

Year 11 BMS Student Wins Prestigious Award

As a school we work in partnership with a number of local education providers to increase the breadth of our curriculum offer. An example of this includes our students who have accessed the superb hairdressing provision at the local Chessbrook Education Support Centre.

On Tuesday of this week I was invited, along with a number of other local Headteachers, to attend the annual Hair and Beauty Competition entitled 'The Animal in Me' and was delighted to see Amelia in 11 Elm gaining one of the top prizes.

Her inspiration was a Peacock and her face painting and hair style was really impressive and demonstrated her clear talent in this field.

The judges quite rightly recognised this and awarded her the 3rd prize – won against a very strong field.



Dates for the diary

27 April

Y7/11/13 Year Group Photos
Y11 Tech Dress Rehearsal
Y11 Drama Performance exam

28 April

Y7-10 House Music rehearsals
Y11 English Walking Talking Mock

29 April

Y11 GCSE PE Moderation
Y7-10 House Music Rehearsals
Y13 Media Moderation
Full Governors Meeting

30 April

Y11 Music Creative task exam
Y8 Junior Maths challenge
Y7-10 House Music Competition

1st May

Y11&12 Reach for Stars Trip
Y10 Fire Skills course session 8

Many thanks must also go to Amelia's super model – our very own School Nurse Ms Sabourin!

STUDENTS OF THE WEEK

KEY STAGE 5



Ciara - 12Sycamore

Our KS5 student of the week this week is Ciara who is currently in Year 12. She has been awarded this for her excellent effort in all her lessons and for her positive attitude. Ciara is currently studying Biology, English, History and Psychology

Young Angler of the Month Sky Sports - Tight Lines

By Miss Hazell, Head of Business Studies

Luca (9 Beech) was awarded Young Angler of the month by Sky Sports. His all night efforts at Rickmansworth Aquadrome, were rewarded at 6am in the morning when he caught a 16lb Barble. As you can see from the picture it was a pretty impressive catch. He showed great patience and dedication, which also helped him to win the Drennan cup earlier in the year. Well done Luca!

Young Angler - February



Continued Professional Development at BMS

Jeremy Turner - Executive Principal

As the school continues to improve in all areas especially teaching and learning and raising achievement, our high priority on professional development for all staff remains. I would like to thank our exemplary Deputy Headteacher Ms Morawska for organising and leading our recent INSET (staff training) day on Monday of this week.



The programme for the day was highly personalised to meet the needs of many different staffing groups within the school but contained elements of training focussed on: marking and feedback; challenging our high achievers; revision for success; the continued development of our school curriculum; first aid training; developing our use and understanding of some of the software systems in school, as well as time to plan, review and reflect further in a number of strategic areas of school life.



Assistant Headteacher Mr Arnold led a session highlighting the wealth of resources available through our association with the PiXL (Partners in Excellence) Collaborative which will undoubtedly support and benefit our hardworking Key Stage 4 and 5 students as they prepare for their forthcoming examinations.

Benefitting from our Multi Academy Trust status, twenty staff from Little Reddings Primary School joined with staff from Bushey Meads School for an interactive joint first aid training session. Delivered by a highly qualified external trainer, this meant that the cost could be shared across the two schools within the Trust but also served as an opportunity to strengthen the existing positive links between the two schools.



I would like to thank all staff for contributing to the success of the INSET day, in particular Bridget Flynn our Information Manager, Karen Sabourin our School Nurse, a number of our more experienced teachers and our Advanced Lead Teachers who all led different sessions, as well as our hard working Senior Leadership Team.

The challenge now is for us all to implement all the ideas and strategies shared on the day in our day to day practice as we work together to take the school to the next level!

Food for Thought

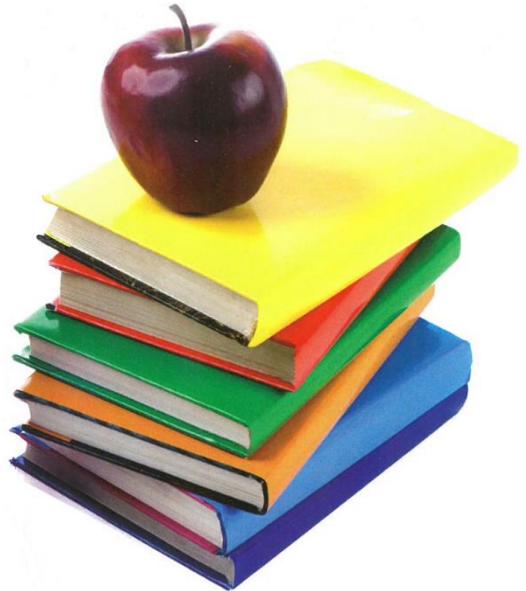
By Ms Morawska - Deputy Headteacher

A healthy diet plays a vital role in attaining optimal academic performance during the rigours and challenges of study. Key foods and their components have been found to enhance cognitive function, improve mental alertness and enable sustained concentration to help students learn and remember the themes, concepts or formulas for their final exam.

Protein consumed from food sources provides the body with the building blocks for the brain e.g. brown rice, cottage cheese, salmon, red meat, carrots, peanuts and sesame seeds.

Foods to aid the transfer of memories to long-term storage and improve motivation and activity are avocados, turkey, chicken, red meat, dairy, lentils, lima beans and sesame seeds.

The consumption of foods such as many “junk” foods, leaves students with lowered mood, concentration levels and a reduced ability to transfer learning to long-term memory. Similarly, consuming alcohol, caffeine and foods high in refined sugar result in decreased motivation, mental dullness and an inability to focus.



Carbohydrates can provide sustained energy for mental alertness and concentration for those long study periods and for three-hour-plus exams. Glucose, the energy storage form of carbohydrates in the body, is the primary source of energy used by the brain. To ensure energy is sustained, students need to be careful which type of carbohydrates they are consuming.

There are two primary forms of carbohydrates, complex carbohydrates and simple carbohydrates. Complex carbohydrates are found in wholegrain cereals, breads, pastas, fruits and vegetables. Simple carbohydrates comprise single carbohydrate units such as glucose or fructose and are found in lollies, muesli bars, energy bars and soft drinks.

In the body, complex carbohydrates are absorbed a lot more slowly. The slower absorption rate means the energy is slowly released and available for a longer time. This allows students to be more alert, able to concentrate and commit information to memory for longer and more effectively. Avoid foods containing high levels of simple or refined carbohydrates. As the sugar from these foods is quickly absorbed by the body there is a rush of glucose into the bloodstream, creating a short burst of energy, a “high”. The body (and brain) quickly use up this energy and the high is just as quickly followed by a burn-out or “crash”, leaving the person feeling lethargic, irritable and sleepy. Learning is not committed to memory and come exam time information cannot be effectively recalled.

Brain function is influenced by short-term and long-term dietary changes. For overall health and optimum academic performance it is better to consume a healthy diet comprising a mix of fruits, vegetables, meats, cereals and dairy over a longer term.

Source: MyAcademy, Autumn & Winter 2014

Year 11 Raising Achievement Evening

Jeremy Turner - Executive Principal

With just 15 school days to go before the GCSE Examinations begin it is clearly such a crucial time for our hard working Year 11 students and their parents and carers – many of whom attended our superb Year 11 Raising Achievement Evening on Tuesday 30th March just before the Easter holidays.



Organised by Assistant Headteacher Mr Arnold, the evening was packed with informative presentations from our extremely experienced and dedicated Heads of Faculty for English, Maths and Science who gave some absolute 'golden nuggets' of advice for students to take away and use at this important time in their education – tips that will really make a difference in securing those all-important GCSE grades.



Head Boy and Head Girl – Jamie and Sophia and Deputy Head Boy and Deputy Head Girl – Ben and Carly also spoke during the evening and shared their inspiring experiences of going through this intensive time in Year 11.

They shared their own personal challenges as well as many practical ideas as to how get those extra 5% of marks that secure that higher grade – whether that represents the small margins between an A and an A* or equally important between a C and a D grade – real differences that will shape students' futures for many years to come.

At the end of the evening all students left with a free pack of revision resources and an envelope full of important information to support their revision and exam preparation over the coming few weeks.

If you weren't able to attend the evening you definitely missed out, however we are making sure that all the resources and information shared at the evening is sent home via your son or daughter.



Student Leadership at BMS

Jeremy Turner – Executive Principal

Students at all levels continue to play a very prominent role in the life of the school – many of them stepping up into key leadership positions across our school community. At the Student Achievement Committee held just before the Easter holidays a number of our key student leaders came to talk to the committee and answered questions about the impact the student body are having in shaping the future of our school.



Students outlined their roles as: Eco Ministers, Student Learning Consultants, Deputy Head Students, Faculty Ministers, House Reps and Captains, Charity Reps, Librarians and STEM Ambassadors to name a few!



Governors asked the students a number of key questions and were really impressed with the impact they are having in leading aspects of our learning community and also help to shape policy and practice at the school.

All the students spoke very eloquently and represented the wider student body really effectively.

I would like to thank them all for giving up their evening to share the work they are doing across the school with one of our key important governor committees.



Students and Parents Annual Questionnaires 2014-15

Jeremy Turner – Executive Principal

This year, as a school we have been determined to earnestly seek the views of all major stakeholder groups. We do genuinely want to find out what our stakeholders think about the school so that we can respond to their views accordingly. As you know the students and parents are two of our main stakeholder groups.

Many of you will be aware that at each Parents' Consultation Evening throughout the year we have arranged for our dedicated and hardworking IT Team to be on hand with lap tops at the ready to encourage all parents to complete the online Ofsted Parent View Survey. This survey can actually be accessed at any time at <http://parentview.ofsted.gov.uk/>.

In addition, in morning registration periods during the week before each Parents' Consultation Evening all students have been given the opportunity to complete a similar survey online. In the survey for parents you were asked to respond to a number of statements about the school listed below, indicating one of the following responses:

Strongly Agree, Agree, Disagree, Strongly Disagree, Don't Know

In the survey for students there was not an option to respond with a 'Don't Know' and, on reflection, this may have negatively skewed some of the results. After receiving some student feedback about this matter, next year we will be adding this response option into their survey as well. The responses of parents and students are shown in the summary tables and also on the following graphs.

As a school leadership team we have carefully analysed the results and drilled down further into some of the areas that showed a slightly more negative response. This was done through further student questionnaires and discussions with a number of key student groups across the key stages, including our very capable and thoughtful Student Learning Consultant Team.

Our intention is to use these opinions of our students and parents as we work hard to continue to improve the school year on year. In total, as of April 17th 2015, 209 parents have given their views and over 800 students (432 from Key Stage 3 and 388 from Key Stage 4 and 5) - representing over 79% of our school community.

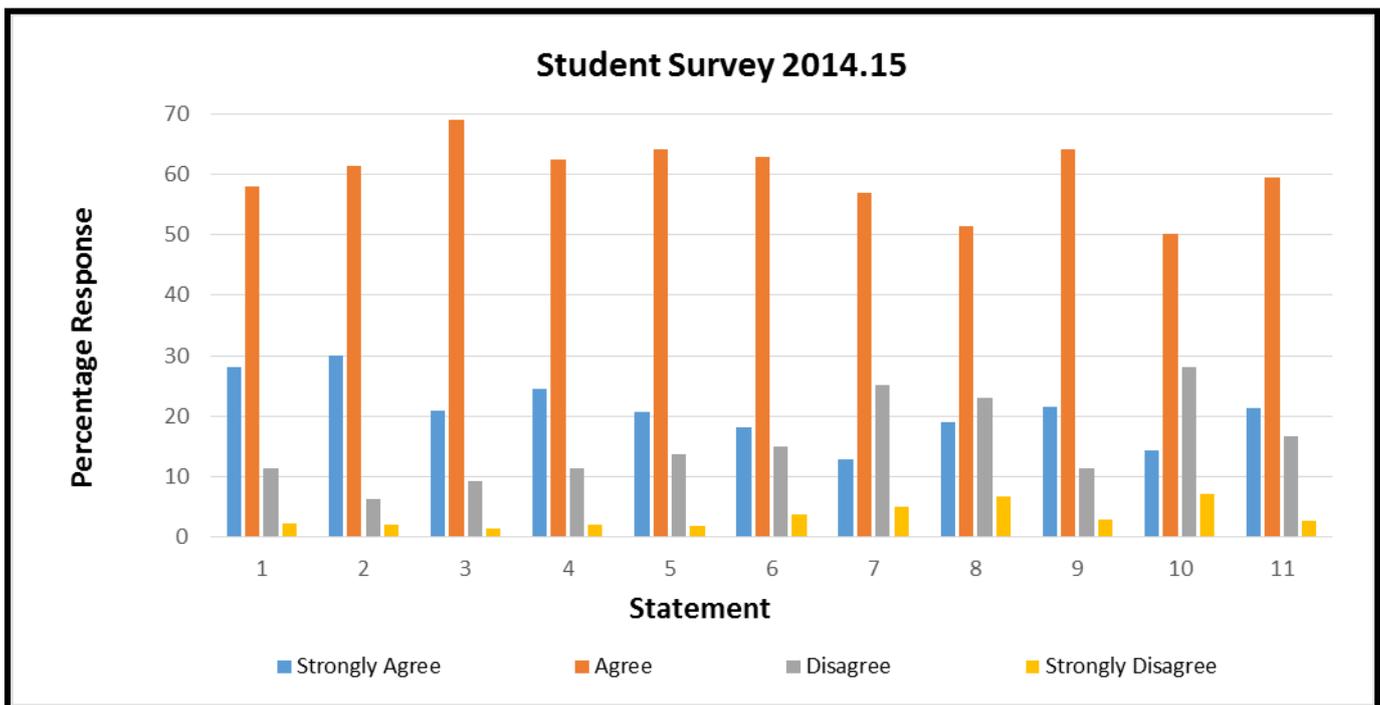
Summary Tables Detailing Percentage Responses

Students		Strongly Agree	Agree	Disagree	Strongly Disagree
1	I am happy at this school	28.0	58.1	11.3	2.3
2	I feel safe at this school	30.0	61.3	6.4	2.1
3	I am making good progress at this school	20.8	68.9	9.1	1.4
4	I am well looked after at this school	24.4	62.4	11.4	2.0
5	I am taught well at this school	20.6	64.1	13.6	1.9
6	I receive appropriate homework for their age	18.1	62.9	15.0	3.8
7	The school makes sure its pupils are well behaved	12.9	56.9	25.2	5.1
8	The school deals effectively with bullying	19.1	51.4	23.0	6.7
9	The school is well led and managed	21.6	64.2	11.4	2.9
10	This school responds well to any concerns I raise	14.3	50.2	28.2	7.1
11	I receive valuable information from the school about my progress	21.3	59.5	16.6	2.6
		Yes	No		
12	Would you recommend this school to another student?	80.3	19.7		

Parents

		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
1	My child is happy at this school	47	46	4	3	
2	My child feels safe at this school	49	48	2		
3	My child makes good progress	31	57	9	1	2
4	My child is well looked after at this school	37	55	4	1	3
5	My child is taught well at this school	25	66	6	1	3
6	My child receives appropriate homework for their age	22	62	11	2	2
7	The school makes sure its pupils are well behaved	30	54	11	1	4
8	The school deals effectively with bullying	23	38	9	3	26
9	The school is well led and managed	29	59	4	2	6
10	This school responds well to any concerns I raise	24	45	11	5	14
11	I receive valuable information from the school about my child's progress	25	63	10	1	0
		Yes	No			
12	Would you recommend this school to another parent?	93	7			

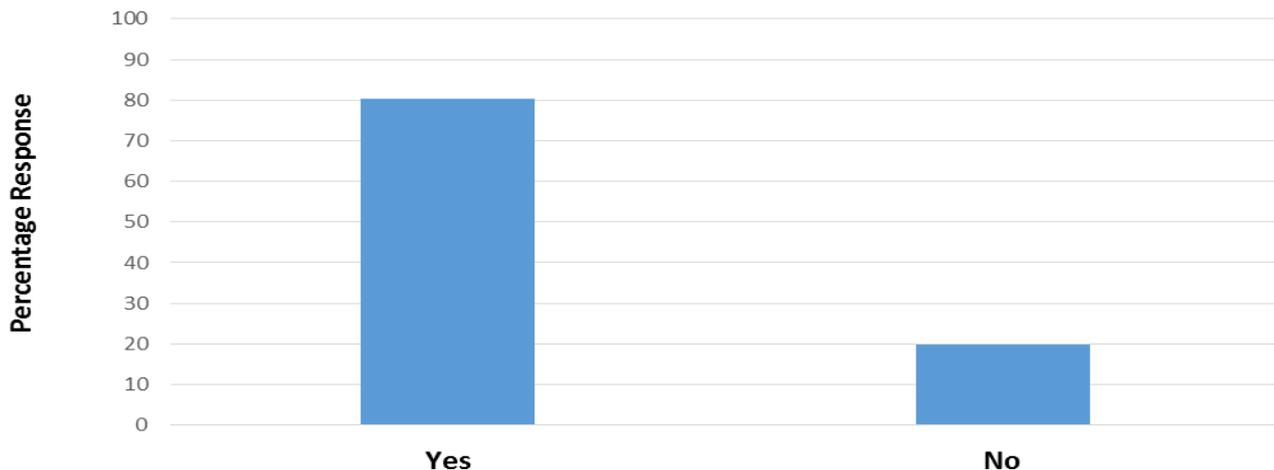
Graphs Detailing Percentage Responses



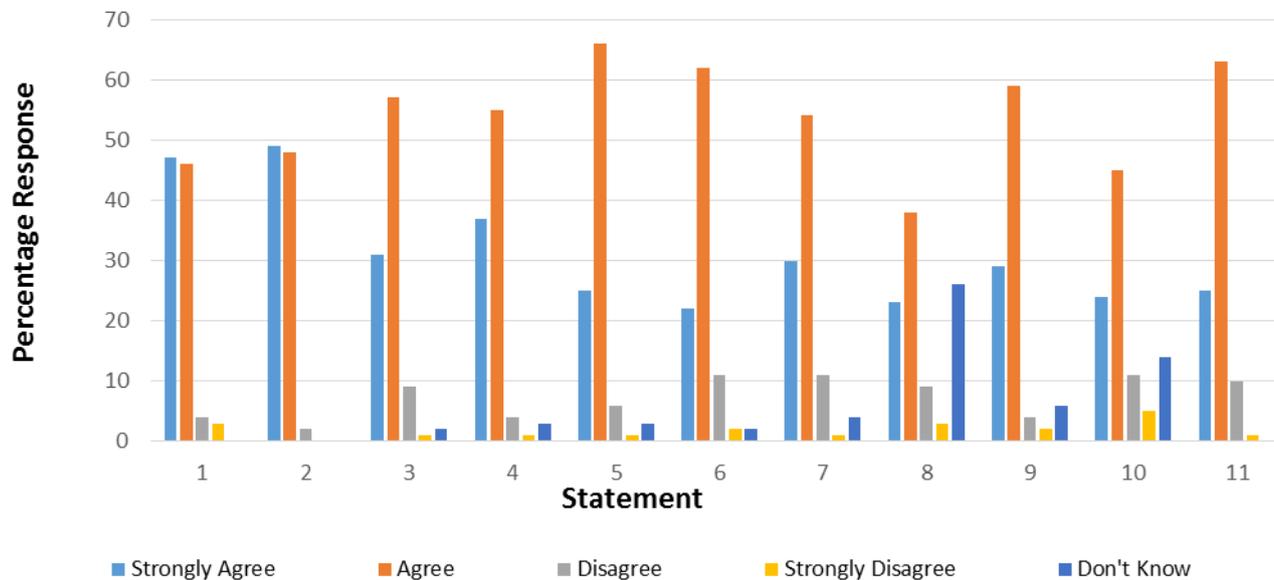
In nearly all of the categories, the responses of both students and parents are extremely positive. Where percentage responses are slightly down in comparison we will be working hard to improve in these areas over the next few months.

I would like to thank once again all the parents and students who completed the surveys and helped us to make continued plans to improve the school.

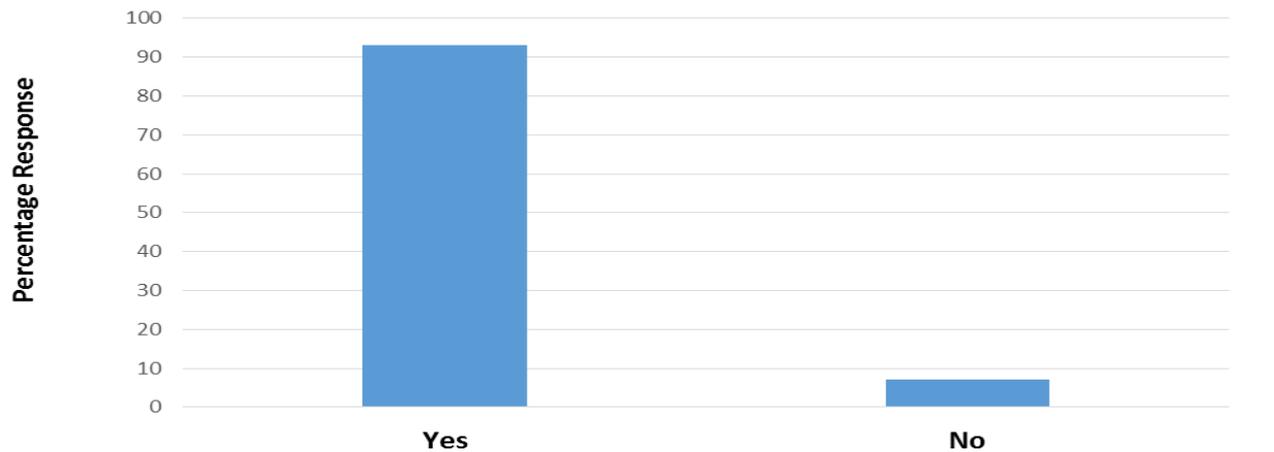
Would you recommend this school to another student?



Parental Survey 2014.15



Would you recommend this school to another parent?



This House would ban mobile phones to under 16s

Junior Debating Society: Wednesday 1 April 2015

E Pinkus: Business Studies/Debating

No, this was not an April Fool's joke but a serious debate on the use of mobile phones by young people. Chairing today's debate was year 7 Ryan, who held the meeting together with a high degree of professionalism and kept order throughout. To begin, Ryan held a straw poll which showed that the audience would not support the motion by a majority of 9:1. The final vote would be taken on the strength of the debate itself.



For the motion were students (year 7) Kenneth and Sarrina. Their speeches were executed confidently and with clear facts. Not only are mobile phones a distraction and an expensive item to purchase, but they also carry health risks. There is a reliance on their use which restricts social interaction and encourages isolation. Experiments have shown health and social problems related to mobile phones and they held that young people can access phones in the case of an emergency.

Opposing the motion were students (year 7) Rajvidya and Dinujha. They emphasised the importance of personal security and stressed that mobile phones are invaluable in emergency situations. Furthermore, young people will gain a sense of responsibility in possessing this expensive item and will learn financial skills in terms of costs of calls and texts. They had discovered that 48% of parents researched used mobile phones to monitor their child's safety and whereabouts.

The audience was keen to ask questions and hands were held high. Ryan gave each team the opportunity to select two questions and these were then answered.

Would there be a change in the voting? Indeed there was. The final decision was: This House would ban mobile phones to under 16s, with a vote of 6:5 with one abstention. Well done on an exciting Junior debate.

In the first half term of the Summer term, all debates will be Junior as the Senior team is now revising for their examinations.

Positive Behaviour for Learning at Bushey Meads School

Assemblies have been led this week by Sara Ash, Assistant Headteacher, with the focus on the new Positive Behaviour for Learning model which is being launched next week. Consultations with staff and students found a need for a fairer and more consistent approach to rewards and consequences.

Rewards System

The rewards system runs alongside the consequences system and is hierarchal. A school ethos of encouragement is central to the promotion of good behaviour. Rewards are one means of achieving this. Rewards have a motivational role in helping students to realise that good



Students will receive reward points for a variety of different activities with the points earned ranging from 1 point up to 30 points. Rewards will be issued for things such as improved work ethic, excellent work in class, excellent home learning, active participation in the lesson, being particularly helpful, being kind and considerate to others, regularly attending extra-curricular activities, participating in a School event, outstanding attendance, outstanding punctuality, being nominated as Student of the Week/Term/Year, receiving a High Achiever Award, not receiving any consequence points and outstanding service to the school.

Once a student reaches a certain number of points they will receive a certificate and can select a reward from the chosen list:

Reward Prizes	
75 Achievement points	Bronze Certificate & School restaurant – front of the queue pass 1 day or BMS Pen
150 Achievement points	Silver Certificate & School restaurant – front of the queue pass 1 week or BMS ruler
250 Achievement points	Gold Certificate & BMS Ruler/Calculator
500 Achievement points	Platinum Certificate & BMS USB or WH Smith Voucher
750 Achievement points	Diamond Certificate & USB or £10 WH Smith Voucher
Top 20% Achievement	Subsidised End of Year Reward Trip

Alongside this we have a new Code of Conduct to support a positive learning environment in lessons and around the school site:

Expectations
<ol style="list-style-type: none">1. We listen to staff and follow instructions straight away2. We bring to the lesson the right equipment for learning3. We listen to other students4. We wait politely to ask or answer a question5. We respect other people and their property

In addition there are expectations about the completion of work in lessons and at home, being punctual, wearing the correct uniform at all times and general conduct.

CONSEQUENCES

If students choose not to follow the code of conduct and fail to meet the expectations there are a range of consequences that will be issued. A wider range of consequences has been introduced to prevent any minor incidences of poor behaviour escalating.

The consequence system is also hierarchal and is represented as a ladder:

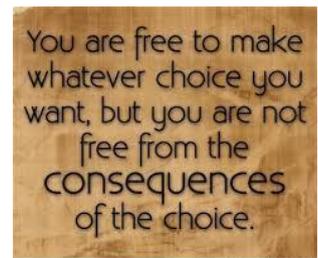
LEVEL	Likely Consequence
C1*	Verbal Warning & 1 consequence point
C2	Breaktime or Lunchtime detention & 2 consequence points
C3	30 minute detention (any evening) & 3 consequence points
C4	Faculty isolation and/or 1 hour Faculty or Pastoral Detention (any evening) & 4 consequence points
C5	SLT detention (up to 2 hours on a Friday) & 5 consequence points
C6	Internal Exclusion (Isolation) & 6 consequence points
C7	Fixed Term Exclusion & 7 consequence points
C8	Permanent Exclusion

*** 3 C1s in a day and 5 C1s in a week result in a 30 minute after school detention**

Some time in school is wasted with members of staff dealing with low level behaviour issues such as uniform infringements (shirt not tucked in, jumper tucked into skirt, not wearing the blazer, lack of equipment and low level chatter etc.) This would result in the student being issued a C1. If a student is given multiple C1s in a day or a week there will be a further consequence of a 30 minute after school detention.

How can Parents Help Support their Child?

- Support the school's aims and values, rules and discipline policy
- Ensure that their child attends school fully and punctually
- Ensure that no holidays are arranged to occur during term time
- Gateway
- Attend parents'/carers' consultation evenings
- Provide a quiet place for their child to study and ensure that homework is completed on time
- Ensure that their child attends in full school uniform and is properly equipped for lessons



All rewards and consequences will be logged onto the Learning Gateway. If a detention is issued a slip with details on will be given to the student, giving at least 24 hours' notice. The new system starts on **Monday 27th April** so please ensure your child is in full uniform and has the correct equipment, ready to learn.

If you would like to read the full Positive Behaviour for Learning Policy it will be available on the school website in two weeks' time.



Bushey Meads School

House Music Competition 2015



Thursday 30th April

7 p.m.

School Hall

£2 Adults

£1 Concessions

May the best House win!