

Newsletter

Term 3 | February 2025



A Message from the Head



The start of 2025 has certainly been an eventful one, with the launch of the new House identities and a series of House Challenges. This initiative was born from direct feedback from students, who expressed a desire to feel more connected to their Houses, and it has been rewarding to see them engage so positively with this opportunity. The variety of challenges offered ensures that there is something for everyone to participate in.

The University Challenge-style quiz was a particular highlight, with students demonstrating their expertise in some very challenging areas of general knowledge. The final competition for the term focuses on recitals with the theme of 'friendship,' it promises to be inspiring, and I look forward to the creative and meaningful pieces the students will present.

On the sports field, it was a pleasure to witness our football team win in a thrilling penalty shootout during the quarterfinals of the Under 19s Somerset Cup. Congratulations to the team on their success.

It's been a busy and productive term for all. The emphasis on building strong foundations across the year groups remains crucial, and with opportunities—such as the Geography trip, Science Fair, career guest speakers, and partnerships with industry professionals—have had a real impact on our students' journeys.

As we approach Term 4, which offers a chance to reset and focus, it is important that students take the opportunity during their break to reflect on their progress and consider how they can best prepare for the challenges of the upcoming term.

Mrs D Elliott
Headteacher

Local Partnership Board Update

Our Governing body has welcomed a number of new members over the last six months, who are bringing specific skills and qualities which strengthen our strategic capabilities, knowledge and effectiveness. Over the next couple of newsletters, we will be introducing our new Governors to you as we welcome them to our school community. You can find out more about our Governors as a whole on the school website, www.nailseaschool.com/our-team/our-governors/

This term, we would like to introduce Scott Gladwyn-Ball.

Scott Gladwyn-Ball

I am pleased to have joined as a parent governor in late 2024. My daughter attends Nailsea School and through my experiences as a parent, I have come to understand the vital role that education plays in shaping young lives—a lesson I regret not fully appreciating myself.

I have seen first-hand how Nailsea School fosters a robust, supportive, and nurturing environment and this has inspired me to get involved. I am eager to contribute to maintaining and further developing this positive culture, ensuring that future students continue to benefit from the same values that have helped my daughter thrive.

Drawing on my background as an engineer, consultant, and now Principal Safety Engineer, I bring a broad skillset that I believe will be of value. I look forward to collaborating with the team and making a meaningful impact on the school community.

Dr Jo Edwards
Chair of Local Partnership Board

MESSAGE FROM THE HEAD OF SIXTH FORM

This term has been bustling with energy and enthusiasm as our students embark on new opportunities in 2025 for personal and academic growth. We are proud to announce the launch of our newly formed Prefect team who are eager to lead positive change, working diligently on various projects aimed at fostering a sense of whole-school community. Our Pathways programme continues to be at the heart of our provision, where Year 12 students have started their 1:1 career meetings alongside Year 13 students engaging in interview practice with the support of external employers. As part of our commitment to providing enriching experiences, we also headed to the Italian slopes of the Aosta Valley on Saturday 8 February where our students are developing their skiing skills whilst creating lasting memories with their peers.

Mr D Truan

Assistant Head - Head of Sixth Form

Aspirational Learners



Our Year 13 students have taken part in a mock interview programme with local employers to give them a taste of a professional interview and support their next steps beyond Post 16. This has been a brilliant opportunity for students to apply their interview question preparations and consider how they evidence their skills and qualities, such as through their Aim Higher reading, work experience placements, and community volunteering. Thank you to all of the local companies who have given up their time to provide our students with this incredible experience.

Mrs N Macleod
Head of Year 12

Independent Thinkers

We recently launched the Extended Project Qualification (EPQ) to our Year 12 students and impressively over half of the year group have signed up to complete this additional qualification worth half an A-Level. An EPQ is excellent preparation for students' future pathways as it gives real evidence of independent, critical thinking and vital time management skills, all of which are looked on favourably by employers and universities. Students are currently in the process of deciding what they want to research with some topic areas including "How does the brain work," "What are the effects of AI in politics" and "Can people be held accountable for global warming." Once a title is decided they will spend the remainder of Year 12 completing their project, before presenting it to the Sixth form team in the Autumn. I look forward to seeing how these projects progress and how students develop their skills throughout this process.

Mrs R Gardiner
Head of Year 13

Community Ambassadors



On Thursday 19 December, the Sixth Form held their annual Winter Ball at the pier, Weston-Super-Mare. Students dressed in their finery to celebrate the end of a very successful term and year. As with all Sixth Form social events, Year 13s were joined by Year 12s reflecting the community spirit of the Sixth Form. Dinner of fish and chips was eagerly received by students (and perhaps most of all by the teachers!). The DJ played a medley of tunes from Abba to Taylor Swift; the dance floor erupting into the Macarena was a sight to see. Students happily danced with different friendship groups and a joyful atmosphere meant that the night was a great source of entertainment.

Miss G Britton
Head of Year 13

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Religious Studies

In Term 3, students in Years 7-9 are studying various aspects of world religions. Year 7 is focusing on Judaism, building on previous work on Abraham and Moses.

Year 8's work on Christianity begins with exploring the problem of evil in Christianity, while Year 9 is examining arguments for God's existence such as the cosmological and design arguments. They have been introduced to the 'Masters of Suspicion' philosophers such as Marx, Freud, and Nietzsche.

Having been taught the two branches of Christianity and Ethics, the introduction of Philosophy is giving students a broad understanding of belief and practice.

Mr I Jones
Head of Faculty

Drama Update

This term can be encapsulated by a noticeable rise in students' confidence, a determination to work through the difficulties and complexities of the subject, and the embracing of all that Drama has to offer.

Year 7 and 8's study of the play, 'The Perfectly Timed Death of an Imaginary Friend', and 'Chorus' respectively, has continued during this term. Students in both years have been challenged to use the techniques that were established in Term 2 at developing levels of complexity. In Year 7, this has meant that students have been returning to the technique of Hots eating to ensure that their characterisation is developing in line with how their character evolves throughout the play.

In Year 8, our study of the 'Chorus' within Greek Theatre, from where the technique originated, has developed into exploring how the idea of Chorus has been used through theatre history, including in plays by Shakespeare and contemporary playwrights. This exploration will result in students developing their own Chorus speech and utilising Chorus techniques in its rehearsal and performance.

In Year 9, we have recently moved onto exploring the style of Physical Theatre. This has been a very new concept, and vastly different to students' expectations of Drama. Physical Theatre is a key focus in GCSE Drama, during which students must devise their own original piece of work. This unit has focused on the notable practitioner, Frantic Assembly, and their work on the renowned play adaptation of 'The Curious Incident of the Dog in the Night-time'. Not only are students exploring how to convey relationships, connection, story, and meaning through physicality alone but, by focusing on this particular play, the emphasis of Terms 1 and 2 on understanding and responding to social context is maintained. As we continue to introduce students to new, challenging, and interesting ways of making and thinking about theatre, the Drama department here at Nailsea is increasingly impressed by the growth, determination, and tenacity that students show in their study of the subject.



Dr Lloyd
Head of Department

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Developing Education in Nature

The DEN is a wildlife area near the entrance of Nailsea School site which is in need of a makeover. Pupils and staff have been encouraged to think what they can do to help turn the DEN into an 'outdoor classroom'. We are grateful to Pheonix House who has donated funds from their charity week to help turn ideas into a reality. Some of the money has been spent on paint in the four house colours to decorate signs, tables, tyre planters and more. We were also successful in our funding bid from Nature Grants last term, who have donated vegetable and wildflower seeds to promote biodiversity and some benches to create social spaces. They have also provided a 'fire kit' to use with the existing fire pit and are offering training to staff in March on fire safety and outdoor learning opportunities.

Pupils in all year groups have been invited to spend Thursday lunch breaks to start decorating signs and tyre planters. As well as carrying out manual tasks like cutting back overgrown plants they have shared their ideas on how to improve the space. For example, we would also like to create a small fairy garden with small ornaments and found objects to bring a bit of magic to the garden. We would also like to create a wildlife area with log piles, bug hotels and a small pond. Pupils were delighted when last week a baby newt was discovered under an old planter, showing that the DEN is already a haven for wildlife.



How can you help?

- Do you have any small toys/objects to add to the 'fairy garden'?
- Do you have an old plastic sand pit or paddling pool that could be turned into a pond?
- Would you like to help with creating tyre planters etc?

Please place donations in the box by reception or contact Mrs Bicknell at fbicknell@nailseschool.com

PE Sports Clubs Spring 2025

Please see the PE clubs that are running until the Easter break. Please speak to the member of staff who is running the club for any questions, these details can be found on our website [here](#)

Day	Lunch Time			After School
	Sports Hall	4G	Classroom	Outside
Monday		Recreation Football	GCSE P6 Room 11	OCR Year 11 Room 155
Tuesday		Recreation Football		Football 4G Year 7
Wednesday		Recreation Football		Hockey 4G Year 7, 8, 9
Thursday	Netball Year 10,11, 12, 13	Recreation Football		Football 4G Year 9
Friday	Volleyball	Recreation Football		Football 4G Year 8



Modern Foreign Languages - French

Year 7 – Mon collège Year 7 French students are learning all about the topic of school this term. What are the main differences between French and English schools? Students are learning how to articulate what their favourite lesson is in French and why, expressing different views on their subjects as well as describing their school day and timetable. Telling the time features significantly so we are able to say in French what time the school day starts and finishes eloquently.

Year 8 – Mon identité Year 8 French linguists unpick everything about themselves and what makes them unique in Term 3. They learn to describe their personality in more detail, who they get on well with (and don't!), music and clothes. Students are building up to describing what they might wear to a party or on the weekend, successfully showing they are able to use the future tense in their learning.

Year 9 – A l'horizon Year 9 French students are delving into all things career related this term, learning how to say what job we would like to do in the future and why. We take time to explore why it is important to learn a language other than our mother tongue and the different job prospects this can open up for us. We cover some challenging concepts of the imperfect and simple future tenses so we are able to articulate what we wanted to be when we were younger and what we will do in the future. Le monde c'est à nous!

Year 10 - Ma vie scolaire Year 10 are immersing themselves in all things related to school, from subjects and timetables to their everyday school experiences. Students are comparing subjects, discuss what their school day looks like and the differences in other francophone countries, as well as sharing opinions on teachers and school rules (fingers crossed for positive feedback!). It's a great topic for students to connect their language learning to a relatable subject.

Year 11 - Un oeil sur le monde Year 11 linguists have reflected on their Mock exams before moving onto talk about the environment. Students are exploring global issues while also discussing solutions and actions that can make a difference. This ranges from climate change to global charity work. It's an engaging and thought-provoking way to link language learning with real-world awareness.

Finally, it was great to see so many students have a go at the Wessex Translation Bee before Christmas. Students had to translate as many words as they could in 1 minute. We had some incredible scores. The top scorers will be going through to Round 2 at Kings of Wessex in Term 4.

Check back in next term to read what Spanish students are up to in Term 4!



Mr E Bennett
Acting Head of Department

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YEAR 7 SCIENCE FAIR

Year 7 have spent an exciting term working on their Science Fair projects, putting their creativity, curiosity, and teamwork to the test. The results were fantastic! They have been working collaboratively to plan, design and carry out their own science projects, and we have seen great participation this year with many unique and interesting projects. The Science Fair is an opportunity for students to look at and engage with the science that they are most interested in. The attitude and effort put in by students this year has been excellent, with a special mention to the finalists who did an amazing job presenting and discussing their projects with teachers and peers.

Alongside the Science Fair, during their topic lessons, Year 7 have been studying reproduction, learning about how life begins and develops. Whilst in physics, they have been investigated forces, gravity, friction, and air resistance.



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Science Update

Year 8 tackled reactions and separation techniques, learning how substances interact and how we can isolate specific components from mixtures. They also explored the fascinating properties of light, investigating reflection, refraction, and colour.

Year 9 have been delving into quantitative chemistry, plant biology, and kinetic theory. They explored the importance of photosynthesis, how substances travel in plants, and the impact of plant diseases. They also began mastering the calculations essential for understanding chemical reactions and investigated two methods for determining density.

Year 10 biologists finished their studies on organisation, examining how organs and systems work together to keep us alive. Now, they've moved on to the microscopic world of the immune system, discussing how the body defends itself against disease. So far, their studies have ranged from white blood cells engulfing pathogens to the science behind vaccines. In Physics in Year 10s have been learning about the core concepts in electricity and how current, potential difference and resistance behave in series and parallel circuits. Year 10 Chemists are currently making their way through the exciting topic of chemical changes, with lots of opportunity for hands on practical work and some tricky concepts moving electrons around in reactions.

Year 11 biologists have finished their deep dive into inheritance and genetics, where they explored how traits are passed down through generations and how DNA determines everything from eye colour to inherited diseases. Now, they're diving into variation and evolution, discovering how small genetic changes can shape the incredible diversity of life around us. With topics like natural selection and selective breeding, students are exploring the bigger picture of how species evolve and succeed in ever-changing environments. Year 11 Physics students are approaching the end of the Waves topic where they have been looking at which materials are the best emitters and absorbers of infrared radiation, and in Year 11 Chemistry, students are wrapping up their studies of Paper 2 chemistry including rates of reaction, organic chemistry, resources, analysis and the atmosphere ready for their paper 2 practice exams. We will then be moving on with revision before the countdown to final exams begins.

Year 12 biologists have finished their topic on gas exchange and are now moving into cell division, preparing for a practical root tip squash investigation to observe mitosis in action. In Physics, Year 12's have been learning about the properties of materials and how Engineers will choose which material is best suited for certain uses. Year 12 chemists have completed the foundation in chemistry module and have now started to study organic chemistry and inorganic chemistry. Students have completed practical lessons including synthesising different organic compounds such as haloalkanes. They have also begun to explore the idea of enthalpy within chemical reactions.

Year 13 students have been studying epigenetics, investigating how gene expression is influenced by environmental factors. This includes thinking how changes in gene expression are linked to diseases like cancer. In Physics, Year 13 have finished their unit of Nuclear Physics where they have been using binding energy to explain how energy is released in nuclear reactions. Year 13 Chemists are studying how we piece together what molecules are made up of using a wide range of analysis techniques including NMR spectroscopy. On the other side they are learning about the fascinating topic of transition metals and an introduction to the vast range of reactions that inorganic compounds take part in. We have one entrant this year for the chemistry Olympiad, a notoriously tough test of Y12, Y13 and undergraduate level chemistry and maths. Watch this space for the results when they are published!

Science Team

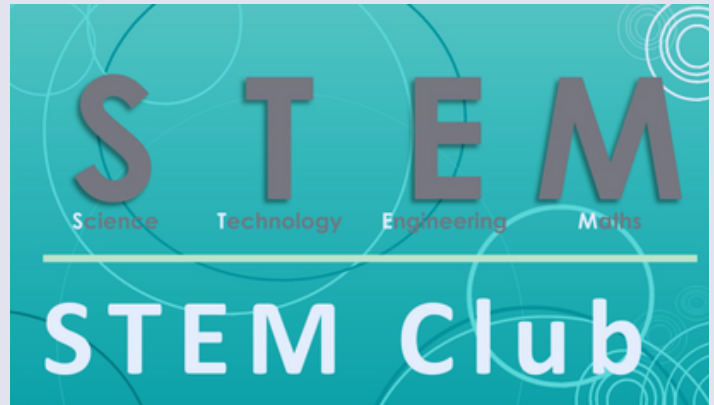
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STEM Club

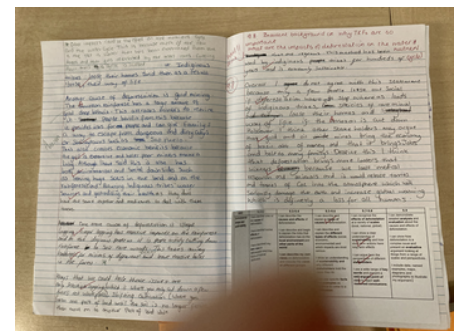
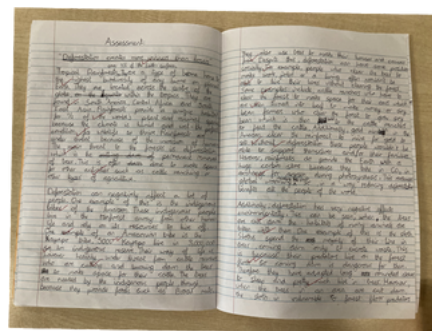
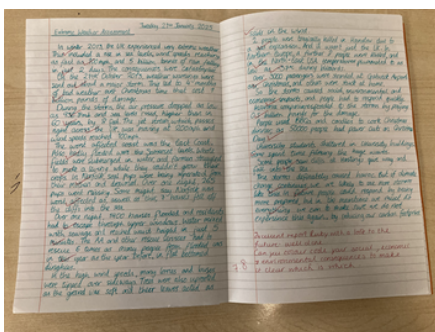
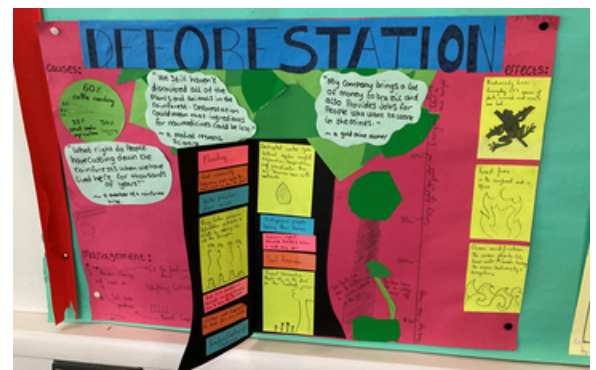
STEM Club have had an exciting start to the year, with the greatest number of regular attendees ever seen. We have spent time doing code-breaking treasure hunts, and the club broke into groups completed projects debunking popular science conspiracy theories. We have also made batteries from scratch using metal-acid components and vegetables!



Before Christmas we attempted to make decorations from salt crystals but this went hilariously wrong generating the largest salt-covered crystals on every piece of equipment, except the decorations themselves! This term we have had a competition to design and build gliders to carry eggs safely to the ground. Unfortunately, most groups seem to have included ejector seats in their glider designs resulting in many an egg impact with the ground while the gliders soared overhead!

Geography

Year 7 have been working hard on their Storms that Stole Christmas assessment, which brings together their knowledge on the causes, consequences and responses to storms, which is very topical at the moment! They have used evidence from a documentary, as well as their knowledge of low-pressure systems to write an extended piece of writing, highlighting their abilities. We've been 'blown away' by their reports!



Year 8 are coming to the end of their rivers and coastal topic. They have been learning about the hydrological cycle, and the geomorphic processes of rivers and coasts and how they shape our land. We have been reading some excellent extended writing on the Tewkesbury floods, in which students have been considering whether these were caused naturally or by humans.

Year 9 have completed their topic on the tropical rainforests. They have produced some fantastic poster presentations about these biomes and as well as investigating and writing about the causes and consequences of deforestation, and why this is such a complex issue. Again, some fantastic work has been completed for which students should be really proud of themselves.

Geography Team

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Slapton Trip January 2024

Year 12 Geography students have completed their fieldwork residential at Slapton Field Studies Centre in Devon. Students travelled to Slapton on Sunday the 19th January and straight away began their fieldwork creating enquiry questions and collecting data about the village of Slapton. The following two days were spent practising fieldwork techniques for coasts and place studies. Students then decide what they would like to investigate for their coursework, and independently collected data for an enquiry question of their choice.

We were blessed with dry weather and great food. The students worked exceptionally hard, and on one night worked until nearly 10pm to perfect their research questions. The staff at the field study centre commented on what a great bunch of students they were, being positive, polite, and aspiring high. We can't wait to see the finished outcomes of their coursework.

Geography Team



English Department Update

In English, we started off the new year by hitting the ground running. Year 7 students studied the novel *Bone Talk*, which was new on the curriculum last year and became an instant favourite. We've enjoyed watching the students fall in love with the Bontok tribe and our main characters Samkad and Luki.

In Year 8, students have continued to develop their writing skills by turning their attention to non-fiction opinion article writing. In this unit, students read a range of experiential writings by people who participate in extreme sport. After learning from their writing style, students then develop their own opinion article arguing for or against participation in extreme sport.

This term, Year 9 have been exploring a range of poems about empowerment by poets such as Maya Angelou and Wilfred Owen. This unit culminates in a comparison of how poets present this theme, with opportunities thrown in for students to develop their own poetry writing as well.

Our Year 10 students continued their study of fiction to prepare them for their English Language GCSE. They read a range of extracts and considered how writers craft their work. Students have now turned their focus to the Poetry Anthology unit where they study a wide range of poems, both old and new, considering the theme of power and conflict.

Year 11 have finished learning everything they need for their English Language and Literature GCSEs and we are now working together to revise everything they've learnt over the last two years so that they are confident and prepared for the exam period.

We're so proud of how hard the Year 11s are working and what they know and can do.

Miss C B Jacobs
Head of Faculty

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Your Space News for Parent and Carers.

We've been busy this term, and the main message from parents is 'It's helpful to hear from other parents'. You don't meet other parents like in primary school. But you're still wrestling with change as carers, and hearing other parents' experience makes a real difference.

Maths for Parents

Parent/Carers of students in Years 7 and 9 attended and were able to ask the questions that a lot of parents would like answered. Head of Maths, Mrs Coates came in to talk to the group and answer questions.

Friendship & Teens

A coffee morning and evening sessions were all well attended by parents. PowerPoint slides of the events will be available on the school website soon. This is such a sensitive and emotive issue as Friendships are central for teenagers moving into independence and navigating social media. Thank you to all who came, contributing views, and bringing hope, ideas and stories to share with other parents in the school.

Diary Dates:

'Maths for Parents'

3-4pm Tuesday 3rd March and Tuesday 11th March.

Years 7-9: We'll be looking at Maths topics next term, so parents can be one step ahead...eg. pie charts, substitution, inequalities, scatter graphs. We'll try to have a creche room next door for younger siblings for parents who can't come without it. More info on this nearer the time.

Years 10-11: Trying to help your child with GCSE work? Mrs Mole can help with any answers or past papers you need explaining... Remember: no prior Maths knowledge needed! It's fine, we have people on hand to explain. There is no such thing as a silly question!

To sign up email: AMoran@nailseaschool.com or JMole@nailseaschool.com.

Here are the some of the 'Top Tips' that emerged from our Maths Session

Revision methods are taught by all Maths teachers in their lessons.

Look on Class charts Maths homework printout for a roundup of the term's Maths week by week: then you can read up ahead if trying to help. Some Maths methods have changed 'since our day'

Don't say: 'Oh I hated Maths at school' 'I was never any good at it' because your child will think the same, and lose motivation.

Show your child how to lay numbers and methods out neatly on the page - show your workings - you can get marks even if the answer is wrong.

Look online for help: find videos and solving methods on Corbett Maths / Maths Pad / BBC Bitesize

Parents: avoid arguments while you're helping...it will leave you both dreading Maths if you let this happen.

Stick to time recommended for the homework, if it's 30mins, really focus for 30mins, try your hardest, but don't drag it out and make a painful memory of Maths. Write down on the book what you managed to do in that time, this gives your teacher a good sense of progress.



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New Year New Challenge

The relaunch of the House Challenge was delivered in assemblies at the beginning of term. It was great to see each House demonstrate the culmination of their House ethos work, discover their new House slogan and all important House song.

Students were shown the plan for all the House Challenges for the rest of the year so they can start to think about how they can get involved. Digital screens around school and in the House areas are now also showing regularly updated House news.

The big reveal of the first round up of winners of each shield and the overall trophy was met with lots of excitement, whooping and cheering and students could see how their everyday actions like attendance, reading and behaviour all contribute to their House.

The first House Challenge event this term was Wellbeing Bingo. Students approached this with gusto and it was truly warming to hear how their efforts had spread out across families. Unicorn House were the winners with the most number of entries and Ollie W from Phoenix House was the individual winner with his comprehensive grasp of the concept, the variety and range of activities, and detailed, uplifting diary of his week which sounded amazing.

The second challenge was a live event held in the Auditorium - the event was based on University Challenge, with Mrs Elliott reading the question and Miss Creswick compering the event, while Mrs Coates kept score. The four teams were made up of tutor groups from each House, and it was great to see the vertical House system at play, with all year groups represented. This time playing for the Academic Shield - it was Griffin House who romped to glory, but all teams did incredibly well and gave it their all.

Each week there will be a new challenge - something for students to get involved in and help their House along.



House Ethos

Ambition
Dragon students demonstrate ambition by developing skills, learning new knowledge, leading to growth.

Community
Our Dragon community faces challenges, fears and difficult moments with courage.

Resilience
Dragon students show resilience when faced with new opportunities.



House Heroes
Greta Thunberg [ambition]
Nelson Mandela [community]
Simone Biles [resilience]

House Song
High Hopes - [Panic at the Disco]

"Igniting Passion. Fuelling Dreams"

House Ethos

Pride
We are considerate, treating others with respect and reflecting proudly on all of our achievements.

Community
Empathy, we show understanding in sharing the feelings of others, offering support and compassion.

Perseverance
We work together, and individually, with determination to reach our goals.



House Heroes
Maya Angelou [pride]
Kevin Sinfield [community]
Alan Turing [perseverance]

House Song
Best Days of my Life - American Authors

"Rising Above Limits. Reaching New Heights"

House Ethos

Kindness
We are friendly, generous and empathetic to all in our school community, contributing to the wellbeing of all.

Community
United, we work together for a common purpose or goal within our house and school.

Fearless
We face challenges with courage, confidence and pride.



House Heroes
Charles Dickens [kindness]
Corita Kent [community]
Maggie Aderin-Pocock [fearless]

House Song
Don't Stop Believing - Journey

"From Fire. Comes Strength"

House Ethos

Respect
We respect others around us, we are considerate of others points of view and we treat others the way we'd like to be treated.

Community
Unicorn House community is trustworthy, always ensuring we are reliable and responsible.

Tenacity
We are driven to achieve and strive for excellence in all that we do.



House Heroes
Malala Yousafzai [respect]
David Attenborough [community]
Martin Luther King Jr [tenacity]

House Song
Hall of Fame - The Script

"Progress. Not Perfection"

University Challenge
The first of the LIVE House Challenges

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Student Leaders

We asked our Student Leaders - the House Captains in Year 11 and the Sixth Form Prefects in Year 13 a bit about themselves and their time at Nailsea School. Here, they talk a bit about their favourite times and some of the challenges that being a student leader brings.

What three words best describe your time at Nailsea School?

Sporty, challenging, fun

What's the most challenging part of being a Student leader?

Not being able to do everything people ask you to do.

Dec M
Dragon House Captain

Why did you want to become a student leader?

I'm not very good at public speaking and I thought that working on my weaknesses would look good on a uni application

What's your favourite memory?

Cycling into school from Long Ashton every day in the summer (I don't like to cycle in bad weather!)

Arthur M
Griffin House Captain

What's your favourite memory?

Going to Rosslyn Park Rugby

George D
Unicorn House Captain

Why did you want to become a student leader?

I wanted to be a voice for those that didn't have any platform or confidence to speak

What's your favourite subject?

I love all of my subjects because they all link beautifully but I think I like Art the best because it is the practice of making an idea come to life on the page

What's the most challenging part of being a Student leader?

Dealing with student issues and trying to solve them fairly

Bobby B
Sixth Form Head Prefect

Why did you want to become a student leader?

I wanted to improve my confidence surrounding leadership and public speaking. I also wanted to help make a difference at school and ensure my peer's voices are heard

What's your favourite memory?

I really enjoyed going on the Spanish immersion trip in year 9.

Lowena S
Phoenix House Captain

Why did you want to become a student leader?

To embrace new opportunities and become more involved in the school community

What's your favourite Subject?

History- history is in everything around us as the past reflects and can determine the present

What's the most challenging part of being a Student leader?

Having to manage many ideas and voices whilst trying to make everybody feel included

Ella L
Sixth Form Head Prefect

What three words best describe your time at Nailsea School?

Memorable, fun, belonging

What's your favourite Subject?

Geography because I like learning deeply about a wide variety of places

What's the most challenging part of being a Student leader?

Balancing house captain roles with normal studies

José I
Unicorn House Captain

What three words best describe your time at Nailsea School?

Challenging, hard working, rewarding.

What's your favourite subject?

Maths because you don't have to explain it like English.

Aaron S
Phoenix House Captain

What three words best describe your time at Nailsea School?

Challenging, supported, enjoyable

Why did you want to become a student leader?

For opportunity, and to try help people

What's your favourite Subject?

PE- I like being active and leaning about it all, it's my passion

Els T
Dragon House Captain

What three words best describe your time at Nailsea School?

Fun, friendly, focused

What's your favourite Subject?

I really like English language because I like creative writing and reading stories

What's the most challenging part of being a Student leader?

For me, I think it is communication with others, as I am normally very reserved, so talking to others is stepping out of my comfort zone.

Florence N
Griffin House Captain

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History Department Update: A Term of Thought-Provoking Learning

This term, our students have been diving into some fascinating and important topics in their History classes. Year 7 students are excited to start a new topic on Islamic Civilisations, exploring the rich cultural and historical contributions of the Islamic world.

Year 8 students have been delving into Bristol's links to the slave trade, with a particular focus on the life of the controversial figure Edward Colston. Their research has sparked thoughtful discussions and a deeper understanding of this complex and difficult history.



Year 9 students have completed their study of civil rights and are now embarking on a new topic: Hitler's rise to power. Building on their knowledge from the end of WWI, they will explore how the seeds of Hitler's rise were sown in the aftermath of the war.

In addition to these exciting topics, preparations are in full swing for the Sixth Form trip to Berlin next term. Parents will be informed of a meeting via ClassCharts to discuss the details of this enriching educational experience.

We are incredibly proud of our students' dedication to their learning and their efforts with homework. Keep up the excellent work, everyone!

Mrs K Nicholson
Head of Department

Holocaust Memorial Day

Holocaust Memorial Day is on the 27th January and on this day each year we remember the six million Jews who were systematically persecuted and killed under Hitler.

Holocaust Memorial Day was marked in school throughout the week by having a House Assembly each day in which to teach students a little about the Holocaust and genocides that have followed and most importantly things that we can all do to create a better future.

A Holocaust Memorial Service was also held on Lion's Green in Nailsea on the 27th January and two Sixth Form History students attended representing Nailsea School and read a poem 'Belsen Silence' – By Lolo Lewis as part of the service.

Mrs L Ginnis
Head of Department



Susan Pollack
In late May 1944, Susan and her family were sent by cattle truck to Auschwitz-Birkenau.

'How do you get over such an experience?
Is it possible to walk away and learn to live with all of this?
How do you find the strength?
Life is precious – you can go in one of two ways – up or down.
I chose to walk away and rebuild my life.
There was no revenge, and no justice.'

Holocaust Memorial Day 27.01.25



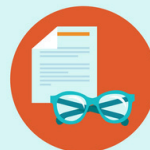
Nailsea Remembers

Cambodia, 1975 - 1979
Rwanda, 1994
Bosnia, 1995
Darfur, 2003 - present

Holocaust Memorial Day 27.01.25

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CAREERS - Introducing Mrs Humphreys



Careers & Employability Administrator
Email: LHumphreys@nailseaschool.com

Here at Nailsea School I am the Careers & Employability Administrator, I do a lot of the behind-the-scenes work for the careers programme. This includes arranging any careers guidance appointments for students, administrating the Unifrog platform for work experience and student interactions.

In addition to these I help connect the world of work to Nailsea school by facilitating secure meaningful employment opportunities with Post 16 providers/ employers through Lunchtime Pop-ups/ Assemblies and Career Fairs.

Whether the students are interested in higher education, apprenticeships, or entering the workforce, I am passionate about providing resources and promoting opportunities to ensure all students feel confident and equipped to navigate their future career paths and achieve their goals.

Envision Project



Our Year 9 Envision students enjoyed a fab surprise when their mentors from Bristol based Atkins Réalis dropped by with treats for the team. The group have been developing a community project idea - 'The Zen Room'. Envision is a programme designed to partner students with Business Mentors to help them develop. The students really embraced the opportunity of working with such a fantastic bunch of industry experts, and they have all developed in confidence, communication and team building skills. We're looking forward to seeing the results of our next partnership!

CAREERS EVENTS TERM 3

DATE	YEAR	EVENT
14-Jan-25	13	Mock Interviews
14-Jan-25	12	Year 12 Career 1:1 Appointments Start (until July)
21-Jan-24	9	Assembly - Weston College - T Levels
21-Jan-25	13	Mock Interviews
21-Jan-25	11	Assembly - Junior Saunders - Interview techniques
22-Jan-25	12	Parent Information Evening - Career Focus
23-Jan-25	12	Assembly - Work Experience Launch
28-Jan-25	13	Mock Interviews
4-Feb-25	13	Mock Interviews
4-Feb-25	11	Pop-Up - Weston Training Provider Network - Applying to Apprenticeships
10-Feb-25	All	National Apprenticeship Week
13-Feb-25	13	Assembly - University College Weston - Student Finance

Careers Update

It's been a busy term with a number of Careers focussed events as well as lots of classroom based learning.

We're particularly grateful for the number of professionals that have been in school sharing their expertise. This term each of our Year 13 students has been through a rigorous mock interview, the students have been tasked with meeting the independent experts to hone their interview skills ready for the next steps whether that's work, education or a mixture of them both.

We've also enjoyed the company of the unbelievably energetic and inspirational Junior Saunders as well as the Weston Training Provider Network who shared their wisdom on how to apply for apprenticeships.



Media and Film Studies Round Up

Y10 Media have started studying the Post Office Scandal as this is on the two front pages of the newspapers they have to study for their exam. Students are watching the first episode of Mr Bates V The Post Office ITV drama to understand the emotions and real-life consequences of the Horizon computer system failure.

Y11 Media have been learning about music videos, in particular the Arctic Monkeys and Black Pink. They are contrasting the authentic, organic nature of Arctic Monkeys with the more commercialised K-Pop group. As part of this unit, students have been exploring how the internet revolutionised the way in which bands were marketed. They have been learning about the early days of social media and peer-2-peer networking via My Space and Napster.

Y11 Film are starting their last film of the course – Danny Boyle’s Slumdog Millionaire. The fragmented narrative is proving interesting for them and this is one of the focuses for the film in the exam. They are also working on their last draft of their coursework – their deadline is the end of this term.

Magazines, in particular GQ have been the area of study for Y12 Media. They are looking at how mainstream media represents masculinity and have been exploring how masculinity is evolving.

Y13 Media students have been captured by Martians! Not really, but they have been studying the 1938 radio adaptation of War of the Worlds by Orson Welles. They have explored how the political and social context of the Munich Crisis and Hindenburg disaster created a condition of consumption that led to people believing the myth. Newspapers of the day manipulated the radio performance to their advantage and exploited the situation in headlines on ‘terrified’ people.

Y13 Film students continue to work on their short film – there are some excellent performances from family and friends in them! They are finishing up their study of the set texts, having explored the documentary Amy.

Miss G Britton

Head of Department

Health and Social Care - Year 12 First Aid Training

This term, our Year 12 Health and Social Care students have taken part in First Aid training with a paramedic. They have had the opportunity to apply their classroom learning of anatomy and physiology to understand and develop their practical skills. By the end of the session, students felt confident in CPR of both babies and adults, and in how to use a defibrillator. Students also learned how to save someone’s life if they were choking, through providing back blows and the Heimlich Manoeuvre. Finally, students learned how to treat a catastrophic bleed in an emergency situation, including using a tourniquet, chest seal and apply bandages.

Thank you to the incredible paramedic who gave up their time to provide high engaging and inspiring training.



Mrs N Macloed
Head of Department

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Information Technology News

Extra Curricular: Computing club is held on a Wednesday lunch time in room 155. Year 7 and 8 students are working in teams for the Young Coders challenge. Students around the country are creating games to fit this years theme of “Budgeting better”. Year 9 students are also welcome to attend and work on their coding skills. Period 6 has also been a great success so far this year with Year 10 and Year 11 students making excellent progress towards their coursework. Period 6 for IT takes place on a Monday after school, all Year 10 and 11 students who take IT are welcome to attend.

Year 7 students have been working on their coding skills in scratch, producing some fun and interesting quizzes. They have now moved on to spreadsheets where they are exploring the ways in which spreadsheets can be used in real life and working on a range of formulas, functions and validation.

Year 8 students have recently completed a Python programming unit in which they created an Adventure Game using Bear Grylls You vs Wild as inspiration. We had some really creative stories that drew on both their programming knowledge and their ability to think outside of the box. Students have now moved on to using a pocket sized computer called a Microbit to create a range of devices included a fastest reaction game.

Year 9 students have been getting creative in Sonic Pi, using programming to create computer generated music. It has been a real highlight listening to the music they have made and seeing how they haven’t been afraid to take some risks and experiment with a new piece of software.

Year 10 and 11 have been busy working on their coursework on spreadsheets. Students have been using a range of complex functions, validation, pivot tables, macros and security measures to create professional and functional spreadsheets. We have been really impressed with how students have taken on the challenge and seeing their confidence grow each week with the skills they have learnt is a joy.

Thank you! - A big thank you to the PTA for funding an online revision tool which is currently being used by Year 11 in preparation for their exam and will shortly be used by Year 10 to help support them with their theory. Erevision is a really valuable tool that allows students to use a range of activities to help consolidate the knowledge they are learning in lessons.

Mrs S Wheeler
Head of Department

Girls Football

Congratulations to Olivia C, Eloise T and Amelia M in Year 8 who all recently attended the North Somerset District Schools trials. All three have been successfully selected to represent the NSDSFA in the Somerset Schools and will be competing against their peers from across the region.



Further congratulations go to Trinity M in Year 9 who the school nominated for an FA Women’s England Talent Pathway opportunity. She has subsequently been selected to attend an upcoming ‘Future Lionesses’ Talent ID Event for the South West Region.

We look forward to hearing how you all get on.

Mrs Wells
PE Teacher

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Personal Development - Latest

As we move through this term, we want to share what your child has been learning in PSHE and ABSolute sessions. These lessons are an important part of our Personal Development curriculum, helping students to develop essential life skills, resilience, and an understanding of the world around them.

Our New Logo and Aims

We are excited to share that we have adopted a new logo, which reflects our three key aims for students' personal development. We want all our students to be:

- Relationship Ready: Building positive, respectful relationships in a diverse world.
- Happy and Healthy: Equipping students with the skills and knowledge to make informed choices for their mental and physical wellbeing.
- World Wise: Empowering students with the confidence and critical thinking needed to navigate and succeed in the global community.



PSHE Lessons

Year 7: Students have explored laws and the justice system, engaging in debates on the age of criminal responsibility and learning about youth crime, their rights with the police, and how courts operate.

Year 8: The focus has been on rules, fairness, rights, and responsibilities. Students have discussed why we need rules in society, children's rights, and fairness in different situations, while developing their debating skills.

Year 9: A deep dive into Parliamentary Democracy has introduced students to how MPs are elected, their role in society, and a thought-provoking debate on whether the voting age should be lowered to 16.

ABSolute Programme

Year 7: Online safety has been a key focus, including a special assembly from Cyber Protect Officer Megan Haldane. Topics have included recognising online harms, staying safe, and evaluating information found online.

Year 8: A focus on healthy lifestyles, discussing the impact of energy drinks, the importance of exercise, and making informed food choices.

Year 9: Learning about the importance of personal health and wellbeing, including understanding vaccinations, accessing healthcare, and responding to medical emergencies such as CPR.

Year 10: Exploring perspectives on bereavement, handling pressures and influences, rights and responsibilities online, and staying safe from misinformation.

Our Commitment to Personal Development

As a school, we are committed to ensuring students receive a high-quality Personal Development curriculum. Through our ABSolute programme, we continue to:

- Provide structured and meaningful discussions on key life topics.
- Develop essential skills such as critical thinking, debating, and decision-making.
- Prepare students for life beyond school in modern Britain, ensuring they are confident and informed individuals.

How You Can Support at Home

Encourage discussions on the topics above—ask your child about their lessons! Discuss online safety and responsible internet use – look at privacy settings together. Promote healthy habits, such as good nutrition and exercise. Talk about current events and how democracy works in the UK.

Mr J Boyce
ABSolute Curriculum Coordinator

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★ Nailsea School Stars

YEAR 7

- Ms Hancock-Martin in Art & Photography gives a big shout out to 7C, for excellent 3D responses to Peter Randall Page's work for homework
- Dr Lloyd in Drama is awarding 'star status' to Felix W, for always working in a focused, thoughtful, and enthusiastic manner
- Miss Britton in English gives a big shout out to Freya G, for always working hard in lessons
- Mr Pate in Music gives a big shout out to Freya G, for excellent, confident singing in choir
- Miss Wild in Health is awarding 'star status' to Jamie M, for his sequence in gymnastics
- Mrs Davies in English is really impressed with Layla A, for super hard work in lessons.
- Miss Holmwood in Maths is giving star-status to Milo P, for his amazing curiosity in maths
- Mrs Nicholson in Humanities is really impressed with Milo P, for his infectious enthusiasm for our new topic in History
- Mr Payne in Science was so impressed with Milo P, leading your science fair group to producing an amazing project!
- Mrs Finney in Enterprise is really impressed with Noah K, for his ability to work independently and answer questions in class

YEAR 8

- Mrs Finney in Enterprise is really impressed with Charlie O, for his continued mature approach to work and a drive to complete all his work to the best of his ability.
- Mr Bennetts in MFL gives a big shout out to Elijah H, for his consistent work ethic in Spanish.
- Ms Jacobs in English is really impressed with Elsie S, for writing an amazing piece of Gothic writing. Well done!
- Mr Truan in Health is giving star-status to Harry B, for leading by example on the rugby pitch and always working hard for his team
- Mrs Nicholson in Humanities gives a big shout out to Max R, for working really hard in our topic on how Bristol benefitted from the Transatlantic Slave Trade
- Mrs Sutherland in Maths is nominating Misha M, for always striving to do their best
- Dr Lloyd in Drama is awarding 'star status' to Tahlia T, for taking the lead in practical work and showing impressive knowledge and ideas

YEAR 9

- Miss McKinney in Enterprise gives a big shout out to Abi H, for her amazing work in textiles
- Mr Pate in Music is nominating Arlo R, for dedication to learning music both in and out of the classroom
- Mr Howard in Humanities is awarding 'star status' to Arthur M, for writing some really thought provoking human rights essays this term and this year. A joy to read!
- Mrs Gardiner in Health gives a big shout out to Ellie E, for determination and effort in gymnastics and for helping support others
- Mrs Rutty in English is nominating Ewan T, for consistently top quality analysis. Fantastic work.
- Mrs Barron-Smith in Science is really impressed with Joel W, for consistent hard work and effort in Science
- Mrs Sutherland in Maths commends Lennon T, for his fraction work
- Dr Lloyd in Drama is awarding 'star status' to Maisie B, for constant enthusiasm for the subject and for always working hard
- Mrs Young in MFL gives a big shout out to Rosie T, for excellent contributions in French lessons.

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★ Nailsea School Stars

YEAR 10

- Mrs Sutherland in Maths is giving star-status to Bea H, for hard work and determination
- Miss Wild in Health gives a big shout out to Effie S, for progress made in rugby module
- Mr Howard in Humanities gives a big shout out to Jaimie H, for working hard at her writing and application in GCSE RS
- Ms Ford in English is really impressed with Jasmine W, for your continued commitment to improving your work through revision.
- Mrs Wheeler in Enterprise gives a big shout out to Leo H, for working really hard on his Spreadsheet NEA
- Ms Davies in Art & Photography is really impressed with Luke S, for continually seeking to improve coursework – what a wonderful sketchbook!
- Mr Pate in Music is really impressed with Marni C, for continuing to develop her playing and composing skills in music

YEAR 11

- Ms Thompson in Humanities is giving star-status to Andri M, for attending period 6 and making such great progress.
- Mrs Wheeler in Enterprise is really impressed with Andy L-W, for completing his AR NEA to an excellent standard
- Ms Davies in Art & Photography is awarding 'star status' to Ashton H, for making such an assured start with your Set Task preparation work in 3D Art. Well done :)
- Mrs Groves in Maths gives a big shout out to Beau B, for determination and hard work to achieve his best!
- Mr Paillier in MFL gives a big shout out to Frida C, for excellent contributions in Spanish lessons.
- Mrs Wells in Health is awarding 'star status' to her 11Y PE group, for supporting each other and showing commitment and dedication to core PE.
- Mr Pate in Music is really impressed with Noah W, for working hard to develop his playing and composing skills

YEAR 12

- Mrs Groves in Maths is awarding 'star status' to Anna P, for consistently going above and beyond in her studies for Mathematics
- Mr Bennetts in MFL gives a big shout out to Billy G, for his excellent analysis of La Haine
- Mr Pate in Music gives a big shout out to Evie H, for being a fantastic soloist in our band
- Mr Jones in Humanities is really impressed with James R, for the quality of research for Aim Higher Tasks
- Ms Davies in Art & Photography is giving star-status to Phoebe S, for creating such sophisticated and refined visual responses in Art
- Miss Creswick & Mr Jones in English thinks you're a star Rosie D, for amazing progress in English Literature and your thoughtful reading of the texts

YEAR 13

- Mr Pate in Music gives a big shout out to Amon S, for great commitment to choir and band
- Mrs Groves in Maths is awarding 'star status' to Anaska L, for always aiming high in Maths.
- Ms Davies in Art & Photography is awarding 'star status' to Bella P, for being so ambitious with your approach to painting. Keep up the great work.
- Mr Paillier in MFL gives a big shout out to Cherry B, for a strong essay, analysing Volver.
- Ms Thompson in Humanities is giving star-status to George L, for always taking on board feedback and his determination to succeed.
- Miss Wild in Health is awarding 'star status' to Hayleigh, Mollie, Scarlett, Ruby, Zharyn, for their prompt completion of coursework

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