

PREPARE | ASPIRE | SUCCEED
EDITION 2



June 2022



Mr Jones

Often at this time of year, school staff are longing for a rest and a break. This year, however, feels different. We have spent so much time waiting to be able to 'move on' from dealing with Covid 19, and its never ending restrictions, that we are just so glad that we have been able to fully reignite the 'Cottesloe Journey' for our students and families over the last few months.

In this edition of Prepare, Aspire, Succeed, I want to be able to celebrate and share with you the vast array of activities that we have been able to offer over the last few months of this academic year. These clearly reflect the return to 'normality' and demonstrate how much we value learning beyond the classroom and the integral role this has on personal development.

I have been fortunate enough to go on a multitude of trips and visits in my 20 plus years in education and I can always identify and recall fondly moments that make such activities so valuable and rewarding. I was recently reminded of this when I attended a day of the Year 9 Duke of Edinburgh Bronze Expedition training in the Chilterns.

I arrived at the camp early on Friday morning as the students were assembling and packing down their tents after a restless night caused by the local foxes. Most of the students were in great spirits; they were helping each other and those that were finding it tough were being encouraged by staff and peers. In the corner of the camp, I noticed one young man, on his own, being busy and I asked Mr Curtis - who was leading the trip - who it was as I could not see him clearly.

To my amazement, it was a student who I know really struggled both physically and emotionally with Lockdown. It was a joy to see him out in the field with his peers getting stuck into tasks that the pandemic had previously denied him doing. It was one of those moments that I always take away from activities such as this because they remind me of how privileged I am to work with such amazing students and staff.

So often on these trips it can be the making of young people and they see a purpose to their 'Cottesloe Journey'. This is why we place so much value on creating these opportunities for young people as we know it can make a difference, especially after all we have been through.

One of the positives from the recent global pandemic is that we have created a fantastic sense of community and togetherness within the school. We know our students and their families better and this can only be a good thing as we look to improve the school.

As we draw this academic year to a close, we have begun planning for the next 3 year cycle of school improvement. Our Ofsted inspection back in November now seems light years ago, but since then I have spent considerable time re-evaluating our progress and setting our course, particularly in light of the recent White and Green education papers. This is an exciting time and we have made some changes to our Senior Leadership Team and their responsibilities in order to meet our ambitions - more of this in September.

I would like to take this opportunity to thank all staff, students, governors and parents/carers for their continued support this year. We are so pleased that the educational opportunities that we offer young people and families in this area will continue to make a positive difference to their life chances.



Prepare | Aspire | Succeed



Student Showcase

A round up of all the fantastic student work this term

Letters to and from France

Three Year 7 classes have had the opportunity to write letters to fellow Year 7s studying at the Collège Gustave Courbet in Trappes.

Some even brought everyday objects (stamps, coins, teabags) for their French pen pals.

We will open the letters sent from France right after half term and our Year 7s are really excited to read them.



A Star in the making



Year 9 student Erin Thorne, is fresh off the big stage after performing in *The Sound of Music* at Court Theatre, Tring starring as none other than Louisa Von Trapp.

Erin performed to sell out shows. She had flowers thrown at her and the cast. Erin was also very lucky enough to meet the patron of the theatre group, Gary Wilmot.

Gardening Club

We have had a very busy term in Gardening Club.

We have focused on planting up the Veggie garden. Because of a local rabbit we have had to put up some chicken wire to protect the young plants. Keep your fingers crossed they survive.

The Sweet Peas have been planted and are rampaging up their supports. Hopefully they will be in flower soon.

The Wellbeing garden has looked really pretty this term. Unfortunately we have an awful lot of weeds to clear, so will be busy over the next few weeks to try and get it looking tidy.

Finally the Sun flower completion is in full swing. Hopefully the Year 7s and 8s are nurturing their seedlings.

These will be planted out after the half term holidays.

Well done to all the gardening club members for all their hard work this term.

If anyone is interested in joining us after school Monday and/or Thursday let your form tutor know. They can then forward any names to me.

Happy gardening! Mrs Hammons



Gardening Club Interview with Rory Keen

What made you want to sign up?

Rory: The thing that made me start gardening was when I was in school in the first lockdown, Miss Hawkes was leading the gardening in both lockdowns. There was a group of us, we put hexagonal beds up outside the library, and grew Sweetpeas in the beds. We had loads and loads of flowers. We also took some down to the care home outside the school in Wing.

What do you love most about Gardening Club?

Rory: The thing I love the most about gardening is when you grow flowers and vegetables and sometimes being able to take the items you produced home with you and tell your parents what you made. I also love getting stuck in with the DIY side of things, for example:

- We built a shed earlier this year
- Assembling the (raised) borders at the beginning of the first lockdown

What do you aspire to achieve on the school grounds by doing it?

Rory: I hope to achieve on the school grounds to have a functional garden for anyone to look around that wants to. Hopefully like a sensory garden where anyone can go and relax. Also hopefully to be able to grow vegetables and students from catering classes can come down and collect the vegetables they need.



Art Studio@Cottesloe





Bella
Year 7



Hattie
Year 7



Ruth
Year 7



Alex
Year 8



Maggie
Year 8



Fern
Year 9



Lucy
Year 9



Be Her Lead

Miss. Goddard

BE HER LEAD

The Cottesloe School is one of only 13 schools in Great Britain currently enrolled in the national Be Her Lead programme - an enrichment and intervention opportunity designed to give girls the opportunity to develop confidence and leadership skills.

A select group of girls in Years 8, 9 and 10 are participating in workshops facilitated by members of The Cottesloe School staff and are given the freedom to discuss their hopes, worries and aspirations for the future. Already they have spoken about some real concerns that affect everyone in society - image, status, violence - and are starting to think about how they can become a positive force for change in the school community and beyond!



Many girls nationally are never given the opportunity to speak honestly and openly about big issue questions and are never encouraged to aspire towards becoming successful in subjects or careers that have traditionally been seen as "boys only". Be Her Lead looks to challenge that, and in the next half term, the girls will have the opportunity to meet women who prepared, aspired and succeeded in a wide range of fields.

CHECK OUT THIS
ISSUE'S OTHER
ARTICLES:

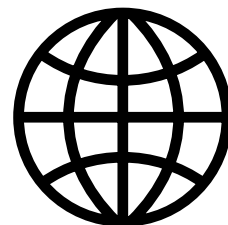
[Art Studio@TheCottesloeSchool](#)

“I love how much we are supported in Be Her Lead. So many girls and women face problems with how many people are seen today! I am glad that I can do something about it!”

“It’s great to have a safe space to talk about issues we face without being judged.”

“I absolutely love Be Her Lead, it gives me an opportunity to finally speak out about how I feel without getting judged and makes me feel as important as everyone else!!!”

To follow Be Her Lead UK, click on icons below



Be Her Lead students at The Cottesloe School with some of the images they have produced during workshops





Mr Peel

ASSISTANT HEADTEACHER
OUTCOMES & EQUALITIES

closing the
G A P

Pupil Premium

This term we were delighted to have the opportunity for Marc Rowland to visit the School to work with us in developing the outcomes and opportunities for our Pupil Premium students. This is part of a wider project across Buckinghamshire, in which The Cottesloe School is a "Champion" school.

Marc is a foremost expert on the effective use of the Pupil Premium and on improving outcomes for disadvantaged learners. During the day, Marc met a range of people, including the leadership team, teaching, staff, curriculum leaders, support staff, and most importantly, students, to help understand the current provision for Pupil Premium students at the school.

Marc was able to pull together a clear picture of how we support Pupil Premium students, and the feedback we received from him was really quite extraordinary...to quote him:

You may have seen his Twitter posts following his visit on Friday, (he was clearly impressed!

Marc Rowland @marcrowland73 · May 13

What made the efforts of the @cottesloeschool stand out was not just what's described below. It was also a) that this was happening in a non selective school in a selective system b) the school's contribution to ongoing efforts to address disadvantage with local partners.



Marc Rowland @marcrowland73 · May 13

Today I visited The Cottesloe School in Buckinghamshire - it was completely brilliant. Disadvantaged pupils achieving very well academically and making great strides with personal development. All underpinned by very strong relationships - which run through everything. Fantastic!

1

6

14



Marc Rowland @marcrowland73 · May 13

Today I visited The Cottesloe School in Buckinghamshire - it was completely brilliant. Disadvantaged pupils achieving very well academically and making great strides with personal development. All underpinned by very strong relationships - which run through everything. Fantastic!

2

8

66



"We are the 741st school that he's visited, and he's never before seen such care and support towards pupil premium students, founded on such positive relationships"

Whilst it is wonderful to know that we are doing great things already, plenty more can be done. To that end, we're going to continue working with Marc to develop what we do even further and work with our feeder and local secondary schools to improve the chances for the students even further, which I think is incredibly exciting for us all.

Our Pupil Premium strategy can be seen on the school website and would welcome any comments, suggestions or support that you may have.

Can I also ask, that if your son/daughter has any unwanted revision guides, equipment or uniform that they no longer need, and is in good condition, could these please be donated to the school in order that we can help to equip other students who may benefit from such items. Please can these be handed to Mrs Hardings in student reception, who would be extremely grateful!

What is Pupil Premium and is your child missing out on...

- Additional support
- Learning Support
- Pastoral
- Curriculum enrichment
- Free school meals

IF YOU THINK YOU MIGHT BE ELIGIBLE PLEASE CONTACT THE OFFICE@COTTESLOE.BUCKS.SCH.UK

More about Marc Rowland

Marc Rowland works with and advises the Department for Education on addressing educational disadvantage in schools, having worked with over 700 individual schools to support them with their strategies to improve outcomes for disadvantaged pupils. He is also working with the Education Endowment Foundation's National Research School network on the rollout of their national Pupil Premium training programme and on a range of programmes focused on educational disadvantage nationally and is currently the adviser for improving outcomes for disadvantaged learners for the Unity Schools Partnership. In short, he's the leading expert in Pupil Premium.

SEND and Inclusion

Miss K.

Ms A-M. Hibbert

Rivero-Cabrera

Mrs E. Willingale

Miss L. Phillips

Mrs L. Kimber



SENDCO



INTERVENTION AND
QUALIFICATIONS LEADER



AUTISM
ADVOCATE / TA



AUTISM
ADVOCATE / TA



ELSA
COORDINATOR /
AUTISM ADVOCATE
/ TA

MEET The Cottesloe SEND Team

ASDAN Success

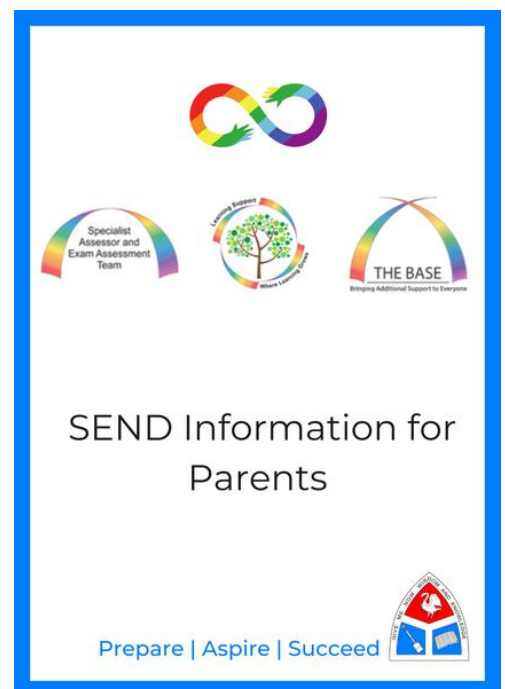


ASDAN

(Award Scheme Development and Accreditation Network)

In July 2021, we were proud to give out 101 nationally accredited awards to our Year 10 and 11 SEND students. The Cottesloe School has been a member of the ASDAN community since 2015. ASDAN short course awards give students an additional qualification which they can use to access level 2 post 16 courses. Because they are 100% portfolio based, ASDAN short course awards give students who may struggle with GCSE exams the opportunity to leave Cottesloe with a useful and nationally recognised qualification.

Last year we successfully ran short courses in English, Maths, Spanish, PHSCE, Beliefs and Values, History, Geography, Enterprise, and even in Construction, and Landscaping!



SEND Information for Parents Booklet

We have been going through the process of updating our documents, please see [this booklet](#) for SEND parents/carers.

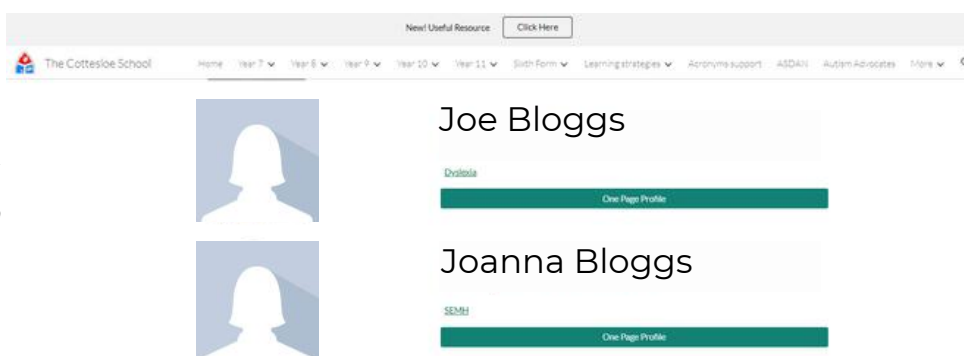
One-Page Profile

All students at The Cottesloe with Special Educational Needs or Disabilities have a Cottesloe One-Page Profile, which gives all staff working with the young person an 'at-a-glance' overview of the strengths, and areas of difficulty which they have.

The Cottesloe One-Page Profile also has a useful Teaching Strategies section which enables us to develop a consistent approach to student support. One Page Profiles are shared with students and their parents/carers at the start of each academic year and are updated throughout the year.

“The school has strong systems in place to identify pupils with special educational needs and/or disabilities (SEND). Leaders have high ambition for these pupils. OFSTED 2021”

One-Page Profiles are safely stored on our internal SEN site for Staff, which also has a vast library of links to articles and websites on a wide range of different medical and neurological conditions.



Example of One-Page Profile



The Cottesloe School
One Page Profile
for Class / Subject
Teacher's Information

Prepare | Aspire | Succeed

	Student Name	
	Year Group	
	Category of SEN	EHCP
	Author	
	Latest Reading Age/Date	
	Primary need	Autism
	Exam Access Arrangements	25% extra time, supervised rest breaks, laptop

Strengths / Capabilities	Recommended Teaching / Support Strategies	
<p>Student XXXX answers questions enthusiastically in class and is beginning to put up their hand rather than call out.</p> <p>Student XXXX shows a desire to communicate/interact with others. They will initiate conversations with adults and peers when the topic is of interest to them.</p> <p>Student XXXX has excellent long term memory skills. When the task is of particular interest to him, Student XXXX can focus well.</p> <p>Student XXXX likes visual learning and engages well with IT</p>	<ul style="list-style-type: none"> Reminders of upcoming homework and ensuring it is put on Show My Homework as soon as possible Give notice for any room changes coming up. Give notice and reminders of any tests coming up. Extra time on longer written tasks. Regularly prompt Student XXXX to stay on task to avoid them drifting off Use Student XXXX's name before talking to them to ensure you have their attention Allow for learning breaks to let Student XXXX become focused on the lesson again. Jobs such as handing out books and collecting equipment can also do This. Praise Student XXXX for the good behaviour he displays, especially when they wait their turn instead of shouting out. Student XXXX should be sat near positive role models where possible. For longer written tasks, access to a laptop will enable Student XXXX to complete their own work. Encourage Student XXXX to work as independently as possible. Student XXXX needs instructions to be broken down into smaller chunks and repeated as necessary. Check-in on Student XXXX and their understanding of a task Student XXXX needs explicit instructions. e.g "complete three paragraphs" 	
<p>Difficulties</p> <p>Student XXXX has difficulties producing written work at a fast pace.</p> <p>Student XXXX has a limited sense of danger.</p> <p>Student XXXX can often find it hard to wait their turn to share their ideas resulting in shouting out in class - however, this has improved</p> <p>Student XXXX becomes upset if there are unexpected changes.</p>		
Desired outcomes (by the end of Key Stage X)	Progress towards Outcomes	Notes
E1 - Student XXXX will be able to work cooperatively alongside their peers with adult support	E1 - Student XXXX is able to work in a classroom setting with select peers. They can become frustrated with	



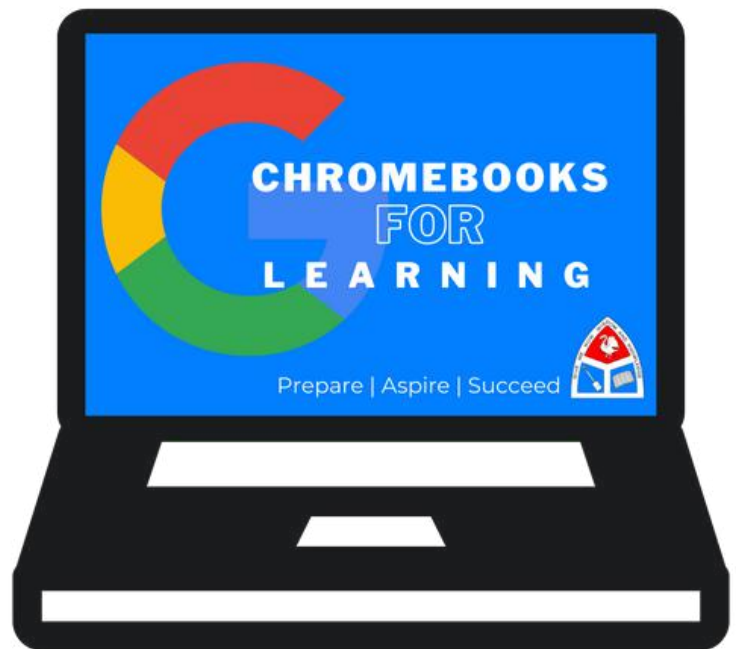
Mr Smith

ASSISTANT HEAD | TEACHING AND LEARNING

The Cottesloe Chromebook Scheme for Learning

In March 2021 we launched our Chromebooks for Learning Scheme with the ambition of taking our students' learning experience to a new level. In daily life, our students are surrounded by technology which they openly embrace and use as part of their learning and development. After the successful launch with a single year group, this has now been rolled out across all years in Key Stage Three. At present we have between 90-95% of our students with personal Chromebooks which brings enormous educational benefits.

The ultimate goal is for all students to either purchase their own Chromebook or participate in the various temporary loan options available. Future students successful in securing a place at The Cottesloe School will now be expected to become part of this scheme and benefit from the opportunities that this brings to enhance their education and help them on the learning pathway to success.



Why Chromebooks?

There is a wide range of tablet and laptop-style devices available on the market. The Cottesloe School conducted pilot schemes and extensive research when considering the type of device which would be best suited to students in our school. A Chromebook looks like a laptop in appearance but operates in a very different way with students accessing services and apps online.

The Chromebook operating system is produced by Google which provides a wealth of apps and services which are specifically designed to support students in education. Chromebook devices boot up in a matter of seconds and have a battery life that lasts up to 8 hours, dependent on use.

Chromebook devices are managed centrally by our IT Support Team to ensure that access is safe and secure. Internet content is filtered for inappropriate content to ensure students can access everything they need for their school work. Research has confirmed that good home access to technology has a positive impact on a child's educational achievements; it often motivates them to do schoolwork by providing more interesting and engaging ways to learn.

In order to purchase a Chromebook through our scheme, please visit [our website](#) for more details. This will allow you to follow links to Freedom Tech, our supplier who will then offer a range of payment options. We try to work with all parents to offer ways to enable all students to have access to a Chromebook so please contact our Business Manager, Nicola Hulland, if you wish to discuss this further. To complete an order, you will need to click on the Freedom Tech portal [link](#) using our school website and follow the instructions. Your order is complete once the first payment has been taken.

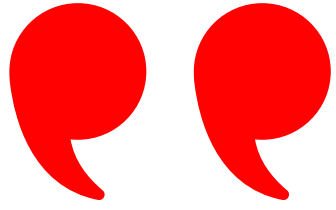
The more we use Chromebooks the more we recognise the diversity of uses they have. However, they will never replace an exercise book because they are important for our students to be prepared for examinations. There are a plethora of uses which range from supporting our successful Accelerated Reader programme, opportunities for collaborative working using Google documents, online textbooks, the ability to differentiate materials more easily, the ability to edit work more easily, and online past paper materials which provide instant feedback to name but a few.

Within the next 18 months, the scheme will have been rolled out to the entire school. We shall continue to train our staff in the advantages and uses of Chromebooks to enhance learning.

We would remind all parents that after such a large investment we recommend that you purchase a suitable case which will protect the device. We have had a couple of instances where a device has been accidentally damaged and most often the device was not in a case.



Chromebooks in action



Year 7s in Modern
Foreign Language
Lesson

Helps my education

Boosts my
education
and
technology

Educational
and fun

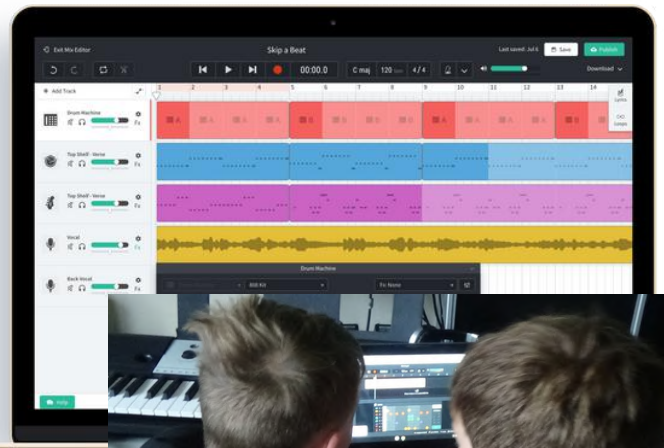


I find handwriting hard so it
makes it easier for me to
produce work



Here is a video montage of our Year 10s teaching Year 7s how to use BandLab in Music with Mrs Pinto.

BandLab for Education empowers teachers and students with everything they need for collaborative, engaging and meaningful learning in the classroom. Music creation for all. Record, mix and collaborate on music projects.





Mr. Magill
Head of Year 9



"I got to experience so much, that I wouldn't have been able to, if I didn't go"

Kees Mercer

SKI TRIP TO AUSTRIA

Mr. Magill

After several years away from the slopes, the school embarked on their much awaited trip to Austria, Obertauern, with 6 staff and 48 students.

A lot of excitement and nerves from both staff and students were building for the long coach journey; first of all to Dover then all the way through, France, Germany and finally into Austria, where we stopped for a continental breakfast. This was a great opportunity to apply some of our German language with the locals.

Arriving at our resort, we met our tour rep from Club Europe, Christian. We were then fitted with all of our ski equipment and made our way to the Gotschallalm to unpack and get some much needed food and rest.





We had five hours of skiing per day with a hot lunch along with three evening activities of a sleigh ride, a bowling evening and a night at a swimming pool. The week culminated with a race and presentation evening for students to receive their awards from their instructors.

We had five different ability groups working their way around the mountain at different rates.





I WOULD JUST LIKE TO SAY A MASSIVE THANK YOU
TO ALL THE STAFF THAT ATTENDED AND MADE THE
TRIP SUCH A GREAT EXPERIENCE FOR ALL
STUDENTS.

LAUREN SUFFLING, LAURA STEARS, EMILY GRAY,
ALEX CURTIS AND FIN TYMON THANK YOU SO MUCH.

OUTWARD BOUND TRIP

Ullswater, Lake District 2022



Mr. Curtis

Second in PE

"I've not been back since 1971, I was sent here as an apprentice for 6 weeks. I arrived a boy and left a man. This was one of the most significant, life-changing moments in my life..."

Mistaken for an Outward Bound instructor (I do scruffy and unwashed well) on a steamer travelling back along the Ullswater lake I was approached by an elderly gentleman. He had walked from bow to stern to talk to me. Tired after our 2-day expedition I was ready to dismiss him.

"...thank you!"

Yet his opening gambit had me hooked. And so began the story of the Outward Bound program, its positive impact on personal development, first-hand, and so strong its pull, a return to the centre some 50 years later full of praise for those still working for the organisation.

Having directed him in the direction of a bona fide instructor (even scruffier than me) I sat and reflected on what our students had experienced over their 5 days in the Lake District...

"Run the Outward Bound," they said, "it will be fun!" they said.



Having worked with Form Tutors, Curriculum Leaders, Team Hub, their Head of Year, the Safeguarding Team and parents; I had my group, then I didn't, then I did. And it dawned on me, that this might be a tough gig! The pattern was set, the fear of the known or the unknown, the paralyzing and seemingly most powerful of all human emotions might actually make this mission impossible. Silly boy!

Our students weren't prepared to accept that 'life is fine the way it is' and were prepared to push boundaries and show levels of resilience, beyond what I thought possible. We and I say we, as Mrs Hankin, Mr Perkins, Alfie (our Esri-UK ambassador) and I were all actively encouraged to be involved by the students: jumped into lakes, Ghyll scrambled, canoed, walked up mountains, wild camped, jumped off cliffs, ran through woodland, lit campfires, took part in orienteering, nightline and a variety of problem-solving/team building activities. The students were responsible for organising and maintaining the equipment, their time, their personal kit, their dorms, and their lives for five days. Most had to dig deep. Some went to the well.

We had tears, tantrums, denials, and refusals but once we calmed Mrs Hankin down, the trip ran smoothly along its expected emotional peaks and troughs. Students found something within themselves, strength in unity, self-respect and respect for others.

Did this trip achieve its intended goals? Was it worth it? As an Outdoor Education major at university, I know the subject's strength is its focus on review and personal reflection. And this is the strength of the Outward Bound programme. Experience is nothing without review and the post-activity sessions led by instructors encouraged personal introspection; what are my strengths? What can I do better? What is the beast in the forest?

One of the most enlightening sessions centred on the 'circles of influence', another on how personal attitudes can affect behaviour and the subsequent behaviours of those around you. Life skills.

For those of you who thought this was just a 'walk in the lakes,' it was so much more. The challenge for me is how we expand this experience to reach more students and how I help us all relate their Outward Bound experience to school and life.

Thank you to Mrs Hankin and Mr Perkins.

It's been emotional.

Mr. Curtis



Useful Times

7:00 Duty Instructors wake up the students

7:30-8:30 Breakfast (Groups to be on time in the student lounge)

8:30 Dorm Inspections

8:35 Staff Briefing (Staff Lounge)

9:00 Morning Meeting (Games Room)

9:00-17:00 Day's Activities

17:30-19:00 Dinner (Groups to be on time in the student lounge)

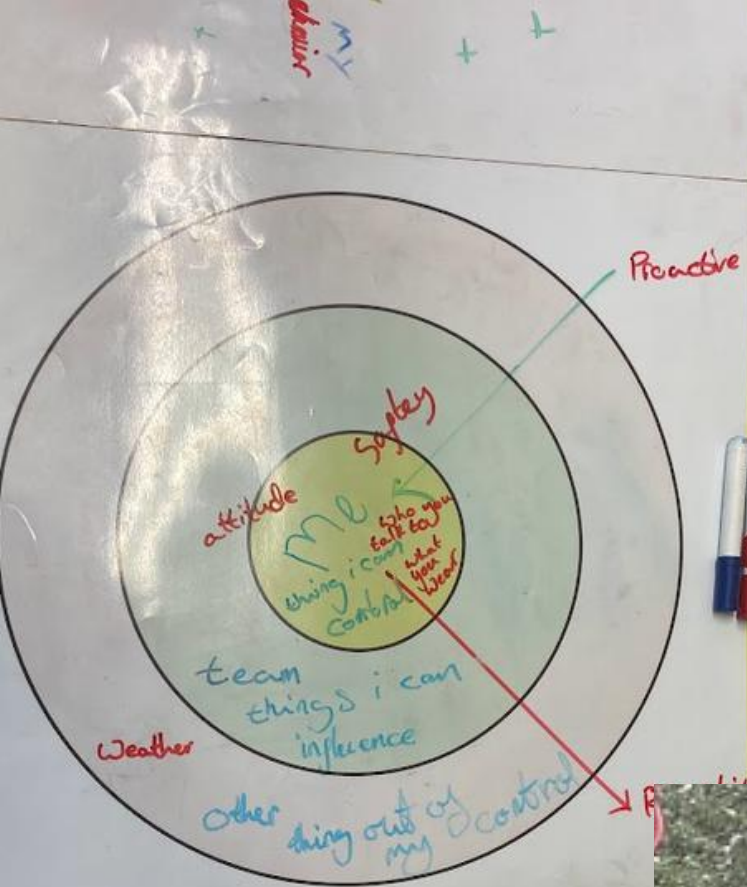
19:00-20:30 Evening Session

20:30 Shop opens (If you want it)

20:30-21:30 Hot Chocolate (Dining Room)

22:00 In Dorms

22:30 Lights Out





Mr Matcham
Careers Lead | Sixth Form

Careers Week

After a number of key events being postponed over the last two years, the careers programme at The Cottesloe School is now back up and running. Having said that, we were one of the only schools to offer a full Work Experience opportunity for our Year 10s last year, which enabled us to maintain our complete set of Gatsby Benchmarks.

The Cottesloe School has been awarded 8/8 on Gatsby Benchmark



GATSBY

1. A STABLE CAREERS PROGRAMME	2. LEARNING FROM CAREER AND LABOUR MARKET INFORMATION	3. ADDRESSING THE NEEDS OF EACH PUPIL	4. LINKING CURRICULUM LEARNING TO CAREERS
5. ENCOUNTERS WITH EMPLOYERS AND EMPLOYEES	6. EXPERIENCES OF WORKPLACES	7. ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION	8. PERSONAL GUIDANCE



Students are very well prepared for when they leave school and gain the qualifications they need for their chosen destinations.

OFSTED 2021



Work experience for this year is going ahead between the 6th and 19th of July with the majority of students already having secured placements. Here are some highlights: two students are working at Aston Clinton Veterinary Centre, which contradicts the urban myth that you have to be 16 to work in this sector, one student is working at a solicitors in Lime Street in London, and another in a HR department in an office in Belgium. We aim to visit all the students at their placements but the latter might be a little outside of our budget.

I am in the last phase of interviewing Year 11 students to ensure they make an informed decision over their next destination following their GCSEs and I will shortly begin the process with Year 10.

Years 10 and 12 spent a productive morning at the Bucks Skills Show which was a valuable opportunity for our students to interact with representatives from universities and businesses from across the country in a wide range of sectors, and to collect as many freebies as they could carry. This was a significant event in the history of The Cottesloe School as it was the largest group, over 200 students, to leave the school premises on an outing since the first lockdown.

The Sixth Form programme which was probably hit the most by lockdown is now up to full speed with the following going ahead:

- The National Apprenticeship and HE Fair at MK Arena.
- The Regional UCAS Fair at the University of Bedfordshire.
- Loughborough and Oxford University visit.
- Oxbridge application Practice Interviews.



Finally, highlights for the future are the Bucks SEN Careers Fair at the end of June which our students will be attending and a virtual STEM experience for our Maths and Science students. The Cottesloe Careers Fair will be relaunched this year, so keep watching this space.

To keep up to date with all things careers related please check the school website and the usual social media platforms.

We hope you enjoyed the second
edition of Prepare, Aspire, Succeed
Newsletter!

We welcome all feedback and any articles you
would like us to include next time.

Email agunn@cottesloe.bucks.sch.uk

