Da Silva	9	9/2x Sci SS	121	40%	7 Tyler Blando	7	7 set 4 KE	69	58%
8 Paula Tihon	9	9/1x Sci Sci KE	120	77%	8 Lilly Comes	7	7 set 4 KE	69	65%
9 Lacie Barlow	7	7/1x SS	117	69%	9 Lola Sinclair	7	7 set 4 KE	67	78%
10 Lennon Booth	11	11 set 1x Sci PF	106	75%	10 Joshua Pullin	7	7 set 4 KE	55	69%

Student	Year	Class(es)	Qs Answered	% Correct	Student	Year	Class(es)	Qs Answered	% Correct
1 Olivia Shutt	8	8 set 3 Sci EF	91	88%	1 Amika WEERASINGHA	9	9/1x Sci Sci KE	350	77%
2 McKenzie Webb	8	8 set 3 Sci EF	90	63%	2 Logan Wilton	9	9/1x Sci Sci KE	173	91%
3 Ellie Barnett	8	8 set 3 Sci EF	72	63%	3 Ana Paladino Da Silva	9	9/2x Sci SS	121	40%
4 Lucy Bagguley	8	8 set 5 Sci SS	70	66%	4 Paula Tihon	9	9/1x Sci Sci KE	120	77%
5 Skye Davies	8	8 set 3 Sci EF	68	87%	5 Michelle Henry	9	9/1x Sci Sci KE	91	79%
6 Kameron McKay	8	8 set 3 Sci EF	53	58%	6 Jacey Davies	9	9/2x Sci SS	90	73%
7 Tommy Wright	8	8 set 5 Sci SS	53	72%	7 Dominic Cooper	9	9/1x Sci Sci KE	89	94%
8 Amelia Sargeant	8	8/2x Sci SS	52	46%	8 Chloe Watts	9	9/1x Sci Sci KE	78	67%
9 Leah Bennett	8	8/1y Sci CD	40	57%	9 Harvey Rawlins	9	9/1x Sci Sci KE	77	84%
10 Logan Yearsley	8	8 set 3 Sci EF	34	74%	10 Joshua Simpson	9	9/1x Sci Sci KE	77	82%

Student	Year	Class(es)	Qs Answered	% Correct	Student	Year	Class(es)	Qs Answered	% Correct
1 Holly Moran	10	10 set 1y Sci SS	323	56%	1 Maddison Everill	11	11 set 2y Sci KE	136	90%
2 Skye Powers	10	10 set 2y Sci CD	192	70%	2 Lennon Booth	11	11 set 1x Sci PF	106	75%
3 Holly Davies	10	10 set 1x Sci MC	101	80%	3 Lucy Taylorcottam	11	11 set 4 Sci CD	98	60%
4 Lewis Shaw-Phelan	10	10 set 2w Sci KE	96	51%	4 Tia Pilkington	11	11 set 1x Sci PF	84	58%
5 Daisy Buxton	10	10 set 1x Sci MC	66	56%	5 Marius Saller	11	11 set 1x Sci PF	77	77%
6 Libby Richards	10	10 set 2y Sci CD	55	67%	6 Kate Powell	11	11 set 1x Sci PF	75	84%
7 Joshua Hardy	10	10 set 2x Sci PF	53	49%	7 Casey Colclough	11	11 set 2y Sci KE	71	86%
8 Ruby Henderson	10	10 set 1x Sci MC	47	96%	8 Olivia Pye	11	11 set 1x Sci PF	63	59%
9 Phoebe O'Donnell	10	10 set 1x Sci MC	47	91%	9 Aimee Bagnall	11	11 set 2y Sci KE	53	70%
10 Stephy Lim	10	10 set 1x Sci MC	46	83%	10 David Perkin-Alcaraz	11	11 set 4 Sci CD	46	48%



- PSCHE – Exploring pathways
- Opportunities with Higher Horizons begin
- Parent Workshops – Helping your child with their future choices
- Business and Enterprise Day
- Careers Week
- Employer Encounters in Lessons
- Careers Links on the Newsletter

- PSCHE – CV Writing and Applications
- Opportunities (apprenticeships/training) advertised on Teams pages
- Parent/Pupil newsletter sent out regularly
- Careers Interviews continue
- SLT Interviews
- College/University Taster sessions
- College/University/Training provider assemblies
- Careers Evening
- Contact continues after Year 11



- PSCHE – Start Programme
- Creative Learning Week
- BUZZ Quiz
- START Programme
- Assemblies and Topic of the Week
- Careers Week
- Employer Encounters in Lessons
- Careers Links on the Newsletter

- PSCHE – Employability
- Options Process/Options Evening
- START Programme
- Assemblies and Topic of the Week
- RAF, Cadets and STEM opportunities
- Big Bang Event
- Careers Week
- Option Taster Sessions
- Employer Encounters in Lessons

- PSCHE – Work Experience, Myth busting and Stereotypes
- Careers Interviews (Mark Stubbs)
- Work Experience
- Post 16 Week
- Mentoring with Career ready
- Careers Ambassadors
- Higher Horizons – curriculum opportunities
- College/University/Training provider assemblies
- Careers Evening
- Careers Week
- Employer Encounters in Lessons

CCSC Careers Programme

Colleges

Newcastle College

<https://nscg.ac.uk/events/newcastle-openevents>



Stoke on Trent College

<https://www.stokecoll.ac.uk/open-events/>



Cheshire College

<https://www.ccsw.ac.uk>



Cheshire College South & West



Reaseheath College

<https://www.reaseheath.ac.uk>



Stoke 6th Form

<https://www.stokesfc.ac.uk>



Alsager 6th Form

<https://www.alsagerschool.org/alsager-6th-form/>

Kings 6th Form

<https://thekings.staffs.sch.uk/welcome-1/>

PM Training (Achieve training)

<https://www.achievetraining.org.uk/events>



Equality Training

<https://equality.training>

Martec Training

<https://www.martectraining.co.uk>



OPEN EVENTS 2024/25

Pre-registering for the events via the college website is highly recommended. Please check college / provider websites for further information and any last-minute changes

Newcastle College (NSCG) 01782 715111

<https://nscg.ac.uk>

9th October 2024	5:30pm – 8:00pm	14th November 2024	5:30pm – 8:00pm
25th January 2025	10:00am – 12 noon.	5th April 2025	10:00am – 12 noon

Reaseheath College 01270 625131

<https://www.reaseheath.ac.uk>

28th September 2024	10:00am – 2:00pm	19th October 2024	23rd November 2024
18th January 2025	08th February 2025	08th February 2025	22nd March 2025
26th April 2025	14th June 2025		

Cheshire College 01270 654654, (Crewe campus)

<https://www.ccsw.ac.uk>

09th October 2024	5:30pm – 8:00pm
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(More to be announced)

Stoke-On-Trent College 01782 208208, (Burslem & Caudon)

<https://www.stokecoll.ac.uk>

16th October 2024	5:00pm -7:30pm	27th November 2024	5:00pm -7:30pm
5th March 2025	5:00pm -7:30pm	10th May 2025	10:00am – 1:00pm
25th June 2025	5:00pm - 7:30pm		

Stoke Sixth Form College 01782 848736

<https://www.stokesfc.ac.uk>

08th October 2024	5:00pm - 7:00pm.	20th November 2024	5:00pm - 7:00pm
25th February 2025	5:00pm - 7:00pm		

Buxton & Leek College 0800 074 0099

<https://www.blc.ac.uk>

05th October 2024	10:00am – 1:00pm	21st November 2024	5:00pm – 7:00pm
13th February 2025	5:00pm – 7:00pm	29th March 2025	10:00am – 1:00pm

Visit websites below for information / forthcoming events at:

MARTEC Training	https://www.martectraining.co.uk
E.Quality Training, (Newcastle, Hanley, Stafford centres)	https://equality.training

School 6th Forms:

Alsager School	https://www.alsagerschool.org
The King's CofE Academy (Kidsgrove)	https://thekingscofecademy.org
Trinity 6 th Form	https://www.saintjohnfishercc.co.uk/sj-f-sixth-form
St Joseph's College (Trani Vale)	https://www.stjosephstrentvale.com
Blythe Bridge 6 th Form	https://www.bb-hs.co.uk

Westwood College (Leek)

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

Adapt

'Adapt' = become adjusted to new conditions.
(*'Change' = become something different*).

To adapt means to make or become suitable. More especially, to change so as to fit a new or specific use or situation.
(It can also mean to make fit (as for a new use) often by modification).

For the brain of a teenage human being it's adaptation is crucially important. Imaging studies of the teenage brain show that it undergoes a colossal makeover between ages 12 and 25. During this period, the brain doesn't grow in size. Instead, it extensively rewires itself. Uniquely amongst the animal kingdom the complex brain of human beings means that the transition from juvenile to adult is the most difficult thing that humans do, as well as the most critical—not just for individuals but for a species that has shown an unmatched ability to master challenging new environments. Each new concept or skill that we acquire creates neural pathways within our brains, which initially are weak but become stronger with repetition and practice. That is why learning (about anything) takes time. It's literally the process of rewiring the brain.

For human beings our bipedalism (ability to walk upright and on two feet), opposable thumbs (which can touch the fingers of the same hand), and complex brain (which controls everything we do) are three adaptations (special features that help us survive) that have allowed us to live in so many different climates and habitats.

Animal adaptation involves changes across generations that enhance their ability to survive and reproduce in specific environments. These changes can be physical (morphological), behavioral, or physiological, resulting from evolutionary processes driven by natural selection.

So, if we thoughtfully consider our actions and feelings in connection with new experiences and information how can a person adapt to changes in life?

Be positive: Keep an open mind and always remain positive about changes in your life. Reframe your stress or fear by thinking about using these transitions to your advantage or as an opportunity to learn new skills. You may find that a new situation or crisis is a positive change rather than a negative one

Like humans, the majority of species learn by observing their parents and others of their kind. This is known as social learning, and it's found across almost all species, whether they walk, fly, or swim. Some animals with larger brains, such as dolphins, are able to mimic, solve problems, teach others and demonstrate self-awareness

Follow us

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- ccscmfl
- ccscitalian
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- ccsc_art_and_photography
- ccschealthandsocial
- ccsc_childdevelopment
- ccsc_theology
- ccsc_PE
- ccsc_drama
- ccsc_technology
- ccsc_rms

Can your work make any stories?

Complete Independent Learning Tasks #ILT

Never feel embarrassed about asking for help

Adapt

7-16 UK Science Week: Change and Adapt
(Week beginning 10th March 2025)

<https://www.unifrog.org/teacher/resources/sort/know-how-student-launch-video-11-14>



Theme of the week

Adapt

Don't forget to check you emails and Teams DAILY to complete your homework quizzes/assignments!



Have an idea, event or news that you want to share in next week's edition please email

Miss Edwards kedwards@ccsc.staffs.sch.uk