

# Northolt High School newsletter



Friday 30<sup>th</sup> April 2021

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Committed to excellence

## A sustainable future

Over the last nine school days, we have been taking part in the Sustrans Big Pedal 2021 Challenge. This challenge is all about sustainable transport and we've been asking students to tell us whether their journey to school has been a sustainable one each day. We've been logging the results and have discovered that our Year 9 students are the keenest cyclists, our Year 7 students prefer scooters to cycles and in every year group, the preferred way to travel to school sustainably was to walk! At the last count (before adding in Friday's scores), we have made an amazing 3,480 sustainable journeys to school. Year 8 have been leading the way on our school league table throughout and I am confident that they will be crowned winners on Tuesday. Well done to everyone who participated.

In other news this week, we've been very busy formalising our approach to how we determine final grades for our Year 11 and 13 students. Year 11 families should have received letters today outlining our planned approach and Year 13 families will receive letters on Tuesday. Please come back to us with any questions you may have.

Finally, I'm excited to tell you about some developments in our new school building project. We are applying for planning permission to relocate some temporary accommodation from elsewhere in Ealing to our school site. This will enable us to relocate our Science department from our South Building. The old South Building will eventually be demolished and will become the site for our new school.

Our new school building project is being funded from the sale of surplus land at Dabbs Hill and a contribution from Ealing Council. We have a shortfall in funding for our new build project and so are also consulting about potentially selling land to the North side of the site which will not be needed once the new school building is in use. We will be holding a public consultation about this on Monday 12<sup>th</sup> May. Please look out for the letter coming out to you all on Tuesday which has further details about this exciting project!

*Ms Budd - Headteacher*

## Mental Health Support - Speak CAMHS Helpline

'[Speak CAMHS helpline](#)' is an advice line for parents and carers who are concerned about their child's mental health, to seek advice, support and guidance for children who live in Ealing, Hammersmith and Fulham, or Hounslow.

**Speak CAMHS helpline**  
**0800 328 4444** (choose option 2 for CAMHS)  
Monday to Friday from 8am to 11pm

Weekends and Bank holidays from midday to 8pm  
Outside these hours, crisis calls will be passed to an out of hours CAMHS professional. If they're not available to talk straight away, you can arrange a call back.



**NHS**  
**West London**  
NHS Trust

*Seizing opportunity*

*Instilling ambition*

*Realising potential*

## Cultural Capital

Cultural capital is a person's social assets; their education, intellect, style of speech, dress and so on. The more cultural capital someone has, the more likely they are going to be able to successfully navigate the many challenges we all encounter throughout our lives – from job interviews to making friends.

An exciting new project has been launched with the year 7s to support them in becoming more independent learners and responsible citizens and we need your help! The project is designed to increase pupil's cultural capital.

Starting at the beginning of the summer term, year 7 students have been issued a handbook detailing 3 of the recommended characteristics shown to help develop students' cultural capital.

Overtime we hope to add more characteristics for the students to familiarise themselves with and apply in their day to day lives. The handbooks will be used by the students to learn about those characteristics and to record instances where they were employed – either by themselves, their peers or in the classroom.

Anything you can do to support your child in this project – perhaps by reading their booklet with them and discussing what notes they could add – would be greatly appreciated. This is an excellent opportunity to help develop our young people to become more successful and proactive learners. The more we can all draw their attention to the project, the more likely it will be a success!



## Covid-19 Symptoms

You must keep your child at home if your child or anyone else in your household develops coronavirus symptoms. The main symptoms of coronavirus are: • **high temperature** – this means you feel hot to touch on your chest or back (you do not need to measure your temperature) • **new, continuous cough** – this means coughing a lot for more than an hour, or 3 or more coughing episodes in 24 hours (if you usually have a cough, it may be worse than usual) • **loss or change to your sense of smell or taste** – this means you've noticed you cannot smell or taste anything, or things smell or taste different to normal.

If you are keeping your child at home you must contact Ms McMurdie, our attendance officer, on **02088648544 extension 705**. She will then be able to advise you further.

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## Dreams

Langson Huges 1902 - 1967

Hold fast to dreams

For if dreams die

Life is a broken-winged bird

That cannot fly.

Hold fast to dreams

For when dreams go

Life is a barren field

Frozen with snow.

## Year 7 sharing their dreams

Year 7 have begun their study of poetry in English this term. We are learning about metaphors and the different parts of a metaphor. This poem is about how a life without dreams is empty and meaningless. Dreams give us a hope and allow us to "fly".

Miss Bowler spoke to the Year 7s about their dreams and aspirations. The list was extensive and our year 7s are certainly going to fly...

**Christy** wants to be a mechanic, **Zac** an engineer, **Lee** a footballer, **Maddie** a Maths teacher, **Kevin** dreams of being an architect, **Ariba** will be an entrepreneur, **Daniel** wants to be a footballer and **Aboudi** is destined to be a chef! **Saara** will be saving lives as a doctor, **Ronnie** wants to be a mechanic, **Atheer** will be a dentist, **Samin** is going to be a software engineer and **Pavithra** dreams of becoming an artist or animator!

**Ayoub** aspires to be a business man, **Salma** wants to run a bakery, **Jazmin** dreams of becoming a lawyer, **Amalia** by her side as a criminal investigator and **Ilyas** wants to be a footballer. **Samra** dreams of being a therapist, **Adnaan** a civil engineer, **Bradley** a programmer and Mohammed a pilot! **Emma** wants to be an author, **Nicolas** a famous youtuber, **Brianna** wants to be an interior designer and **Amaar** wants to be a computer engineer.

**Atharva** wants to be a software engineer, **Jaz** an actor, **Ashwin** wants to travel the world and make new friends, **Rodyden** will be a CEO! **Maria** wants to protect us in the army and **Varsika** wants to be the Head of the Police!

I'm sure you can agree the dreams of Year 7 are wonderful and Northolt can't wait to help them seize their potential!

And with more great news to share from year 7, after experiments in their science lessons, here is a wonderful piece of work completed by **Jessica** in 7IYE explaining how to change the colour of flames.

**COLOUR FLAME EXPERIMENT**

I did this experiment with Vanessa and Skylah

Metals change the colour of a flame when they are heated in it, the flame becomes a colour. The colour of this flame can help us identify common metals. These are some of the names of metals that make the colour: Lithium, Sodium, Potassium, Rubidium, Caesium, Calcium, Strontium, Barium, Copper, Iron. These all create coloured flames.

A Chinese cook accidentally mixed 3 ingredients together: Saltpetre, sulphur, charcoal and then lit them. The birthplace of fireworks is in China. It then there was a colour array of flames (gun powder)

At first the Chinese used the fireworks for entertainment reasons, then they found out that they could make the fireworks have a loud banging sound when they could be let off so they began to use these in battles as for the times it could be scary a loud bang so it would scare them away.

To do the flame test we dipped the splint into the sample of the compound, then we put the splint into the edge of the bunsen burner flame and recorded the flame colour. If you had some of the world's best scientists, you had money you could possibly produce some other colours of fireworks you would need probably quite a bit of money because some science experiments take years to produce even if it was done by the most talented fireworks. Because you need room and time for trial and error.

BY JESSICA YEAR 7 SCIENCE

Metal	Barium	Flame Colour	Light Green
Metal	Strontium	Flame Colour	Red
Metal	Lithium	Flame Colour	Pink
Metal	Copper	Flame Colour	Blue/Green
Metal	Sodium	Flame Colour	Orange
Metal	Calcium	Flame Colour	Brick Red
Metal	Potassium	Flame Colour	Lilac

We had to follow some safety rules to ensure that everyone is safe at all times. If we have long hair we had to tie it back because hair is flammable, we also had to wear safety glasses.