



# St Edward's School

Unity - Achievement - Faith

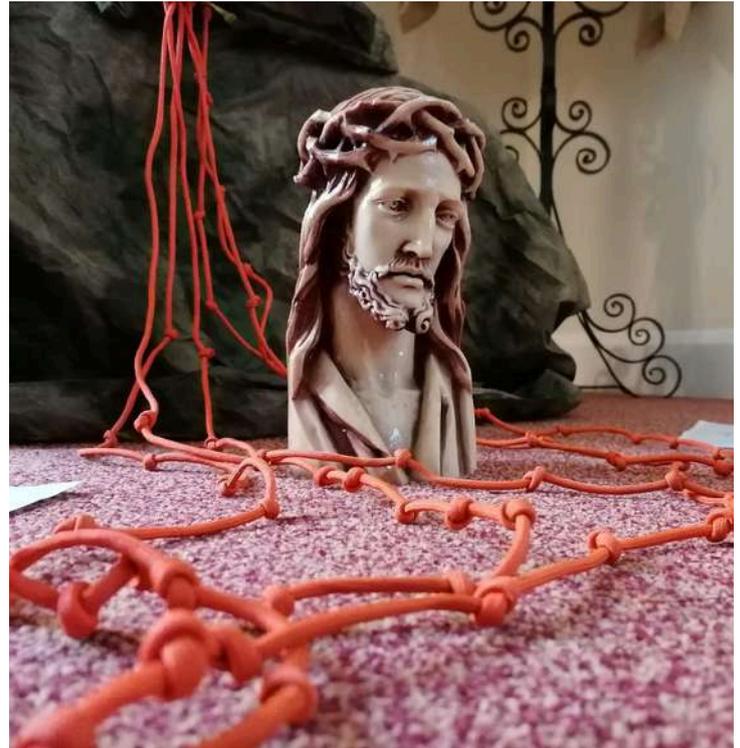
Dear Parents and Carers,

As we come to the end of the Spring Term, it is a pleasure to reflect on what has been a purposeful, uplifting, and successful term. Across the school, students and staff have embraced every opportunity with determination and positivity, and the sense of togetherness that has grown since September continues to strengthen our shared mission of ensuring every young person is educated for life in all its fullness.

This term we have continued our focus on teaching and learning and the work on Embedding Formative Assessment has continued to flourish. Staff have been collaborating regularly, sharing strategies that support deeper understanding and more responsive teaching. It has been wonderful to see students becoming increasingly confident in articulating their learning, reflecting on progress, and taking active steps to improve. This approach will remain central as we look ahead to the summer term.

One of the standout moments of the term was our whole-school production of *Sister Act*. Performed over four consecutive nights to full and enthusiastic audiences, the show was an outstanding celebration of talent, teamwork, and joy. Students from across year groups lit up the stage with energetic musical numbers and outstanding performances. The dedication shown by the cast, crew, and staff was evident in every performance, and the response from families and the wider community made it a truly memorable event for all involved.

Looking ahead to the Easter break, we are delighted that students will be embarking on two exciting international trips that promise both adventure and unforgettable memories. One group will travel to Rome, where they will explore its rich history, architecture, and deep



spiritual heritage. Meanwhile, another group will be heading to Les Arcs in France for a skiing trip, offering students the chance to develop new skills on the slopes, enjoy the breathtaking mountain environment, and build strong friendships through shared experiences. We wish them all a wonderful time.

Looking forward to the summer term, we are excited for the fresh opportunities it will bring, academically, socially, and spiritually. Thank you for the continued partnership between home and school; your support truly enables our young people to flourish.

As we enter the Easter season, we are reminded of a message at the very heart of our school's Christian vision: hope, renewal, and the promise of new life. The Easter story resonates deeply with the belief that light can overcome darkness, and that even small acts of kindness can transform our community. I encourage all our students to carry this spirit of compassion and hope into the weeks ahead.

I wish all our families a restful, joyful, and refreshing Easter break. We look forward to welcoming students back after the holiday, ready for the final term of the year with renewed energy and a sense of purpose.

*Mr C Barnett*  
Headteacher





*May we be One*

## ST. EDWARD'S PRAYER

HOLY ST. EDWARD  
AS WE GATHER EACH DAY  
UNDER YOUR NAME  
INSPIRE US TO SEEK  
THE KINGDOM OF GOD  
IN ALL THAT WE DO.

MAY OUR EYES BE OPENED  
TO THE RICH POTENTIAL  
WITHIN OUR WORK;  
AND AS WE SERVE GOD,  
AND ONE ANOTHER,  
MAY WE BE ONE  
AMEN.



# “Dream without limits!” Sixth Form Student Invited to International Creators Event

by Aleksa Mytebri, Year 12 (@aleksamy)



My name is Aleksa, I am a Year 12 student currently studying A-levels Engineering, Business, Politics and Core Maths. Alongside this, I enjoy videography and editing, which stems from my passion for cars.

Towards the beginning of December 2025, I saw an event being promoted by a famous editor I follow on Instagram, and I decided to do some research. The organisation, *Motion Creators*, and the co-founders Lenny Bartholomäus and Paul Müller, were going to be holding an event for 20 hand-picked editors/content creators from around the world to join them in Marbella, Spain for some incredible experience days. Looking at their content and what they had to offer during these few days, a spark ignited in me and I knew that I had to jump at this opportunity. Without hesitation, I applied for an interview with Lenny in late December, with my parents' support and guidance.

After a successful interview with Lenny, I was sent the next steps and details needed to prepare for the first trip: an in-person event from January 28th - February 2nd 2026. However, since I was under the age of 18, they said that I wouldn't be allowed to attend due to safeguarding reasons. This was devastating for me, but

that's where my mum stepped in... She sent them a message explaining how it would be a shame for them not to take me on board, and she told them about how passionate I am about my editing and videography.

After some time, Lenny and Paul got back to us, and they agreed to take me on board, with some safeguarding stipulations; one of my parents would need to be with me throughout the events, for example. Of course we agreed to this! If it wasn't for my mum, I wouldn't have been able to attend, so I am truly grateful for her support and I look up to her as a role model.

Approaching the event, my mum and I were invited into a group chat with everyone that would be on site, and here I got to know more about the other creators attending and got to check out their amazing social media pages. As well as being thankful for my parents' support on this event, I am grateful that the school gave me the opportunity to attend and helped me in the process. On Tuesday 27th January 2026, we took the flight to Málaga and I barely slept with all the excitement!

The event was split into 5 days:

The first day (Day 0) was arrival day. Funnily enough, my family and I were the first to arrive, so we had the opportunity to explore a bit of Málaga before heading to a group dinner. While the other creators were still making their way to the villa, I got to meet Lenny (which I still can't believe) and some of his team helping out. In addition, my mum and I also got a tour of the villa. People were being transported by Paul from the airport to the villa in groups, so I also met him when the others got there.

Since this was arrival day, we just did a bit of networking on that day over dinner, getting to know one another better, and then we headed to bed since we were all tired. However, I am so grateful and thrilled I met so many amazing and inspiring people.



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Day 1 was filled with a variety of things. My family and I arrived at the villa at around 8am to have a group breakfast and to start off the day. This was the routine throughout the event, and it was a great opportunity to network more, and to socialise.

Our first session was a workshop teaching us how to build client-ready creative concepts, and how to create pitch decks so we could make one for our video we would be putting together later on. The next workshop was about sales, which included pricing, negotiation, and selling your work. Lenny led both of these workshops, and they were great. However, the most exciting part of the day was getting to film rolling shots of a Porsche! I have a burning passion for cars, and I have been filming automotive content for 3 years, but it's long been a dream of mine to film rolling shots of a car - and my dream became a reality!

Six of us went in the Mercedes Vito van to film the Porsche. Since the van had sliding doors, it was perfect for the camera crew. I got to learn how cameras were set up, and how they shot cars on the beautiful Spanish roads. At the same time, we were also able to scout some amazing spots to take the car out the next day, since it was getting dark.

On the way back, Daniel and Jens taught me how to use a DSLR camera - something I have never used before. It was mounted onto a gimbal so I got to experiment with the movement of the camera, feel the weight of it (really heavy!) and how to adjust the lighting.



We got back to the villa and spent some time coming up with ideas together over dinner before calling it a day.

Day 2 was shooting day. Before going out, we had another workshop about the equipment and tools we would be using. Then we went out in small groups to film the Porsche, taking shots from the van while driving and finding different locations to shoot up the mountains. I was truly amazed that I was able to do this, and it was really a dream come true. I am so grateful for the help, support, and guidance I received from the other creators when we were out shooting. I got taught by Fabien how to use his camera and gimbal, Michal let me use his 360 degree camera for some funny footage, and Elijah helped me with my transitions.



On the way back to the villa, Robert drove the car back while I sat in the passenger seat recording; he is one incredible driver! Feeling the acceleration on the car, and hearing the gears changing, was one of the best feelings for me. I couldn't wipe the smile off my face after that exciting experience!

After taking some footage, we had a chat about the different cars he had driven and the best one being my dream car: the Lamborghini Aventador SVJ. We spent quite a few hours shooting, and the rest of the evening was focused on creating our edits, airdropping the footage to one another, and receiving advice from the other editors.

Day 3 was primarily focussed on editing: adjusting our videos, finishing off our pitch decks, and chatting with Adobe ambassadors Vanessa, Robert, and Siobhan. They were on site sharing their experiences and expertise in Adobe software which was very useful, because I had little knowledge of the software. After a few workshops with them, I got to know more about AI

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and how to use it to enhance my editing skills as well as create things I never knew you could create, like turning sounds made with your mouth into professional-sounding effects, which Robert demonstrated in a hilarious way.



Taking a break from the workshops, I got to know Vanessa more and what path she took to get to where she is now. She gave me loads of useful tools and websites to go through when it comes to learning Adobe programs. She also gave me an Adobe-branded pickleball set which we played with together in the garden. Arianne helped me with an amazing AI transition with Siobhan that took two hours of different prompting to perfect, but we got there in the end.

In the afternoon, I went out with Lenny and Paul to an open car park to film the Porsche 911 Carrera S. With Paul's help, we got some great clips while Lenny filmed some behind-the-scenes shots of me to incorporate in the edit. I spent the evening with Paul editing, with some help from Henri. We sat down for over 4 hours straight working on the video on After Effects. I am so grateful for Paul's patience with me in showing all the details and tools to use in order to create my dream editing style: fast-paced clips, strong sound effects, and an amazing hook to portray the power of the car. With me providing the ideas and Paul guiding me in how to use the software, we created the final edit which is proudly pinned at the top of my social media pages.

To add on, I had a one-on-one interview with Tilo in the recording studio, where I expressed my excitement about the event so far, my gratitude for being a part of it, and my dreams of owning my own car company in the future.

Day 4 was our final full day together, and a very different one. Unlike all the other days, where I spent most of my time in the villa with my mum, this day was quite the opposite.

In the morning, my dad and I arrived bright and early and I introduced him to everyone. I was offered the chance to drive the Carrera S for a short clip, and how could I not accept?! Tilo and Jens (the main camera guys) guided me in what I had to do and filmed my every move. I drove the car a few times past the Villa and attempted to park it in the really narrow driveway, which wasn't easy! Another scene that wasn't as simple as I would have liked was getting out of the car. The Carrera S had bucket seats which were quite low down and I'll just say that it took a few tries to get a good shot of me getting out.



My favourite part was when I got to drive the car down the road with Tilo in the passenger seat filming me while I was driving. I cannot describe the thrill of a fast car, that amazing feeling of the acceleration, and feeling the power of the car flow through my body. That was pure

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adrenaline!

Speaking of adrenaline, after the filming with the Porsche, we headed off to the go-kart racing track called Karting MIJAS. We left at different times due to the capacity in the van, but I was able to help Nick to film a short scene to incorporate in his video. Adobe were sponsoring the event, as they had recently released a mobile version of their video-editing software Premiere, and Nick wanted to dedicate his video to that. My role was to steal his laptop and run away with it which Michal helped film on camera. The setting was perfect since there was an outdoor cafe with background movement making it look more realistic. I had great fun taking some shots for his scene and playing a role as an actor.

Before getting on the go-karts to start racing, Lukas got €2 for a punching machine that everyone went crazy for, and I definitely have some unforgettable memories from that. We were then split into two groups and did our practice lap of the track to get a feel for it, before heading into the grand prix. It was a bit shocking to see all of these lovely, kind, creative people suddenly becoming so competitive, but that was the beauty of it all! The go-karts were really fun, but nothing can beat the thrill of the Carrera S. After all the racing, the proud winner was Henri. All the racing gave us quite the appetite, which led to our second surprise of the day: a dinner out at a club house (to give the villa chef, Martin, a break!) Funnily enough, almost everyone ordered the same thing, and we toasted Martin for his hard work and delicious food throughout the week. To finish off the evening, we took over the clubhouse with some of us playing indoor football and golf, using the driving simulator, and playing darts.



This day was a celebratory event for all the hard work everybody had put in during their time there. Seeing the joy on people's faces, and the connection we had all established with one another over the week was an extraordinary thing that I am grateful to have experienced.

Day 5 was our departure day; a day of mixed emotions for us all. Before we left, we took lots of group photos and there were lots of invites for people to come and visit each other in their respective countries. Lenny also very kindly gave me an incredibly useful gift which I still use all the time for shooting: an Insta360 phone gimbal. This helps to capture more stable footage and has a variety of effects I'm still experimenting with. Paul (the other co-owner of Motion Creators) also gave me loads of fun merchandise from Adobe, like stickers, sweets, keyrings, coasters, tissues and more!

While I was thankful for the gifts, I was far more grateful for the opportunity Lenny and Paul gave me to be a part of the Motion Creators family. Every single workshop I took inspired me and taught me so many things I didn't know when it comes to creating content. Everything I took part in was so engaging and every piece of information felt so valuable, whether it was information at workshops, or life lessons from others. I can't express enough how appreciative I am for this opportunity. It was a joy to meet all these inspirational people, and make connections that continue to this day.

This event didn't just help me improve my video editing skills, it touched my heart. It feels as though I finally found my purpose in life.

Before the event, I treated editing and videography as a hobby, and I was continuously thinking about what path I wanted to take after Sixth Form. However, sometimes the things you're searching so hard for are right in front of you.

It all started as a dream. To attend this event, to meet some of the best editors around the world, to film sports cars with a variety of equipment, to build connections and learn from these amazing people... That dream came true.

If there is something you should take from my experience, let it be this: **dream without limits!**

# FUTURE CHOICES: CAREERS

## UPDATES FROM THIS TERM IN OUR CAREERS DEPARTMENT

We are delighted to welcome Mrs Jones to the team as our new Careers Manager.

Mrs Jones brings with her 16 years of experience working as a school careers manager, supporting young people to explore their ambitions and make informed decisions about their futures. Her extensive knowledge and experience will be a valuable addition to the support we offer our students as they plan their next steps.

Students are welcome to visit the Careers Office in the Eden Centre during break times and lunchtimes, as well as before and after school, to discuss their ideas, ask questions, or seek guidance. While priority for careers guidance appointments is given to students in Year 10 and above, all students are welcome to speak with Mrs Jones about their career interests and potential pathways.

Parents and carers are also encouraged to get in touch if they would like to discuss careers support or guidance. Mrs Jones can be contacted via email at [hjones@st-edwards.poole.sch.uk](mailto:hjones@st-edwards.poole.sch.uk)

We are very pleased to have Mrs Jones join our community and look forward to the positive impact she will have in supporting our students' future aspirations.

### Labour Market Information (LMI)

As your child moves through secondary school, the choices they make (subjects, qualifications, post-16 pathways) begin to shape their future options. Labour Market Information (LMI) can help you support those decisions with confidence.

### What is LMI?

Labour Market Information is up-to-date information about jobs and careers. It tells us:

- Which industries are growing
- What skills employers need

- Typical qualifications required
- Salary ranges
- Local and national job trends

It provides real-world insight into where opportunities are developing.

### Why is LMI important?

During Years 8–11, students start making important choices about GCSE options, post-16 routes (A levels, T Levels, apprenticeships, college and career aspirations). Using LMI helps ensure these decisions keep doors open and reflect future opportunities, not just current interests or outdated ideas about jobs.

### How to use LMI at home with your child

1. Start informed conversations
  - Ask questions like: “What skills does that job need?” and “Are there related careers in that area?”
2. Focus on skills as well as grades
  - Employers value teamwork, communication, digital skills, and problem-solving. Encourage activities that build these.
3. Balance ambition with awareness
  - Support your child’s interests, while also exploring how competitive a field is and what pathways lead there.
4. Use trusted sources
  - It is important that you use trusted sources of LMI to get accurate information. The National Careers Service website is helpful when researching LMI. All students at St Edward’s school also have access to the careers platform Unifrog where there is a wealth of information regarding LMI.
5. LMI Summary
  - LMI isn’t about limiting choices, it’s about widening them. When young people understand where opportunities exist and what employers need, they can make confident, informed decisions about their future.

SCENE II.]  
This is the sergeant, fou  
Mal. who, like a good and hardy soldier, fou  
Hail, brave frie  
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## Key Stage 3

This term has been another busy and rewarding one in the English Department, with our KS3 students continuing to develop their reading, writing and oracy skills through a range of creative and challenging topics. We have been particularly impressed by the enthusiasm students are showing both in lessons and through their creative home learning tasks. Across all year groups, students have produced thoughtful, imaginative work at home and the English team has been delighted by the effort and originality on display.

Our Year 7 students have been on a literary voyage through our unit *Sail the Creative Seas*. They have explored the rhythm and storytelling of sea shanties, developed their evaluative skills through play reviews of *Treasure Island* and stepped into the role of authors to craft their own creative writing. Earlier in the year many students also took part in the national *Poetry By Heart* competition, performing memorised poems with confidence and enthusiasm. We were incredibly impressed by the creativity and commitment shown.



In Year 8, students have been putting their detective skills to the test in the *Who Dunit?* unit. They have been reading Arthur Conan Doyle's *The Speckled Band*, exploring a challenging 19th-century text while developing their analytical reading skills. Alongside this, students have been learning how to construct compelling mysteries of their own by crafting suspenseful plots, intriguing characters and atmospheric settings. This term we were also delighted to select our Year 8 Poet Laureate, Marley Elliott, whose thoughtful reverse

## War's Victims: A Reverse Poem

*Those people should not be allowed in our country.  
Don't listen to anyone that says  
Why should they struggle and not us?  
We do nothing but the best we can do  
But this world is a cruel place.  
So don't get angry at me,  
It is not my fault  
They have ran so far,  
They are ruining our country.  
Don't listen to the people that say  
We should help them.  
They are terrorists, thieves and scum.  
Don't try to tell me  
These people are poor and need our help.  
The refugees rely on us.  
There is no point anymore  
So why do people say  
We can make it through this.  
It should be clear by now  
That this is permanent.  
Don't be a fool by saying  
That there is still hope.  
It is obvious  
That this is going to last forever.  
Nobody can convince me  
This war will end.*



poem exploring the experiences of refugees stood out for its sensitivity and powerful message. The poem is included in the newsletter, once you have read it, please read in reverse (bottom line to top line)! Congratulations to Marley on this fantastic achievement!

Year 9 students have been exploring the enduring themes of Love and Loss. Their work begun with Shakespeare's *Romeo and Juliet*, where students have engaged enthusiastically with the drama of feuding families, passionate declarations of love and the fast-paced tragedy of *Verona*. A highlight for the year group this term was the opportunity to attend a live performance of *Romeo and Juliet* at the Bournemouth Pavilion, bringing Shakespeare's play to life on stage and enriching students' understanding of the text. Students have also begun comparing different poems about love across time, developing their ability to analyse language and make thoughtful connections

SCENE II.  
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between texts.

It has been a wonderful term of literary exploration, creativity and curiosity. We encourage students to continue their reading and writing beyond the classroom. A reminder that we have book recommendations linked to each KS3 topic, please speak to your teacher or Mrs Keeling in the library if you would like to find out more.



## Key Stage 4

This has been a busy and productive term for our KS4 students, as they both push onwards in their development of exam skills and experience and bolster their learning with exciting opportunities in and out of the classroom.

Our Year 11 students have shown remarkable determination and resilience in their preparation for their recent mock exams. Undergoing a process which closely mirrors their oncoming experience of the real thing, they have gained vital understanding of how to feel prepared and confident when entering an English exam. Many of our students have really shown up in order to prepare themselves, attending both after school revision and the pre-exam morning reminders so as to feel as ready as possible. Both of these will continue in the run-up to their actual exams, and we are reassured to see those students making productive decisions for themselves which set them up for success. In addition, the amount of extra revision we have been shown from many

class-members speaks to our students' independence and endeavour to succeed. This drive has persisted past the mocks into their reception and action on the feedback they have received; it is so encouraging to see the constant drive to improve and succeed.

Beyond the classroom, March 19th sees several of our students attending a live performance of Macbeth, a wonderful opportunity to witness the play come to life and embolden our students' understanding of its characterisation and plot as they see them writ large on the stage.

Year 10 have been progressing their way through the GCSE course material with energy and commitment as we begin to approach their own first experience of mocks during the next term. Pivoting in focus from the Literature content to develop their understanding of Language, our Year 10 students have grown in their narrative writing and ability to comprehend, address and analyse unseen fiction texts, pushing themselves to develop independent and thoughtful ideas when faced with texts they have never encountered before. This boldness with never-before-seen content has emboldened them as they have turned their focus back to Literature and the content on Unseen Poetry; to be confronted with a piece of poetry and have to tackle it in the moment can be a daunting and challenging task, and it has been so positive to see our students face this head on and share their ideas and interpretations with growing confidence and curiosity.

On Thursday 19<sup>th</sup> March, 50 Year 11 students and staff spent the evening at the New Theatre Royal in Portsmouth seeing a production of Shakespeare's Macbeth. It was a fantastic performance which brought the literature text alive for students. Students really enjoyed the performance describing it as 'intense' and 'emotional' but it was also a fantastic revision opportunity as well with students enjoying hearing the key quotations they have learnt be said on the

SCENE II.]  
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stage.



As both Year 10 and Year 11 consider their next steps to success in English, we encourage them to make active use of their revision resources. We have practised and explored methods to tackle this in class, with a deep-dive into flashcards starting Year 10 off on the right foot, and provide a wealth of further resources in the 'Classwork' tab of each and every class group's Microsoft Teams page.

## Key Stage 5

A Level Language students have been exploring nuance in texts by analysing writers' use of language to create meanings and representations. Using lexical and syntactic continuums we've evaluated why some texts are wordier than others, why some are more formal and why some are more context dependent. We've been comparing archive texts from the 1920s with modern blogs and learning technical, Latinate vocabulary to support our interpretations such as 'hyponymic', 'paratactic' and 'exophoric'. Earlier in the term we explored how children learn language and read academic articles and theory surrounding the processes of acquisition. Students annotated children's books and considered how they supported speech, language and reading and read

transcripts of child speech to examine the importance and influence of context in language development.

A Level Literature students have been appreciating the poetry of Philip Larkin. They explored poems independently then shared a reading and analysis with the group. Students spoke beautifully about their interpretations of the language, form and structure and considered alternative readings sensitively. Year 13 have been revising their core texts and are gaining confidence in writing critically and assertively, tracing ideas through texts and appreciating the complexity of writers' ideas. We've explored ideas such as how writers present truth and lies, selfish acts and complex situations, examining the relationships between texts and their contexts.



It has been a busy and exciting half term in the History Department, with students across the school exploring a wide range of fascinating topics and producing some excellent work.

Our Year 7 historians have been investigating the dramatic events of the Norman Conquest, focusing particularly on the Battle of Hastings in 1066. Lessons have brought the past to life through discussion, debate and role-play. A highlight was Lorcan Perry's particularly convincing portrayal of Harold Godwinson as students explored the key figures involved in this pivotal moment in English history.

In Year 8, students have been exploring the complexities of 17th century England, examining how political tensions, religion and power shaped the period. Their discussions and written work have demonstrated an impressive ability to think critically about the past.

Meanwhile, Year 9 students have been carrying out investigations into the causes of conflict in the twentieth century, analysing how political, economic and ideological tensions contributed to major global conflicts and developing strong historical enquiry skills.

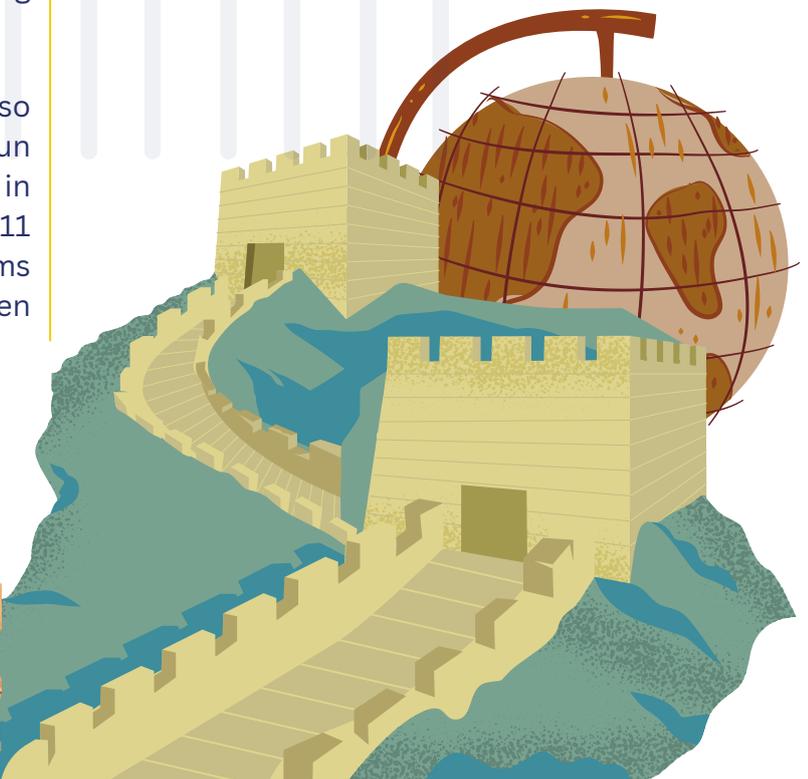
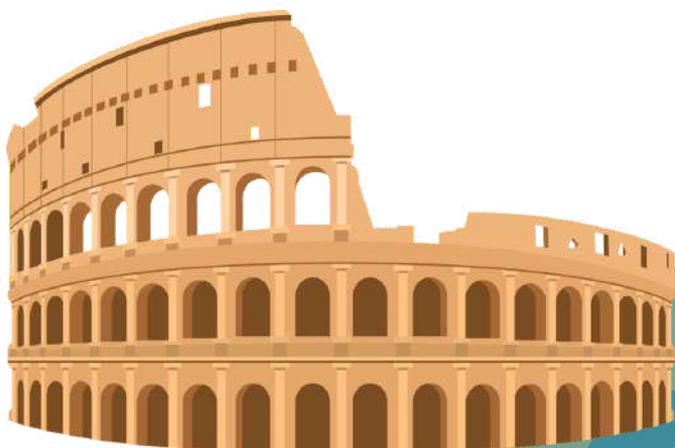
Our GCSE historians in Years 10 and 11 have also had a busy half term. Year 10 students have begun exploring the difficulties of governing Germany in the 1920s following the World War I, while Year 11 students, fresh from completing their mock exams have been examining the fascinating and often

gruesome realities of 19th-century surgery.

We have also seen some fantastic individual contributions this half term. Congratulations to Ben Maple for his outstanding analytical homework on the Battle of Hastings, Amelia Roe for her superb and thoughtful questions in GCSE History lessons, Ava Delve for excellent work with historical interpretations, and Ivy Rajavano for her superb commitment to the subject. We would also like to recognise Jayke Frampton and Nate Cameron for their excellent all-round effort this term.

Some of our Year 9 and Year 10 historians have also been involved in the inspiring Dora Love Project, which included a visit to Bournemouth University. During the visit, students explored themes of prejudice and discrimination with a historical focus on the Holocaust, providing an important opportunity for reflection and discussion.

Well done to all of our students for their continued enthusiasm and hard work this half term, we look forward to seeing what they achieve next.



As we move into the Summer term, we are delighted to share the latest achievements, opportunities and updates from across the Maths department.

## **Year 11 and 13 mock examinations and revision**

A huge well done to all of our Year 11 and Year 13 students who have completed their mock examinations this term. Students will soon receive their RAG feedback sheets via their school email addresses, giving them personalised guidance as they continue their revision.

To further support our Year 11 students, we will continue to run afterschool revision sessions:

- Week A – Higher Tier students
- Week B – Foundation Tier students

These sessions take place every Wednesday after school. We strongly encourage students to attend regularly.

## **KS3 Assessment Feedback & Careers Focus**

Our KS3 students have been completing their feedback cycle following their end of term assessments. During this process, they assess their strengths, identify next steps, and work closely with their teachers to refine key mathematical skills.

All KS3 classes have also taken part in a careers-focused lesson exploring critical analysis, with particular emphasis on evaluating media headlines. This activity encouraged students to question, analyse, and understand how maths supports informed interpretation of everyday information.

## **UKMT Maths Challenge**

Our Set 1 Year 11 students participated in the Intermediate Maths Challenge, a national competition designed to stretch and challenge highattaining mathematicians through rich problem-solving.

We are delighted to celebrate the following

certificate winners:

### **Bronze Award**

- Theo Gomm
- Amelia Kenchington
- Liam Moody
- Steve Naison
- George Scroggie
- Jacek Zralka

### **Silver Award**

- Ben Adams
- Harry Canham
- David Potaniceanu

Our Year 7 and Year 8 Set 1 students will be taking part in the Junior Maths Challenge on 29th April. We look forward to seeing their problemsolving skills in action and wish them the best of luck.

## **Girls in Maths – Workshops & Guest Speaker**

Since our last newsletter, our Girls in Maths group has taken part in several exciting opportunities aimed at promoting confidence and aspiration in STEM.

Rebecca Smith, a qualified architect, visited our school to speak with girl's in maths group. She discussed what the role of an architect involved, local projects she has contributed to and the pathway to training as an architect. Students thoroughly enjoyed hearing about realworld applications of mathematics in a creative profession.



The girls have also attended workshops focusing on the gender pay gap and problem-solving challenges. These sessions were supported by several of our fantastic female Sixth Form students, who acted as role models and mentors. We hope to welcome another external speaker during the summer term to continue inspiring our next generation of mathematicians.

This term in Science, Year 7 students have been exploring heating and cooling, chemical reactions—particularly combustion—and the movement of the human body. Across all topics, students have been asked to think carefully about cause and effect, using investigative skills and modelling to develop their ideas. A particular highlight has been comparing their own movements to those of a marionette puppet to understand how different mechanisms achieve motion.

Year 8 classes have been investigating how animals and plants obtain the nutrients and energy they need, with a focus on energy transfers. They have also taken a journey into space—figuratively, at least—to learn about satellites, recent advances in space exploration, and to consider whether humans might one day inhabit another planet and if it would be an enjoyable experience.

Year 9 students have begun their first GCSE topics: Biology 1 (Cells), Chemistry 1 (The Periodic Table), and Physics 1 (Energy). They have approached these new challenges with maturity and enthusiasm. Engagement has been especially high—if occasionally a little smelly—in Biology, where students dissected a fish head to compare gas exchange systems and understand how different organisms maximise diffusion of oxygen and carbon dioxide.



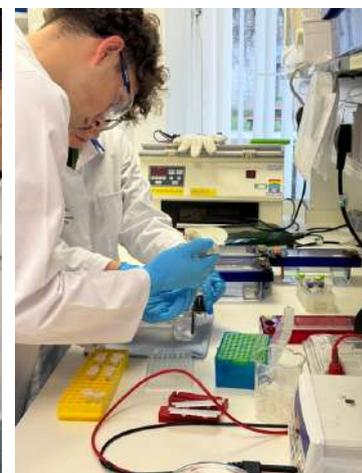
Year 10 students are preparing for their end-of-year exams. In the final weeks of the half term, teachers have focused on guiding students through effective revision strategies, highlighting useful resources and how to make the most of

them. Students are now beginning to look ahead and plan how to achieve their next steps.

Years 11 and 13 have completed their final set of mock examinations before the summer exams. Science brings a particularly heavy workload, with students sitting six papers of 1 hour and 15 minutes each. The pressure will undoubtedly build in the coming weeks, but we will be here to support them every step of the way.

Our Year 13 Human Biology students have had an especially busy and exciting term as they work towards completing their coursework. They have been breeding fruit flies with different body colours and wing types to test their predictions about offspring phenotypes. They were also fortunate to visit Bournemouth University, where they explored realworld applications of gene technology. Activities included extracting DNA from a mock crime scene, learning how DNA can be reproduced for analysis, and sequencing genes to identify a mystery fish species—successfully revealed to be *Anguilla anguilla*.

Sadly, at the end of this half term we say goodbye to one of our science technicians, Miss Beckett. After nearly two years with us, she is heading off to enjoy a much warmer and sunnier adventure travelling in Asia. She has worked incredibly hard to support engaging, hands-on science for all our students. Thank you, Miss Beckett, for your dedication and enthusiasm—we hope you have a fantastic journey!



# RELIGIOUS EDUCATION

Since Christmas, Year 7 have really enjoyed learning about and debating ‘the existence of God’ as they completed their ‘Does God Exist?’ unit, this included a variety of arguments from a wide range of key scholars and helped students to understand how challenging your own beliefs can help to make them stronger. This unit also included a lively lesson from the PACE team for each class which really helped to bring the topic to life! They have since moved onto a unit of study focusing on a series of Old Testament figures as entitled “Who are the ‘People of God?’” which focuses on the formation and development of the Old Testament covenants and the special relationship between God and His people.

Year 8 students have deepened their understanding of religious and moral teachings regarding Christian Love and intimate relationships in their “What is love?” unit of study. Many students were particularly interested in discussing the meaning and importance of ‘true love’ and coming to a realisation that we must first love and respect ourselves if we are to form healthy relationships with others. Students also had a lot to say about the ingredients for a successful marriage and whether getting married is still important in our modern society. Year 8 RE classes have since moved onto studying a series of lessons where they are learning about the meaning and importance of Jesus’ parables; realising that the lessons contained within them are as relevant today as they were 2000 years ago!

Year 9 students were captivated by their unit on “Why is there suffering?” as they were presented with various attempts that theologians have made to reconcile the existence of God with the existence of evil and suffering in the world. As we approach Easter, Year 9s are now finding out about the various reasons why political and religious leaders in and around Jerusalem at the time of Jesus wanted to kill him and how this came to pass.

Well done to students in both Year 11 and Year 13

for completing their Mock Examinations, there were some notable performances in RE in both year groups. Year 10 and Year 12 are now busy preparing as it will be their turn after the Easter Holiday. Year 11 students are also continuing to take advantage of the offer of after school revision sessions in RE on Thursdays. Best wishes to Year 11 and Year 13 for final examinations in the summer!

The team from The PACE Trust have not just contributed to Year 7 lessons! Dave Pegg, Lisa Stuart and Liz Wesley-Barker have also been into school delivering sessions to Year 8 and Year 9 classes on the themes of “The Parable of the Two Lost Sons” and “Who killed Jesus and Why?”

We would also like to thank Mrs Morgan, Miss Cooper, Mr Farrow and Mr Kemish as they prepare to take a large group of students from a range of year groups to Rome at the beginning of the Easter break. Both staff and students are really excited by their imminent departure, particularly as the trip will include seeing the Pope in St Peter’s Square. We wish them safe travels, and we will look forward to hearing all about it when they return!

The RE team would like to thank everyone for their hard work this term and we hope that Easter will be a meaningful time of reflection for us all.



# CHAPLAINCY

As we journey through another vibrant and purposeful term, the Chaplaincy Team at St Edward's School is delighted to share some of the ways our community has continued to grow in faith, love, and service. It has been a term marked by encouragement, leadership, and a deepening awareness of God's presence in our daily lives.



## Faith in Action – Celebrating Commitment

We are thrilled to celebrate a significant milestone for our Faith in Action students. Every student within the Bronze Award cohort has now successfully completed their award. This is a wonderful achievement, recognising their commitment to service, reflection, and living out their faith in practical ways.

This week, students are being presented with their certificates and badges during celebration assemblies, on behalf of the Diocese of Plymouth by Deacon Nick Johnson. We extend our heartfelt congratulations to each of these students for their dedication and the example they set for our school community.

## Student Chaplaincy – “God is Love”

Our Student Chaplaincy Team has once again shown inspiring leadership by preparing and delivering assemblies to every year group on the theme “God is Love.” Their message was both powerful and deeply rooted in our shared identity as a Christian school:

*“Here at St Edward's, that shared Christian belief*

*is at the heart of who we are: every person is made in the image of God, and every person is worthy of love.”*

These assemblies encouraged and challenged students to reflect on how we treat one another, reminding us that love is not just something we speak about, but something we actively live out each day.

## More Than a Grade – A Message of Worth

We were incredibly proud to see Student Chaplaincy Team member Alice Washbrook contribute to a wider diocesan platform through the Salisbury Diocesan Board of Education's “Thought for the Week.”

Her reflection, titled “More than a Grade: A Reminder of Our Worth,” was shared across social media at the beginning of the exam period. It offered timely encouragement to students, reminding them of the truth found in Proverbs 16:3:

*“Commit to the Lord whatever you do, and he will establish your plans.”*

Her message spoke into a season that can often feel overwhelming, reassuring students that they are not alone, and that God offers peace, calm, and steadfast presence in every moment.

## Year 10 Kintbury Residential – Growing Together

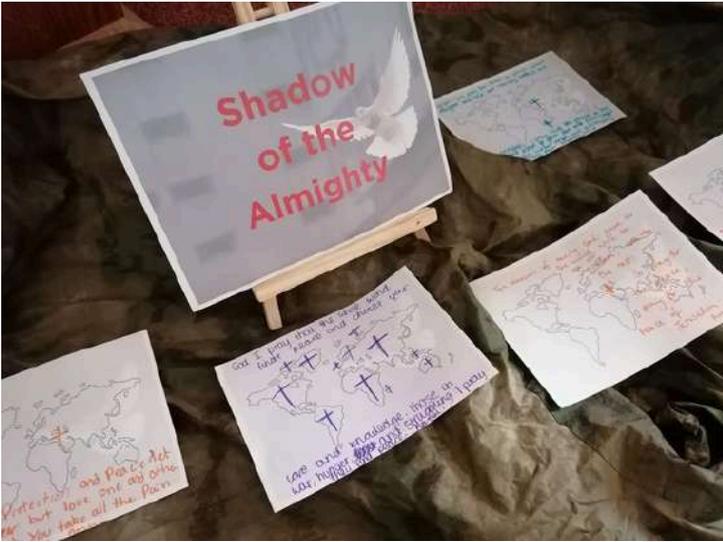
A group of our Year 10 students had the opportunity to attend the residential trip to St Cassian's Retreat Centre in Kintbury. Over three days, students took part in a wide range of engaging and meaningful activities, building friendships and exploring their faith in new ways.

The trip was filled with joy, reflection, and connection, as students drew closer not only to one another but also to God. We extend our sincere thanks to Miss Perks for accompanying the trip, and to Mrs Farrow for making this opportunity possible.

# CHAPLAINCY

## Chapel for Peace – Joining a Global Movement

This term, we had the privilege of partnering with the 24/7 Prayer movement as part of a global initiative to pray for peace in our world during a time of ongoing conflict.



For three days, our Chapel was transformed into a dedicated space for prayer and quiet reflection. Beginning with our staff prayer team, the invitation to pause, reflect, and intercede spread throughout the school community, with students, staff, and visitors all taking part.

Through a variety of creative and thought-provoking prayer activities, our community engaged deeply with the call to be peacemakers, holding the needs of the world before God. It was a powerful reminder of the role we can all play in responding with faith, compassion, and hope.

## Looking Ahead – Equipping the Next Generation

As we look forward, we are excited about the development of upcoming training workshops led by our Student Chaplaincy Team. These sessions will be designed to equip younger students with practical skills, confidence, and experiences that will support them both within chaplaincy and beyond.

Our hope is that these opportunities will not only strengthen the work of the Chaplaincy Team but also nurture transferable skills that enable students to flourish as individuals and as a

community.

As always, we are incredibly grateful for the openness, enthusiasm, and spirit with which our students continue to engage. It is a joy to witness their growth in faith, leadership, and compassion, and we look forward with anticipation to all that is still to come.



## DID YOU KNOW?

St Edward's students get access to the full suite of **Microsoft Office** apps for **FREE**. They can use them at school or at home by following these steps:

- Go to **Office.com**
- **Log in** using your student login
- On the homepage, click **Install apps**

**Get instant access to the following programmes:**

- Word
- Excel
- PowerPoint
- Outlook
- Teams
- OneDrive
- OneNote
- ...and more!

# MODERN FOREIGN LANGUAGES

## Joyeuses Pâques! Frohe Ostern!

At the end of a busy term, we are delighted to share our news with you.

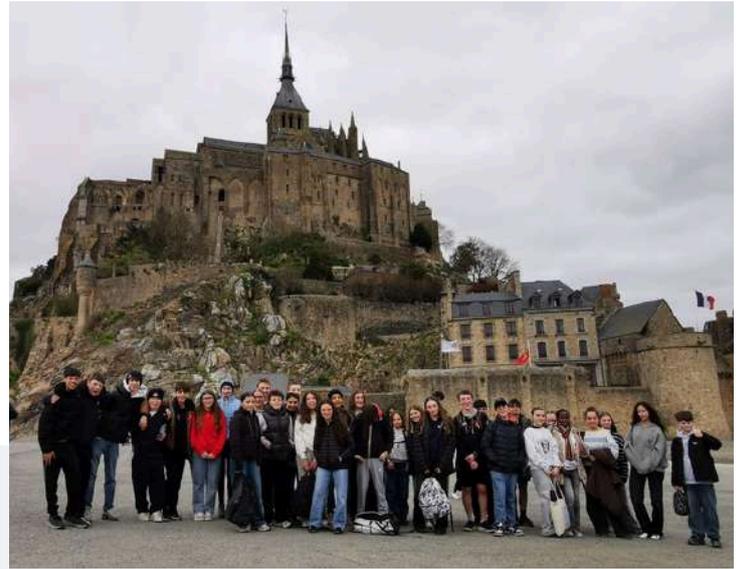
### The French Exchange

The absolute highlight of this half term has been the French Exchange. Mrs Pawley and Mr El Yauti took a group of St. Edward's students to our partner school, Collège Bucaille-Charcot in Cherbourg for a week. Whilst in Cherbourg, our students stayed with their exchange partners and their families, experiencing life in France. They attended lessons at school and enjoyed trips to the Airborne Museum, Sainte-Mère-Église, The American Cemetery in Colleville-sur-mer, the D-Day landing site at La Pointe du Hoc, as well as the Mont St Michel and the Cité de la Mer. There have also been some culinary treats, such as a visit to a restaurant to eat an authentic French crêpe and even a trip to a caramel factory!

An exchange offers the full experience of life abroad, spending time in a family immersed in the culture and language. As one of the few schools still offering exchanges, we are very proud of our long-standing partnerships with schools in France and Germany.

We are looking forward to welcoming the students and their teachers from Collège Bucaille-Charcot to Poole when they visit us in June.

Our German exchange with Gymnasium am Kaiserdom in Speyer, Germany has already been launched and will take place at the beginning of the next academic year.



### Language Lounge

Our lunchtime club 'Language Lounge' continues with great success. We have enjoyed a variety of activities this term, including celebrations for Lunar New Year, St. Patrick's Day and International Women's Day. The students especially enjoyed making crêpes for 'La Chandeleur' (Candlemas in France), where they had fun trying the traditional French method of flipping a pancake whilst holding a coin in their other hand! Language Lounge takes place on a Tuesday lunchtime in the Languages Department. It's a fun space for students passionate about languages to enjoy learning about other cultures, traditions and languages in an informal environment. We are always happy to welcome new students.



# MODERN FOREIGN LANGUAGES

## Progress in the MFL Classroom

- Year 7 students recently switched languages, moving from French to German (or vice versa), and are now learning to introduce themselves and talk about family and friends in their new language.
- Year 8 French students have been describing their home and local area, and learning about Carnival traditions, while German students have explored film, television, and reading preferences.
- Year 9 French students have been describing their holidays, while German students have focused on ambitions and future careers.
- Year 10 students are well established in their GCSE studies, recently learning about free time activities while also preparing for their upcoming mock exams.
- Year 12 students are excelling in their study of a film, analysing characters, themes, and the social and political context of their films in both spoken and written French and German.

Meanwhile, our Year 11 and Year 13 students are in the final stages of preparing for their GCSE and A-Level exams. We wish them every success for their upcoming examinations, and we are here to support them every step of the way.

Finally, we would like to wish all our students and their families a joyful Easter and we look forward to welcoming our students back in the summer term.



This term Year 12 have been studying the topics of Attachment and Memory, which has involved exploring the reasons why we form attachments to our primary caregivers, and critically analysing models which have been proposed to explain how our memory works. To help deepen their understanding, students have been conducting their own research within each topic. In the topic of Memory, students have been using the dual-task paradigm (completing a reasoning task whilst simultaneously completing an additional task) to test the validity of the Working Memory Model. The student's results are consistent with previous research which has shown we are able to conduct some dual tasks well, but not others, especially if the two tasks are competing for the same part of Working Memory. The results have led to an interesting discussion challenging the way many students like to work as it seems it is not beneficial to listen to music whilst completing their homework! Beyond lessons, many Year 12 students have already started to explore their options in higher education, with a number looking to study Psychology at degree level.

Meanwhile, Year 13 have been studying their final A Level topics of Aggression and Cognition and Development. Whilst studying the different explanations for aggression, students have been introduced to the theory of Deindividuation; the idea that when we are part of a crowd or have a degree of anonymity we lose our personal identity and with it the restraints on our behaviour to conform to social norms. Students have been involved in replicating research by Dodd (1985) which posed the question: 'If you could do anything humanly possible with complete assurance that you would not be detected or held responsible, what would you do?' We have had an array of responses, including both prosocial acts, and ones slightly less so, with the most popular response being to 'rob a bank', as was seen in the original study. As the final exams draw ever closer, Year 13 are preparing well and we are here to support them every step of the way.



**DID YOU ATTEND  
OR WORK AT ST  
EDWARD'S?**

**SCAN THE QR CODE  
BELOW TO JOIN OUR  
ALUMNI MAILING LIST!**



# TECHNOLOGY

The Greenwood Talent Award this term is awarded to; Oliver, a year 12 Engineer, our brilliant technology student of KS3, Raphael and Year 10 Graphic designer, Eva.

Recognising a consistent level of excellence across Technology each term. Demonstrating a high ability, a great skill set and ultimately producing work of an exceptional standard. Congratulations!



Textiles club have been extremely busy this term, starting off with costume design for the school production, sister act! A proud moment for the department and an excellent job by our students creating an impressive set of 60 scarves, all of which were worn by the cast during the show.



With the costume work complete, the group has now moved on to their next challenge: crafting a zipless pencil case. This project allows them to explore mixed media surface design, practice their sewing machine skills, and add hand stitched embellishments for a personal touch.



## Sister Act – What a Show!

We are so proud of everyone involved in our recent production of Sister Act. From the outstanding performances on stage to the dedicated students working behind the scenes with lighting, sound, costume and stage management, the production was a true celebration of talent, teamwork and commitment. The energy, humour and professionalism displayed throughout the rehearsal process and performances were exceptional. Thank you to all students, staff and families who supported the show – it was a fantastic success!



## GCSE & BTEC Music

Our hardworking GCSE and BTEC Music students are currently completing their practical performance exams this term. These assessments require not only musical skill and technical control, but also resilience, focus and countless hours of preparation. We are incredibly proud of the dedication they have shown in rehearsals, lessons and independent practice. We wish them every success as they showcase their talents.

## KS3 Music

It has been a busy term in Music across Key Stage 3. Year 7 students have been developing their keyboard and composition skills through their study of Carnival of the Animals. Year 8 have been exploring jazz and blues, alongside African drumming and enjoyed a workshop led by expert practitioner, Cheikh Diop. Year 9 have been building their ensemble performance skills and developing their music technology knowledge using Cubase and composing their own original film music. We look forward to seeing how students continue to develop their skills next term.

## GCSE Drama

Our GCSE Drama students are also working tirelessly in preparation for their practical performance exam in front of a visiting examiner. There will be performances including scenes from Woman in Black, Girl's Like That and Up'N'Under. This is a significant milestone in their course and demands maturity, creativity and collaboration. The commitment they have shown to refining their performances and supporting one another has been fantastic to see. We look forward to seeing them shine on exam day!

## Our Latest Extra-curricular Timetable

Head to the St Edward's School website and search for "extra-curricular" to see our latest Performing Arts extra-curricular timetable.

## Dates for Your Diary

- Friday 27th March – GCSE Drama Performance Exam
- TBC – Pavilion Dance South West Dance Workshop
- Tuesday 23rd June- Paris Trip Information Evening
- Thursday 25th June – St Edward's Fringe Festival
- 2nd July – Les Misérables Performing Arts Reward Trip
- 20th–23rd July – Performing Arts Tour to Paris

Thank you for your continued support of the Performing Arts. It is a joy to see so many students embracing creativity, performance and collaboration with such enthusiasm. Any questions on how to get involved- get in touch with Mrs Keene!

It has been another busy and exciting period of time in the PE dept, with fantastic participation and commitment across multiple sports.

### **Year 7 & 8 Netball Leagues**

Our Year 7 and Year 8 netball teams are fully underway in their league fixtures. It has been brilliant to see such a large number of students representing the school across both year groups. The enthusiasm at training has been outstanding, with strong attendance and excellent effort week after week. Players are developing their skills, teamwork, and match awareness, and we are already seeing great progress on court.

### **Basketball Update – Year 10 & Year 9**

We have now successfully completed the Year 10 and 11 basketball leagues. The teams showed determination and resilience throughout the season and represented the school with pride. Following this, we have moved straight into the Year 9 basketball league – and it has started with high levels of success. The squad has demonstrated impressive teamwork and intensity, setting a strong foundation winning the first set of matches.

### **Upcoming Festivals – Year 7 & 8**

We are excited to share that the Year 7 and Year 8 festivals begin with yr 8 next week. With yr 7 the following week. It's brilliant to see different students representing themselves and the school through different sports. With the Year 8 basketballers coming in 3rd place and Year 7 managing to win the PEDSA tournament, beating Poole Grammar in a close final.

### **Football**

Many of our football cup runs have unfortunately come to an end. However, both our girls' and boys' teams have played some fantastic football throughout the season and have represented the school brilliantly. Their teamwork, effort, and sportsmanship have been excellent to see. We still have exciting fixtures ahead, with our Year 7 and Year 8 girls preparing to play their quarter-final shortly. We wish them the very best of luck as they

shortly. We wish them the very best of luck as they continue their cup journey.

### **Cricket**

The year 10 cricketers played in an indoor tournament at Canford School and found themselves coming 2nd place. With an excellent standard of cricket being played on the day from all teams.

### **GCSE PE Update**

Our GCSE PE students have recently completed their mock examination, and we are delighted to see that lots have been working hard towards them. It has clearly demonstrated that revision really does make a difference!. For those who have been putting in the effort – please keep going. Your hard work is paying off. If revision has slowed a little, now is the perfect time to refocus and get started again.

GCSE practical moderation is also fast approaching, with two assessment days scheduled for Friday 20th March and Tuesday 24th March. Students should ensure they are fully prepared and continuing to practise in their chosen activities in the lead-up to these important moderation days.

### **Summer Sports**

Upon our return after Easter, our sports clubs and fixtures will transition into the summer programme. We will be running clubs for cricket, athletics, tennis, rounders and softball.

We are really looking forward to seeing as many students as possible taking advantage of these opportunities. Even if you have never tried one of these sports before, it is always a great idea to get involved and experience something new. Summer sport offers a fantastic chance to enjoy the sunshine whilst playing sport with friends.





St Edward's  
School

Unity - Achievement - Faith

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