



Bentley Wood High School

Newsletter December 2024



Insightful Safeguarding Workshop by TFL

This November we had a safeguarding workshop here at Bentley Wood, focusing on safety on public transport. The TFL Guardian Workshop provided valuable insights into responding to crimes that may occur on buses, trains, and other public transport.

As we arrived in the hall, members of TFL and the Met Police were present, each sharing their expertise. This variety of input made the workshop particularly useful as it covered a range of detailed information.

One of the key topics we discussed was the concept of “Safe Strangers”—people in uniform at their workplace who are safe to approach for help. The session also focused on harassment and how to report it, which can include speaking to a bus driver, taking notes on the perpetrator’s description, and more.

We also learned about the human responses to danger—Fight, Flight, Freeze, and Friend—and how understanding these responses can help us react better in risky situations.

An intriguing fact shared was how police can use an Oyster card to pinpoint the exact CCTV footage of someone’s journey on public transport. Additionally, we were shown how to handle emergencies, such as pressing the emergency button on railways to alert someone who can monitor the situation.

What stood out most was the workshop’s interactive nature. Students asked many questions, which were answered in detail, leading to high levels of participation.

This workshop was both useful and necessary, as it raised awareness about the potential dangers on public transport and how to deal with them. By encouraging us to ask questions, it ensured we gained a clear understanding of this important topic. Overall, workshops like these broaden our perspectives, and I look forward to attending more in the future.

By Zahra K 9LSB



Don't forget to check our website for regular news updates:

www.bentleywood.harrow.sch.uk



Message from the Headteacher

Dear Bentley Wood Community,

It is my absolute pleasure to send you all another fantastic newsletter! The Autumn term is always the longest and busiest of the year and that really reflects in this newsletter.

This week we had an amazing Winter Concert with over 100 students involved; Such a variety of talent on show from the incredible BSL performers, dancers, musicians, actors and singers. All beautifully supported by dedicated staff and very calm and collective backstage, lighting and sound crews. We saw a taster from the upcoming Oliver production which is something for us all to look forward to in the New Year.

Thank you to parents, carers and staff, for encouraging and supporting our students to develop themselves through clubs, societies, community and charity work. We can see through this newsletter the clear benefits for them in having enriching experiences beyond the classroom. My hope is they take away from their school days amazing experiences, exciting opportunities and fond school day memories.

I always share with the students and staff in my end of term assemblies the list of so many students who have been acknowledged by staff, won awards, shown resilience, achieved their best or just shown amazing CARE values. It is a lovely send off for the holidays. Well done to them all.

Wishing you all a wonderful holiday and very Happy New Year.

Kind regards,



Naseema Akbar
Headteacher

Project Guardian Workshop Reflection

The Project Guardian workshop was captivating. At the start, we were shown statistics revealing how common sexual harassment on public transport is and how rarely it gets reported.

We learned about the different types of sexual harassment and what each one entails. Real-life CCTV footage demonstrated how easily someone can commit harassment without being noticed, emphasizing the importance of reporting incidents. We also reviewed cases that highlighted the prevalence of recidivism and how reporting incidents helps officers identify patterns of behaviour.

In the final part of the workshop, we were briefed on the best ways to handle sexual harassment, whether as a victim or a witness. I believe Project Guardian will have a significant influence on people acting as bystanders.

Personally, I found the workshop both engaging and educational. It taught me things I hadn't known before and has genuinely changed how I would react if I witnessed sexual harassment. I truly appreciated the TFL staff for taking the time to share their expertise with us.

By **Monisha K 9LKPO**

TFL Workshop

The TFL workshop on sexual harassment was informative and a valuable opportunity to learn how to respond to inappropriate situations.

Where I used to feel unsure about what to do if I witnessed sexual harassment, I now feel more confident that I would be able to take action if something happened to me or if I saw something happening to someone else. Even something as simple as distracting the "target" with a question can make a difference.

Reflecting on what I learned, I'm glad we had the workshop. Dealing with sexual harassment isn't talked about enough, and I appreciate TFL and the Met Police taking the time to address it with us.

By **Anniyah A 9MD**



Students visit care homes and raise money for charity this Christmas

Glee visit Wilsmere House Care Home in Harrow

On the 9th of December Glee went to a care home and we sang Christmas songs and the songs we are singing for the Winter Concert. It was amazing as we got to perform and practice. It was such a beautiful care home filled with love and care and many Christmas decorations!! Overall it was a wonderful experience!!

Deivpra J 9KPO

Bentley Wood Sixth Formers visit Wood Hall residential home

Our annual tradition of singing Christmas carols to residents at Wood Hall Home continues this year.

Our students opened their hearts and sang to all of the residents. In a spirit of selfless act, we performed Christmas classics and made some residents smile.

Mr Maric



Mrs Bancroft and Ms Bannon dress up for Glee Performance



Glee visit Wilsmere House Care Home



Sixth Formers visit Wood Hall Residential Home

Christmas Jumper Day in aid of Save the Children

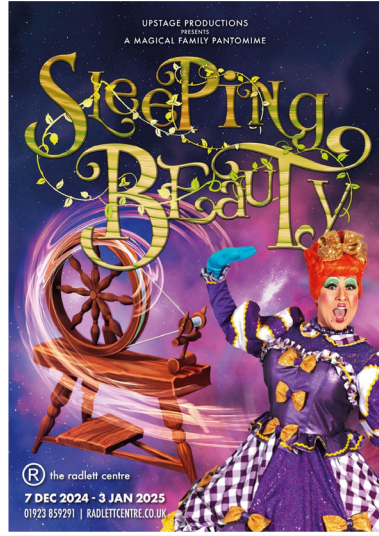
Bentley Wood got into the festive spirit with a fun-filled Christmas Jumper Day on Thursday the 12th of December. Students swapped their uniform jumpers for vibrant, festive ones, bringing holiday cheer to the school. From sparkling penguin sweaters to Santa-inspired knits, the halls were filled with a vibrant mix of red, green, and gold as everyone donned their favourite Christmas jumpers. Staff also took the opportunity to showcase their rather impressive knack for knitwear and may even have set some trends with their fashion-forward sense.

The event was not only about celebrating in style but also about giving back. Christmas Jumper Day is an annual event in aid of Save the Children. Students donated £1 to this amazing charity committed to improving the lives of children in need in the UK and around the world.

The day was made extra special by the very popular annual Christmas dinner served in Woody's. Students and staff enjoyed tucking into a mouth-watering roast turkey - or the vegetarian option of vegetable wellington - with all the trimmings. A chocolate frosted Christmas cake was the perfect finishing touch to this delicious festive meal.



Christmas themed fun activities



Sleeping Beauty Pantomime

On Tuesday the 17th of December all of Year 7 went on an exciting annual trip to the Pantomime this year to watch Sleeping Beauty at the Radlett Centre. Here is an account from a Year 7 student about her day:

Watching the pantomime 'Sleeping Beauty' on Tuesday 17th of December was a wonderful experience. The theatre was full of Bentley Wood High School girls - the best audience. The dialogues between characters, along with stage direction, acting, music, and costumes were brilliant. The set was also fantastic, pure fairy tale with lots of sparkles to add the Christmas feeling.

My favourite part about the pantomime is that you will never see the same show twice. I love watching the cast truly enjoying themselves and letting each other go that

little more to keep the audience entertained and hooked.

Thank you for giving us the opportunity to get out of the classroom and experience first-hand a fun end of Autumn term. We had a blast.

Sienna G 7ZHA



Year 10's Winter Wonderland Rewards Event

To celebrate the success in Year 10 this term, the year team put together a Winter Wonderland event - giving students an opportunity to enjoy a festive film with some delicious treats and hot chocolate.

We wanted to celebrate a range of students who have shown continuous effort this term - students who have excellent attendance, punctuality, and who have shown an immense effort and commitment to their studies.

It was a lovely event that both staff and students enjoyed. One student said that it will be a highlight of their time at Bentley Wood. We look forward to our next celebratory event that will take place at the end of next term.

Miss Mohan





Auswa N 7SGU



Hannah J 9AHU



Iara M A 9KPO



Bianca G 9JAZ



Amber M 8LJO



Yashvi P 8SZ



Vyana V 8SZ

Christmas Card Competition

The Art department organised the annual student Christmas card design competition this term. Well done to the winners. The winning entries are displayed on this page

Ms Bromley



Amrita M 8LNO

Students take on the theme of giving this Christmas

HARROW FOODBANK

HELPING LOCAL PEOPLE IN CRISIS



Bentley Wood school community unites for a good cause this Christmas

Harrow Food Bank is part of a nationwide network of food banks supported by The Trussell Trust, an organization that is working tirelessly to combat poverty and hunger across the UK. It is a project founded by local churches and community groups, working together towards alleviating hunger in the local area. They have been running since 2013 and offer 3-day emergency food parcels to people or families in crisis. They also supply toiletries, cleaning products, baby supplies and pet food.

As a school we are proud to support the work of Harrow Food Bank by organising food donation drives every year. Additionally, our sixth formers volunteer at the food bank every winter, gaining valuable work experience by getting involved in the efforts of an organisation that is a lifeline to individuals and families facing food insecurity.

On Friday, 13th December, our school community united in a wonderful display of generosity and compassion, making our food drive for Harrow Food Bank an overwhelming success. During this festive time of year, when so many of us are focused on celebration and togetherness, it was truly heartening to witness how our school rallied together to support those in need.

The spirit of giving was alive and well as students and staff came together to donate non-perishable food items as well as toiletries and essential household supplies.

These donations will go a long way in providing support for families across Harrow who are facing significant challenges this winter. The kindness shown by our school community is a reminder of the importance of sharing what we have with others, particularly during the colder months when the need is greatest.

We would also like to extend our deepest gratitude to Mrs. Burridge and her dedicated team of staff volunteers, who worked tirelessly to ensure that all the donations were safely collected and delivered to Harrow Food Bank. Their commitment to the cause and the effort they put into making this drive a success is truly appreciated.



Candy Canes sold with Heartfelt messages inside

The Head Student Team at Bentley Wood plays a pivotal role in fostering a strong sense of leadership and community within the school.

One of their standout efforts is their involvement in charity events in support of their chosen House charities. Head of Fire House, Jiya G spearheaded a very popular event for all staff and students which was run in collaboration with the fantastic team of "elves" in 7CMI. Staff and students had the opportunity to purchase candy canes for just 50p, each paired with a heartfelt message to send to friends and colleagues.

Here is an elf's account of the charity initiative:

Two weeks before the holidays we sold candy canes with personalised message cards to students and staff for 50p each. Then in the last week of term we delivered the candy canes all over the school.

We all got to do a bit of all the tasks involved and I really enjoyed attaching the candy canes to the message cards. It was great fun working as a team and playing such an important role in a House charity event.

Sophia S 7CMI



Celebrating Fiction: Book Fair Highlights and Theatre Trip

English Theatre Trip: An Inspector Calls

Stephen Daldry's production of *An Inspector Calls* is a play not to be missed. The National Theatre production of J.B. Priestley's play is brought to life with compelling performances and dramatic visuals.

The play opens with a picturesque dolls house on stage with the Birlings, inside, enjoying an engagement party; the house symbolising their idyllic capitalist lifestyle. However, as the Inspector begins to reveal the harsh realities of Capitalism and the lasting effects it has on its victims, the house, unexpectedly, crumbles in to a pit, symbolising the Birlings fall from grace and the decline of Capitalism in post war Britain.

For GCSE students, the visualisation of the set text is valuable. The clear use of symbolism, dramatic irony and Priestley's socialist views and disdain for capitalism are displayed on stage. In the case of *An Inspector Calls*, it's one thing to read it in class, but quite another to see the characters brought to life and, as an audience, to revel in their fear and vulnerability as they expose their flaws to the Inspector. The students will remember the goosebumps they felt as the Inspector left them with the parting words of, if they do not learn from the play and empathise with humanity, they will be taught it "in fire and blood and anguish."

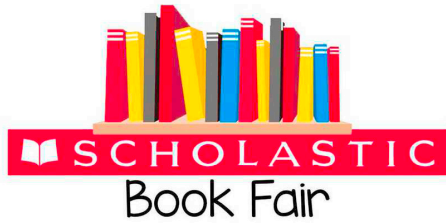
MS Azad and Miss Bidder



Literature Quiz

1. What is Uncle Vernon's job in the Harry Potter books?
2. In David Almond's *Skellig*, what is wrong with Michael's baby sister?
3. Name the L. M. Montgomery novel about an imaginative and talkative 11-year-old orphan who comes to live with Mathew and Marilla Cuthbert.
4. In *Little Women*, why is the father of the March sisters away from home?
5. In *Alice's Adventures in Wonderland*, what animal is used as a mallet in the game of croquet being played in the grounds of the Queen of Hearts?
6. What is the title of the second instalment in the *Maze Runner* series of books by James Dashner?
7. What is the name of Katniss Everdeen's love interest in *The Hunger Games*?
8. Name the mean couple in a Roald Dahl story who spend their days playing nasty tricks on each other and being cruel to birds and monkeys.
9. What is the nationality of Agatha Christie's famous detective Hercule Poirot?
10. In *Wonder* by R. J. Palacio, Auggie's story is told from how many characters' viewpoints, including his own?

Answers: 1. Director of Grunnings, a drill manufacturing company 2. Born prematurely with a heart condition 3. Anne of Green Gables 4. Civil War 5. Flamingo 6. The Scorch Trials 7. Peeta Mellark 8. The Twits 9. Belgian 10. Six



Scholastic Book Fair: A Week of Reading Adventures!

Our annual Scholastic Book Fair was a huge success this year! From 18th to 22nd November, the school library was transformed into a vibrant bookstore, filled with shelves of exciting books for our students to browse and buy. It was a week-long celebration of reading, where students had the opportunity to explore new titles, discover hidden gems, and have ardent conversations about the latest sensations in the world of teen fiction.

Authors featured in the fair included well-known and much-loved writers such as Michael Morpurgo and Holly Jackson as well as up and coming ones such as Jan Dunning and Shade Lapite. Whether students were looking for the latest bestsellers, classic stories, or something to spark their imagination, there was something for everyone. In addition, there was lots of fun stationery available for students who wanted to pick up little gifts for their friends and siblings.

A big thank you to all the students who visited the fair and made purchases. Your support helps us provide more books for our school library and goes a long way towards fostering a love of reading that will hopefully last a lifetime. We also want to extend a special thank you to Mrs Taru Gulati-Kumar and Mrs Neena Chaggar who helped set up, manage, and pack up the fair. Finally, a huge thank you to the Library Leaders who did a fantastic job of managing the queues and welcoming students to the fair. We couldn't have done it without you!

Following the success of the fair we're looking forward to more exciting events in the future that celebrate reading and literacy. Keep an eye out for our Half Price Scholastic Book Fair in the summer term – we can't wait to see you there!

M Khan



Winter reads

Stitch by Pádraig Kenny

Stitch and his friend Henry Oaf were brought to life by the genius Professor Hardacre, and have spent all their days in a secluded castle deep in the woods. But when the Professor dies and his pompous nephew comes to take over the laboratory, they discover that he plans to turn Henry into his next experiment. Can Stitch and Henry escape his clutches and make their way in a world they were never built for – and one which may never be ready for them?

The Virtue Season by L.M. Nathan

Manon Pawlak has just turned eighteen, a debutante at the start of the Virtue Season: a process that will match her with a suitable genetic mate. But a personal tragedy calls Manon's genetic purity into question, setting in motion a series of sinister events. Her best friend, Agatha, and the fisherman's son, Wick, are her only hope. Can they keep her secrets and help her escape the council's wrath?

All That it Ever Meant by Blessing Musariri

Following her mother's death, Mati and her two siblings travel from London to Zimbabwe with their father. Along for the trip is Meticais, a fabulously attired gender-neutral spirit - or ghost? or imaginary friend? - who only Mati can see and talk to. Guided by Meticais's enigmatic advice and wisdom, Mati works through her grief to support her family in dealing with their sorrows and fears.

Ghostlines by Katya Balen

Tilda is keen to show off her beautiful home island of Ayrie to newcomer Albie. In a bid to impress him, she decides to take him to the old island just an hour's boat ride away. The journey there is treacherous and rumour has it the island is haunted by the ghosts of those left there to die. Tilda herself is haunted by a different kind of ghost – one that's been following her, now, since her brother left the island . . .

Spectacular by Stephanie Garber

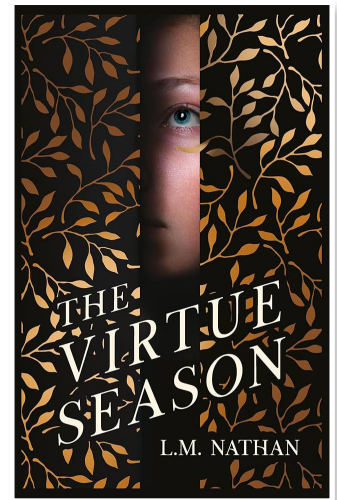
It's festive season in the Capital City of the Meridian Empire. Scarlett Dragna is planning a spectacular holiday celebration for the city. Donatella is searching for the perfect gift. Julian is looking ridiculously handsome in green. But Legend, sadly, is not a fan of the Great Holiday. Tella is hoping her perfect gift will change his mind even though she hasn't found this perfect gift just yet. But surely there's some holiday magic swirling around. . .

Evenfall: The Golden Linnet by Alexander Armstrong

12-year-old Sam is part of an ancient, secret order of heroes who once protected the world. The Order of the Evening has lain dormant for decades but now it must rise again to face a powerful enemy. Bequeathed with the mysterious seal of the Golden Linnet, Sam must uncover family secrets, face deadly foes and undertake perilous journeys. He will find allies in the most unlikely of places, helping him to unlock his true powers and fulfil his destiny.



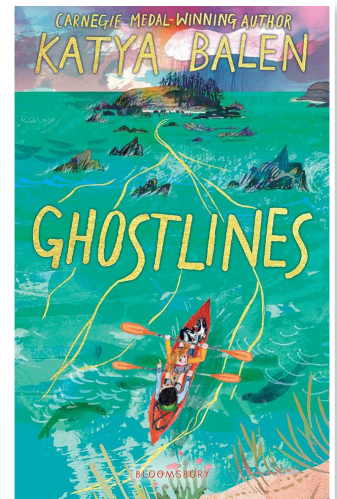
Stitch
by Pádraig Kenny



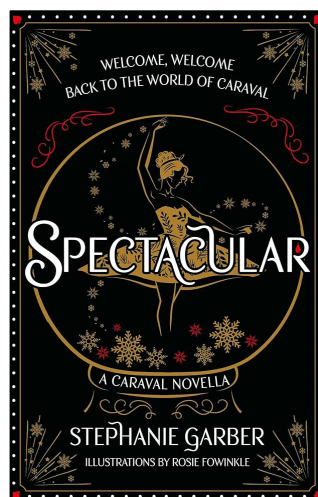
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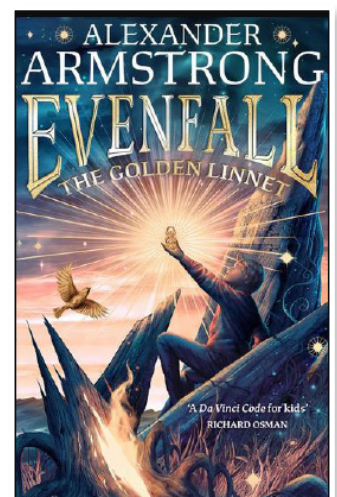
All That it Ever Meant
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Ghostlines
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by Stephanie Garber



Evenfall: The Golden
Linnet by Alexander
Armstrong

Yours From the Tower by Sally Nicholls

1896. Tirzah, Sophia and Polly are best friends who've left boarding school and gone back to very different lives. Polly is teaching in an orphanage. Sophia is looking for a rich husband at the London Season. And Tirzah is stuck acting as an unpaid companion to her grandmother. In a series of letters, they share their hopes, their frustrations, their dramas ... and their romances. Can these three very different young women find happiness?

Such Charming Liars by Karen M. McManus

For all of Kat's life, it's been her and her mother, Jamie - except for 12 years ago, when Kat briefly had a stepbrother, Liam. But all that ended in a swift divorce. Now Jamie is a jewel thief trying to go straight, and she has one last job, at a billionaire's 80th birthday party. But her con-man ex is also at the party with designs of his own...

If My Words Had Wings by Danielle Jawando

When fifteen-year-old Tyrell Forrester gets caught up in a high-profile armed robbery, he's sentenced to eighteen months in a young offenders' prison. While serving time, Ty is inspired by a visiting poet to use the power of the spoken word to find his own voice. Ty is determined to turn his life around, yet wonders if society will ever see him as anything other than a criminal.

The Bletchley Riddle by Ruta Sepetys and Steve Sheinkin

It is the summer of 1940. The world is at war. These days, you don't know who you can trust or who might be a secret spy...

Maths whizz Jakob Novis has been recruited to the secret codebreaking centre at Bletchley Park. As Jakob works to crack the Nazi's Enigma cipher, his younger sister Lizzie is busy on an undercover mission of her own: to find their mother.

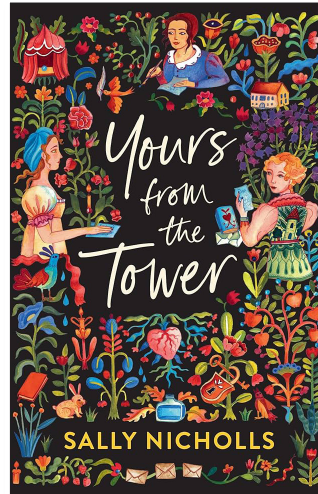
The Things We Leave Behind by Clare Furniss

Civil unrest in London under an increasingly authoritarian regime forces Clem and her half-sister Billie to flee the city. Clem tells of their treacherous journey to Scotland, by road and then by sea, escaping with nothing but a notebook filled with stories and memories of home. But what tragedy is Clem hiding? And will their journey ever truly free them from the past?

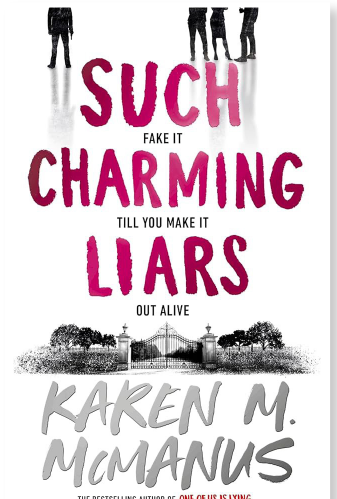
Terror Tower by Jennifer Killer

Dread Wood High is suffering from an infestation of caterpillars. But these are no ordinary caterpillars. These creepy creatures grow into giant, mutant, killer moths with a taste for BLOOD!

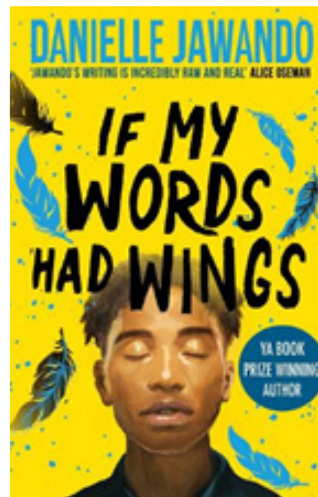
They'll stop at nothing until everything - and everyone - is destroyed. It's the toughest battle to date for Angelo and his friends in the Loser's Club. It's all to play for ... and everything is at stake.



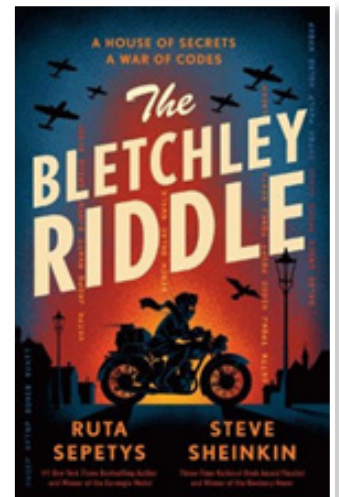
Yours From the Tower
by Sally Nicholls



Such Charming Liars
by Karen M. McManus



If My Words Had Wings
by Danielle Jawando



The Bletchley Riddle by
Ruta Sepetys and Steve
Sheinkin



The Things We Leave
Behind by Clare Furniss



Terror Tower by
Jennifer Killer

Parliament Week 2024

Student activities during Parliament Week

From November 18th to 22nd, our school celebrated Parliament Week with a range of engaging activities, including a school-wide referendum! Students enjoyed informative assemblies about key political debates and learned more about democracy in our tutor periods, delving into important topics such as Parliamentary representation and our voting system. Some of our Year 11 students had the exciting opportunity to visit Parliament, while the entire school voted on whether the voting age in England should be lowered to 16.

Mrs Nye

As Politics Ambassadors, (Hosai, Muhaddisah, Tina & Lily) we played an active role in organizing and promoting Parliament Week at our school. We engaged with students across all year groups, through morning assemblies, initiating discussions and encouraging them to voice their opinions on the important issue of whether the voting age in England should be lowered. We assured students to express their views and foster a deeper understanding of political engagement and its implications. The referendum was a perfect opportunity to empower our peers to participate in the democratic process. This initiative not only promoted awareness of parliamentary issues but also helped to spark a meaningful conversation about youth participation in politics!

Hosai Y 13KW

Year 11 visit The Houses of Parliament

During Parliament Week 2024, twenty students were selected to go on a trip to the Houses of Parliament. On the trip, we had a tour starting with a very informative introductory video about how Parliament came to be. Our tour guide showed us around the outside of the building where he eventually took us to Westminster Hall. There was lots of intricate detailing on the ceiling and the stained glass. I most enjoyed going inside the House of Commons. It was really nice to see where the Prime Minister and his Cabinet sit and debate weekly.

Alyah I 11ALN

A huge thank you to all students who have played a leading role in helping to organize and run Parliament Week activities.

Thank you to our Year 13 Politics Ambassadors for our Parliament Week Assemblies: Hosai Y, Tina F, Muhaddisah H, Lily R. Thank you to our Y11 students and prefects who run our voting booths: Alyah I, Sadaf K, Iman A, Bhakti P, Maisie S, Kalpana M and Iman S. Thank you to our Year 9 helpers who supported the voting booths and counted our votes: Mihika T, Saanvi B and Tisha S. Lastly thank you to all who voted!





Students voting in the Referendum



Year 11 Trip to Houses of Parliament

Our Referendum Results:

Based on our referendum results, we have taken political action to let our local MPs know what our students think about the matter to allow our views to be represented.

Mrs A Nye
Bentley Wood High School
Stanmore, HA7 3JW
anye@bentleywood.harrow.sch.uk
26 November 2024

Gareth Thomas and Bob Blackman
Member of Parliament
House of Commons
London
SW1A 0AA

Dear MPs for Harrow,

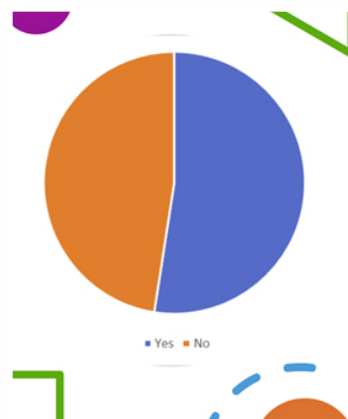
I hope this letter finds you well. I am writing to you on behalf of Bentley Wood High School to bring to your attention the results of a recent school-wide referendum we held regarding an important national issue: whether the voting age in England should be lowered to 16. The referendum was conducted to engage students in the democratic process and to better understand the views of young people on this matter.

The results were close, with 52% of the student body voting in favour of lowering the voting age to 16 and 48% voting against it. While the margin was narrow, the majority of our students believe that 16- and 17-year-olds should be granted the right to vote in general elections and referendums. They feel strongly that young people are capable of making informed decisions on political matters that directly impact their futures, especially considering that at 16, they are already entrusted with various other responsibilities, such as leaving school, working, paying taxes, and even joining the armed forces.

We understand that this is a complex issue, but we would be grateful if you could consider representing the views of our school in Parliament. Our students believe that their voices deserve to be heard on a national level, and we hope that you can help raise this topic for further debate and consideration within the House of Commons.

Thank you for your time and for your service to our community. We look forward to hearing from you and hope that you will consider supporting this initiative.

Yours sincerely,
Mrs A Nye
On behalf of Bentley Wood High School



Referendum Results 2024

Should the voting age be lowered to 16?

Yes- 52%
No- 48%

Enrichment clubs continue to be popular with students

Learning together at Coding Club

The young people who come to coding club aren't necessarily the best at computing—they are the most curious. They're the ones captivated by the way computers work, eager to explore their mysteries.

Sure, we occasionally run games with prizes, and those are fun. But that's not what keeps them coming back. It's not the games, the achievement points, or even the thrill of making LEGO cars drive around. It's not the robots or the coding challenges either.

What truly draws them in, time and time again, is the sense of community. It's the joy of cracking puzzles together, uncovering new insights about the ever-evolving world of technology. It's the animated discussions, the shared excitement, and the chance to showcase the incredible programs they've poured their creativity into - programs they proudly share with one another.

Here, it's about discovery, collaboration, and the magic of learning together. That's what makes the coding club something special.

Mr Toolan



Students experience explosive fun in Year 7 Science Club

One of the best places to foster a sense of discovery outside the classroom is the Science Club—a space where students can go beyond textbooks and immerse themselves in the wonders of science. Through experiments and demonstrations, students engage with scientific principles in ways that are interactive, fun, and impactful.

The Science Club recently had an explosive experience—quite literally! Students gathered to create rockets out of party poppers, learning first-hand about the principles of aerodynamics and propulsion in a way that was both educational and fun.

The experiment involved crafting DIY rockets from party poppers and launching them to see how far they travel. Students started by emptying the confetti from the party poppers and cutting off the plastic drum to leave the neck of the popper containing the gunpowder with the string attached. They designed their own paper rockets which they had great fun decorating. These paper rockets were then attached to the neck of the popper.

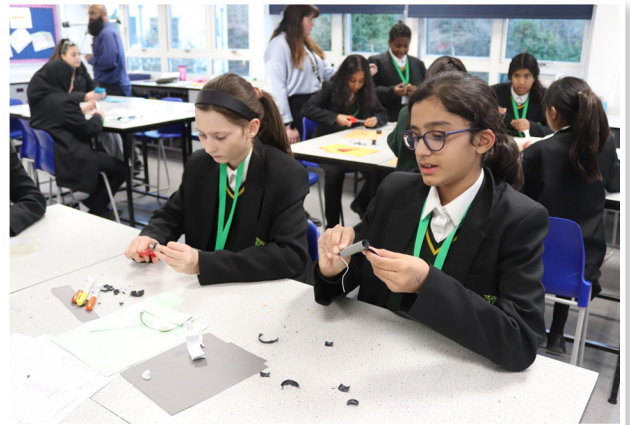
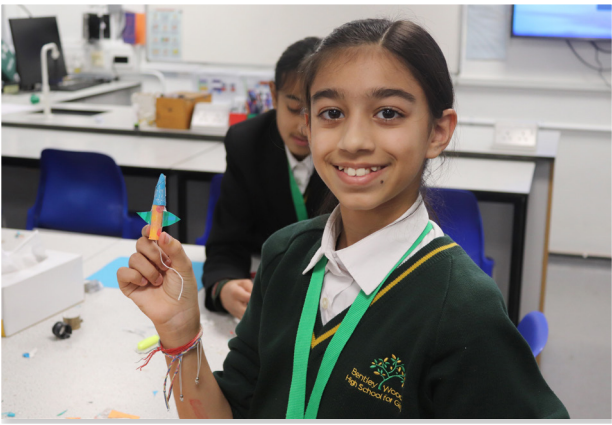
The session concluded in competitive spirit with students attaching their rockets to a launching stick and measuring the distance travelled to find the winning rocket. The longest distance travelled was an impressive 4.2 metres!

The popper rocket project was just one of many exciting experiments lined up for the Year 7 Science Club this year. With the focus on making science both accessible and enjoyable, the club continues to explore new ways to engage students with scientific concepts. Stay tuned for future Science Club meetings and experiments, and consider joining us to see what's next!

A student's account:

Last week during Science Club, we made popper rockets. Popper rockets are rockets that shoot out with the power of gunpowder when you pull a string. I had so much fun making it. My favourite part was when we actually made it with coloured cards and I decorated it. I also liked the part where we launched it, which took a while for me to get right, but was great fun. If you're a person who really loves science and doing cool things in science, then I would totally recommend you to join the club!!!

Saatvika V 7ZHA



Year 7 students make Rockets from Party Poppers and launch them with a bang! to see how far they go

Clubs to engage students

YEAR 7 CLASSICS Club

Year 7 learn about culture and heritage at Classics Club

As a Latin and Classics Ambassador, I would like to encourage students to join the Y7 Classics Club, which serves as the gateway to an incredibly rich and diverse cultural heritage. I have been attending this club for three years running and it has always been a highlight of my day. The club runs on Monday's lunchtime and it sets good vibes for the week ahead. By learning Latin, we open the door to literature, history and philosophy of the Roman Empire, a civilisation that shaped human history.

A 40-year-old founder of Facebook, Mark Elliot Zuckerberg (worth over 121 billion USD), regards Latin as one of the keys to his success. His decision to use Latin phrases on his Facebook profile as: 'Veni, Vidi, Vici (I came, I saw, I conquered) demonstrates Zuckerberg's respect for classical language.

In recent times we've looked at the story of Daedulus and Icarus, Medea, and the story of Medusa, along with many others

We analyse and discuss the political and philosophical themes in the stories.

We are very lucky to take on this interesting curriculum in Bentley Wood - Latin for GCSE and Classics for KS5 - and we say a big thank you to Ms Hussain for being an amazing Latin teacher.

Jasmine 9LSB



KS3 Geography Club

This half term, the KS3 Geography Club has launched with a great turnout! Open to students in Years 7, 8, and 9, the club meets on Friday Week B lunchtimes in Room 215, providing the opportunity for students to explore geography's real-world connections beyond the classroom.

So far, members have enjoyed geography-themed games and a creative session making collages with maps, drawing inspiration from artists like Matthew Cusick. This unique activity has showcased the exciting connections between geography and art, promoting cross-curricular creativity.

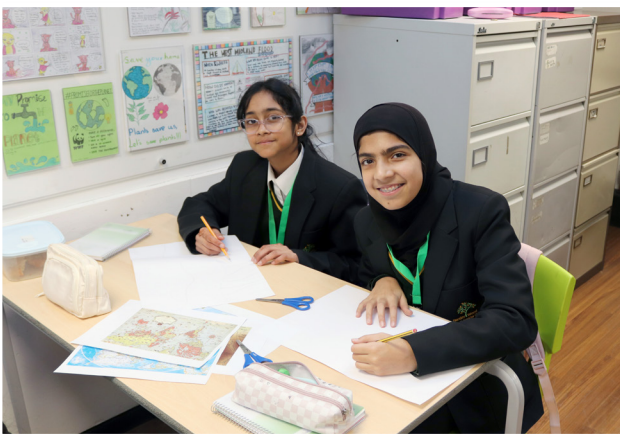
Looking ahead, the club has an exciting line-up of activities planned. Students can look forward to designing sustainable cities, exploring the future of food, investigating mini ecosystems on the school grounds, and entering competitions like the Geographical Association's Geographical Model Making Competition.

We look forward to welcoming even more students to our upcoming sessions! Here is one student's experience of Geography Club so far:

Miss Lee, Geography

In Geography Club we have been making posters out of maps and playing fun games with free snacks. It is so much fun, you should come along! Why not try something new?

Emily C, 7ZHA



Sixth formers gain subject knowledge at various clubs



Anthropology Society Welcomes Professor Peggy Froerer for an Engaging Visit

Professor Peggy Froerer, Senior Lecturer in Social Anthropology at Brunel University, visited the school to give a talk to our sociology students and to members of the Anthropology Society at Bentley Wood High School. Through her fascinating lecture students were invited to explore one of life's most enduring questions: Does money equal happiness?

Students had the opportunity to learn in depth about what is involved in the study of anthropology at university and how to apply, and they also had the chance to ask about various aspects of university life. As an anthropologist, Peggy is involved in a variety of areas of research such as:

- Aspiration and social mobility
- Poverty and development
- Anthropology of illness and healing
- Social and cultural identity
- Ethno-religious violence

- Land rights and local economy
- Politics and corruption
- Childhood, youth and education

Following the lecture, students had the opportunity to engage with the distinguished speaker during a lively Q&A session.

The visit was a unique opportunity for students to engage with an expert in the field and gain insights into anthropology beyond the textbook.

It was a pleasure to host Professor Froerer and we look forward to future collaboration between the Social Sciences Department at BWHS and Brunel University's Anthropology Department. We hope the experience has inspired our students to pursue anthropology with greater passion and purpose.

Mr Maric

Sixth Form students experience being working journalists at Journalism Club

Journalism club is for students who are interested in writing about their interests, which can range from Politics, Pop Culture and Science and Tech. It enables the girls to express their ideas through pitching articles and discussion. They have all worked tremendously hard on producing articles, including pushing through the more tedious aspects – such as editing. Here are some excerpts of what some of the girls are working on.

Sarah Oke - *Over the past decade, the capital's housing market has soared to dizzying heights, leaving most Londoners wondering if owning a home is as mythical as unicorns or as cheap as Zone 1 coffee. But who's truly responsible for this crisis?*

Priyana Vasani - *Fame or fumble... Do Celebrity Endorsements Help or Hurt Democracy? Celebrity endorsements in politics are everywhere, from Taylor Swift to Beyoncé backing Kamala Harris. But do we really need celebs telling us who to vote for?*

Zara Omar - *Swift's 'Eras Tour' has emerged not just as a musical phenomenon, but also as a significant economic catalyst in the cities it has taken place in. After kicking off on March 17th, 2023, in Glendale, Arizona, this tour has captivated audiences while contributing huge financial benefits to local economies across the globe.*

Mahi Patel - *Fundamental questions: Who gets to decide which genes or traits are desirable? Could gene editing lead to a new form of social inequality, where only the wealthy can afford genetic enhancements for their children, effectively widening the gap between the genetically "enhanced" and "non-enhanced"?*

It has been wonderful watching the articles develop with every bit of the editing process, and I cannot wait for the rest of the school to read the works of such bright young women.

Ms Efakpokire



Enrichment clubs: students enhance their medical knowledge



NHS Cadets Club

The NHS cadets programme is run by St John Ambulance in partnership with the NHS trust. At Bentley Wood it is co-delivered by Miss Bhurani and Miss Naqvi. The programme is split into two pathways; Foundation pathway is delivered to Year 10 and Advanced pathway is delivered to Year 12 students. Both pathways deliver sessions on key skills, leadership and career skills, understanding care and clinical skills.

I enjoy NHS cadets because of several reasons; we get the opportunity to learn about different things. The dynamic nature of the programme also keeps it exciting and fresh - making it enjoyable for people such as me whom thrive in fast paced and varied environments. We are also able to form close friendships with others within the programme, which helps us build new relationships. We're able to take on more responsibilities (as well as gain new skills) as we're trusted with real duties and tasks in a healthcare setting which helps us manage pressure.

Rawda Year 12.

The reason I joined NHS cadets was because I knew that it was an amazing opportunity to learn new skills and be given an overview of what people who work in the NHS do, and how they help. I also took it so I can further explore different jobs within the NHS. Furthermore, my interest in science and advocacy made it a perfect fit. This club offered a hands-on opportunity to learn more about the healthcare system while simultaneously helping me develop skills that align with my long-term goals. In NHS cadets, we usually discuss healthcare related topics whether that's on social issues or physical wellbeing and hands-on activities. Also, we learn essential first aid techniques, communication skills, and teamwork strategies that are crucial for healthcare roles. Each session feels purposeful, equipping us with knowledge and skills that are immediately applicable and valuable for the future.

Jasmin Year 12

By joining NHS Cadets, I've had the incredible opportunity to pick up practical skills and think about a potential career in healthcare. In addition to wanting to better people's lives, I also wanted to understand more about the NHS

and its important role in society, so I chose to participate in the programme. From learning about the many parts of the spine to setting our own goals and hopefully achieved goals are and the NHS's values and principles, the courses are typically engaging and varied. I also appreciate the motivating environment and how we can talk to teachers or students if you have any questions about anything which could help you understand certain things more. I hope to attend more sessions!

Zahra Year 10

NHS Cadets is a really engaging and educational extra-curricular club. We learn St John Ambulance's key values - we compared this with our own values and priorities, understanding the unique role each value holds. In addition, we learn ways to work around problems in a professional environment. For example, basic overlooked hazards such as the way you handle objects when carrying, who to report to and the differences in roles like leadership vs management. We've also covered other ways to develop our own personal skills such as setting realistic goals using the 'SMART' format. This is where we learnt to ask ourselves necessary questions in order to come up with the most suitable plan to reaching a goal.

Khkula Year 10

I really enjoy NHS Cadets as every session I learn something new such as SMART goals. SMART goals is something I had never heard of but our amazing leader Ms Naqvi had explained what they are in detail. Another bit of information we had learned in the club is information about the spine and the structure. I found this session really interesting! At NHS Cadets we receive a portfolio with activities for us to complete. We also have discussions during the session about common issues we face with our current NHS. We also do creative activities such as creating posters and some key skills we would need such as creating our own SMART goals. One thing I am very excited about is meeting the professionals who will teach us how to complete first aid training.

Nia Year 10

Year 12 Medical Society

At Bentley Wood High School, Medical Society is open for sixth formers who are interested in pursuing a career in Medicine or Dentistry, so they can learn new skills and discuss a wide range of topics in more detail. Medical Society is an amazing opportunity for sixth formers, as these skills help the students to prepare for interviews and get a realistic idea of how these careers work.

The activity was a way to mimic the actual skills of a surgeon as they must make sure to reduce the risk of infection and damage to any tissues.

Hi my name is Omrya, and I have been participating in Medical Society every week, I believe this is an amazing opportunity as it helps deepen my love for science by teaching us new skills based around these careers.

As part of the Society, this week we completed a task where we practised surgical skills on fruit, which in this case was oranges or on orange peels. This was a very fun and interesting activity to do, as it was an eye-opening way on how surgeons need to have a very precise manual dexterity and steady hands to complete surgery under pressure. It takes a lot of practise and training to become a skilled surgeon, so we tried this in a fun way with fruit to mimic a surgeon's technique in surgery.

In this case, we treated the orange peel like human skin, so we had to figure out how hard we had to press with the scalpel when we were making the incisions.

Some students found that making the incision not cut too deep in the orange was hard, as we had to be very gentle and make sure none of the orange juices would leak. To make the first individual stitch, we had to push the needle through gently and then cut the thread off to make sure the stitch is secure. We then had to tie the loop 3x to make sure the knot is tight enough, so the juice of the orange does not leak through. This technique is known as a "suture stitch."

This activity was very fun and insightful as we learned about surgical techniques and skills. However, this was also quite complicated to perform as there were many mistakes when completing the suture stitch and performing the incision.

Omrya Q 12PS

"It was very exciting and I understand how surgeons use a lot of skill to perform these procedures"

Kawsar 12SBA

"This activity helped me gain insight of surgery, and I recommend people to try it themselves at home"

Sanaa 12PS

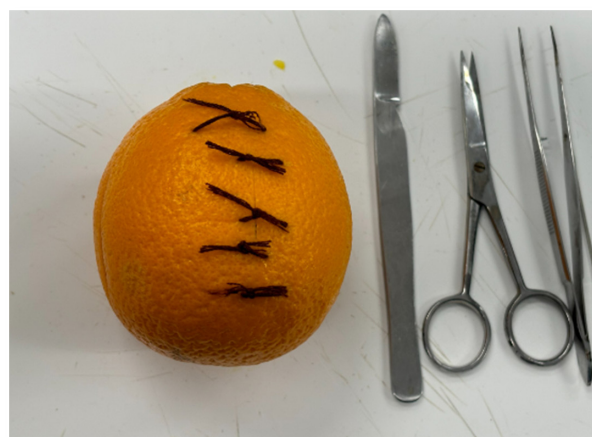
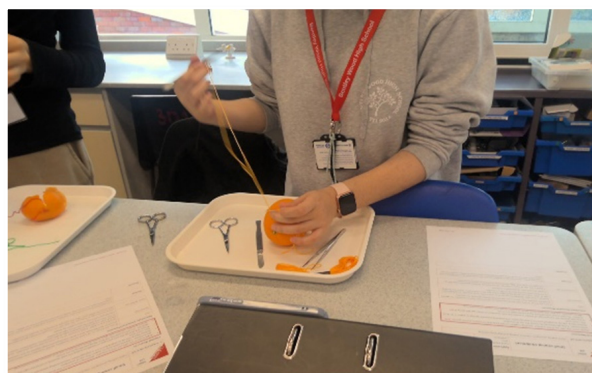
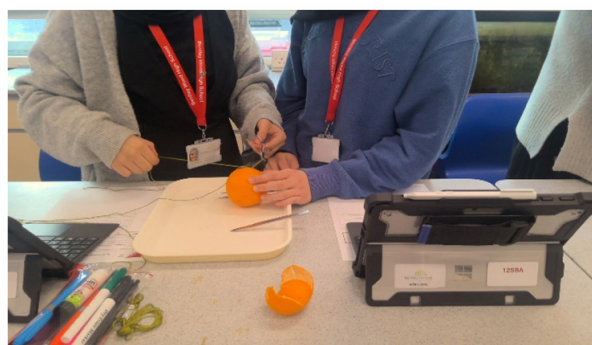
In addition to the practical, during the sessions we have also discussed important topics like whether candidates enter medicine for the right reasons, emphasising the need for empathy and commitment rather than pursuing status or money.

The realities of being a doctor and the effects on mental health were examined, with insights gained from reading

NHS-related news to stay informed about the medical field's challenges. We debated the introduction of NHS hospital league tables, which aim to drive improvements but could risk demoralising staff and detract from addressing deeper issues like underfunding.

These sessions have also prepared us for the UCAT exams, highlighting strategies such as time management, practice tests, and early preparation. Practicing in pairs helped us gain insights and useful feedback.

We carry out interview practice, recognising the importance of supracurriculars in demonstrating passion, commitment, and understanding the challenges of healthcare during interviews.



This surgical incision and suture stitch was performed by Huda and Adina in 12SBA. It shows perfectly the individual stitches needed to be done for a surgical procedure.

Student Rewards December 2024



Year 7 Students work really hard at Bentley Wood - we are really delighted at how well our students have achieved this half term and we want to celebrate some of their successes.

Art

Meena N 7CMI - for making a fantastic start to Year 7 Art. You work exceptionally hard not only in class but for homework too. Well done!

Computer science

Saatvika V 7ZHA, Dera A 7HAS, Maliha K 7HJG, Afsana U 7SGU, Anchuka R 7CMI, Jenshi P 7MAK - Showing such dedication and enthusiasm in your Computer Science lessons. Your hard work and proactive approach are truly impressive. Keep it up - you're doing really well!

Drama

Gauri H 7HAS - For working really hard to improve her behaviour in class

Anna M 7SGU - For consistently giving 100% effort in all performances and being a kind and caring member of the form.

Atrin P 7MAK - For working hard to come out of her shell and performing with confidence. **Palguni M 7MLE**

- For working hard on her confidence in performing. **Meena N 7CMI** - For showing fantastic performance skills in recent lessons with 100% conviction, well done!

English

Maliha K 7HJG - For working really hard to develop her analytical skills and paragraphs;

Ruwaida R 7ZHA - for her effort in class and excellent first term in English

Food

Rida H 7EAW - Exceptional ability shown in every practical lesson. Well done for showing great time management too.

French

Sara O 7MAK - for her hard work and positive attitude to her learning.

Geography

Sienna M P 7MLE - for being an excellent student, Diligent and enthusiastic. An all-round excellent student.

Graphics

Prisha H 7MAK - for putting in incredible amounts of effort in to both classwork and homework! Well done!

History

Lili 7ZHA - for working incredibly hard.

Maths

Auswa N 7SGU - for being so enthusiastic about coming to maths class, always putting in extra effort by doing additional homework, and consistently engaging in lessons with a positive attitude. Well done!

Eman M 8SGU - consistently demonstrates our care values in every lesson. She actively helps her peer and gives her best effort in all tasks. Each week, she completes all compulsory tasks on time, alongside the XP Boost challenges and additional targets on Sparx, all of which contribute to her continuous improvement in maths. **Maghfirah P 7SGU** - She is such an enthusiastic and dedicated student! She works really hard in lessons and is always keen to do more. Homework is always done early, and she completes the XP Boost and Target tasks on Sparx just for fun!

Music

Sianna S 7EAW - for her enthusiasm, **Mercy A 7EAW** - for her consistency and reliability, **Sienna M P 7MLE** - for being so hardworking and committed and **Sophia AR 7MAK** - for always bringing so much energy and helpfulness to our Music lessons.

PE

Madina M 7EAW - For consistently demonstration 100% effort in all sports and demonstrates the CARE values every day.

Science

Kareena J 7HAS - For always going above and beyond with every piece of classwork and homework that she completes

Spanish

Kareena J 7HAS - for her hard work and positive attitude to her learning.

Textiles

Zahra A 7SGU - For her epic support of other students when using the sewing machine - you have such confidence and really relish learning during these lessons. **Zahara M B 7HJG** for her amazing hand embroidery and for always helping her teacher and peers.

Student Rewards

December 2024

Year 8



Art

Sophie H 8MCO - for working exceptionally hard in both lessons and homework. Your creativity is truly inspiring! **Kyra D 8LJO** - for effort and hard work with her drawing and model making in Art.

Computer science

Sana S 8SCH, Victoria G 8SCH, Siobhan K 8CTA, Faryal O 8SZ, Isabelle C 8MEM - Well done for working so hard in your Computer Science lessons and for being so proactive. Your effort and positive attitude are really making a difference. Keep up the great work!

Drama

Ellie A 8MEM - For putting so much effort in to your Dr Faustas scripted performance and monologue!

Maryam A 8SZ - For continued effort and enthusiasm this term in Drama. Excellent contributions and work in all lessons.

English

Maya L 8EBD - for her thoughtful and dedicated approach to the subject; **Siobhan K 8CTA** - for her progress and contributions to lessons

French

Aroush A in 8SCH - for always putting her hand up in class so enthusiastically and with a smile, and for consistently producing excellent test results

Geography

Victoria G 8SCH - for being an outstanding Geographer and demonstrating wonderful curiosity.

Graphics

Jomana M 8MCO - for being an outstanding graphic designer this term. You have created some really beautiful outcomes and I look forward to you taking Graphic Design for GCSE

History

Yasmin Z 8MEM - for your passion and efforts you put into History, going above and beyond!

Maths

Faridah T 8LNO - for always meeting expectations, she works really well independently, she participates and asks and answers questions and she is positive and engaged at all times.

Hiba M 8MEM - for consistently participating in class and asking questions, and for showing determination by never giving up until she fully understands each concept. Keep it up!

Krishna V 8MEM - A model student! She is incredibly hard working, always contributes in class, completes homework early and is always really enthusiastic about getting extension work!

Music

Aneri P 8CTA -for her enthusiasm for Music, positivity and helpfulness in lesson.

Nadia B 8SZ and **Fatimah A 8SZ** -for their renewed infectious enthusiasm for Music and choir. I am really proud of their efforts to complete the extension tasks this term.

PE

Chloe R 8LNO - always demonstrating positive attitude in PE lessons as well as showing CARE values.

Science

Vidhi P 8CTA - for consistently going above and beyond in her homework effort, well done! **Yaalini B 8CTA** - for striving to achieve her very best in every lesson and always aiming high, keep it up!

Spanish

Lois Tibu 8LJO - for amazing knowledge on grammar and a consistent positive attitude to learning. MCO

Textiles

Victoria G 8SCH - for her hard work and fantastic outcome in Textiles

Language, film and drama

A Level Spanish Study Day

Year 12 and 13 Spanish A Level students attended a KS5 Spanish Study Day at the BFI Southbank (British Film Institute) on Thursday 5th December. The event was conducted mainly in Spanish by Dr Miguel Garcia Lopez, a Hispanic Studies university lecturer from the University of Bristol.

The study day focused on Guillermo del Toro's *Pan's Labyrinth* (2006). The director is described by film critics as one of the most interesting filmmakers in the world today. *El Laberinto del Fauno* is a prescribed cinematic piece we study in the AQA A Level specification. Students had the opportunity to learn about film language as well as important historical periods such as Franco's dictatorship, and the Spanish civil war, in order to aid a deeper understanding of the film's themes.

Here are some comments from the Spanish students that attended the Study Day.

'El pasado jueves, tuvimos la oportunidad de visitar el BFI para ver *El laberinto del fauno* como parte de nuestros estudios para los A-Levels. En primer lugar asistimos a un taller dirigido por dos profesores universitarios especializados en estudios hispánicos. Durante la sesión, analizaron la película en profundidad y destacaron varios aspectos y simbolismos importantes. Fue fascinante ver cómo se relacionan los temas de la película con otras narrativas. Después del taller, vimos la película completa, lo cual fue una experiencia impresionante. Al final del día, comimos unos churros, ¡y estaban deliciosos!'

Hafsa R 13SN

'Fue una experiencia muy divertida y me sentí muy feliz y cómoda rodeada de hispanos, me divertí mucho viendo la película también porque la actriz protagonista se parecía mucho a mí cuando era niña y me sentí bastante identificada con la película '*El laberinto del fauno*'. Lo pasé muy bien con mi clase de español'

Nadeen N 12GCO

On Thursday 5th December, our Spanish class visited the British Film Institute for a study workshop as part of our A-Level course, on our studied film of '*El Laberinto Del Fauno*' (Pan's Labyrinth) by Guillermo del Toro. We first started with a university-style talk about the context behind the film by specialists in Hispanic studies. (Which was completely in Spanish!)

The context ranged from the Spanish Civil War, to the Franco dictatorship, to the oppression caused by the fascist regime. It was so insightful and interesting to see a visual representation of these themes, whether directly through seeing rationing cards, bombs and military training, or indirectly through characters such as captain Vidal or crickets!

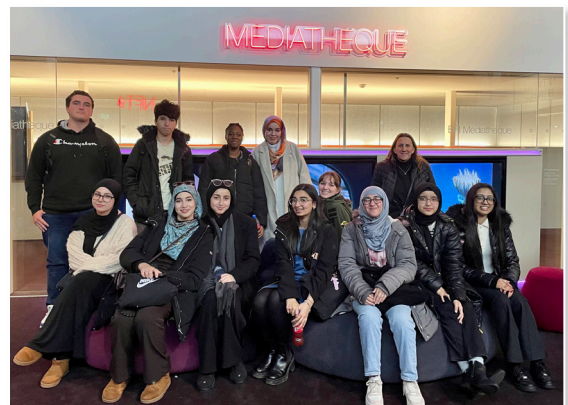
Aside from the context of the actual plot, we additionally were taught about parallels in historical cinema, and how '*El Laberinto Del Fauno*' is in fact part of a trilogy, with all

movies containing, for example, child protagonists and fairy tales (*cuentos de hada*). Another interesting part was when we learnt about the technical aspects behind films, such as the use of certain soundtracks (*banda sonora*) or different camera angles (*angulaciones de cámara*) to create suspense or tension.

After all the useful knowledge on symbolism and narratives, we at last watched the film entirely. This was the perfect end to the workshop as we got to notice for ourselves the parallels we were just taught about! '*El Laberinto Del Fauno*' is in itself a masterpiece, and such an intelligently written film by Guillermo del Toro. It's a movie I would watch in my free time, so to study it is even better!

Although that was the perfect end to the workshop, we also had a perfect end to the day! We stopped by a Mexican food truck to have churros, which was *imi parte favorita del día!* (You can argue it is still enrichment about Hispanic culture!)

Sara A 12PS





Bentley Wood High School presents

The school production of

Oliver

12th, 13th and 14th February 2025

6.00 - 8.00pm

Tickets available via [ParentPay](#):

Adult £3.50 Child /Concession £2 Family £9



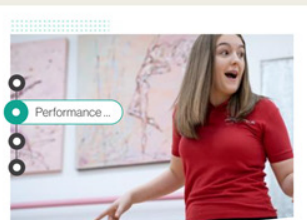
Sign up for the Spring Term!



Speaking Verse and Prose

For creative individuals who want to develop their memory skills and build a strong speaking voice.

Regulated



Acting

Learners delve into characterisation and develop strong speaking skills in one of our most popular exams.

Regulated



Speaking in Public

Develop the confidence to deliver powerful and engaging speeches, as you build the foundations of effective public speaking.

Regulated

What is LAMDA? London Academy of Dramatic Art is a well-known establishment in qualifications in Speech of Verse & Prose, Acting, Musical Theatre and Public Speaking. It is well respected and recognised on a person's CV and offers UCAS points for Grade 6,7 & 8.

How much will it cost? Bentley Wood has partnered with the local Stagecoach providers and are able to offer the 10 sessions for £150 (FSM discounts can be offered). In addition, there is the cost of the exam, the price of the exam varies dependent on grade.

How to book

We have developed the enrolment process for LAMDA and would now ask that you use the below link to complete enrolment forms for the Spring term.

<https://buytickets.at/lamdawithstagecoachforschools/1493500>

If your daughter is in receipt of free school meals the school will offer support with your fees, please use this form:

<https://buytickets.at/lamdawithstagecoachforschools/1493507>

LAMDA

Student Rewards December 2024

Year 9



Art

Iara A 9KPO - for completing every single homework task to the best of her ability and being resilient. Well done for all of your hard work!

Biology

Monisha K 9KPO - for consistently working hard in Biology and engaging in every lesson and for being a polite and kind person. **Hana A 9MD, Amrin K 9GCP and Giuletta L 9JAZ** - for their excellent contributions in lessons and consistently throughout the half term, striving to develop their learning and challenging themselves with the Go Furthers - keep it up!

Business studies

Kaya P 9GCP - for excellent class participation for **Business studies Well done.**

Computer science

Annabelle C 9ROR and **Summer N 9ABR** - Well done for your hard work and proactive attitude in Computer Science lessons. Your consistent effort and strong results are truly impressive. Keep up the fantastic work - you're doing an excellent job!

Drama

Fatma H 9ROR - For huge amounts of progress this year and fantastic effort in lessons!

English

Sara A 9GCP - for her dedication to improving herself in the subject. **Shanze S 9KPO** for her consistent effort and curiosity

French

Aqsa N 9JAZ - for being a silent hero! She works so hard all the time and produces really good work in French.

Geography

Prery T 9ROR - for having an incredible start to GCSE Geography, always contributing and consistently working hard.

Graphics

Sara P 9AHU - for making a fantastic start in year 9 Graphics. Your creativity truly impresses me. Keep watching anime to stay inspired.

H&SC

Hana V 9MD - hard working in every lesson and always completes homework to high standard. Hana also makes excellent contributions in class discussions.

History

Dunya A 9ROR - for her overall response to GCSE History. You are engaged, listen attentively and always look to see how you can further improve yourself. Keep up the great start.

Maths

Christina K 9ABR - Absolute superstar, works her socks off, is always keen to take on the challenge questions and is so kind and patient in helping other students understand as well. **Humaira Z 8CTA** - for consistently demonstrating a positive attitude and excellent behaviour for learning. Her dedication and enthusiasm contribute greatly to the classroom environment, and she approaches each task with focus and effort. **Hafsa A 9LSB** - A quiet superstar. She is such a hard worker and always makes sure to ask for help if needed. Homework is excellent and she brings such a positive attitude to Maths.

Music

Catherine M 9KPO - for being so consistent this term in both her hardworking attitude and enthusiasm for Music. It has also not gone unnoticed that you have learnt all your parts for choir! I also really appreciated it when you were popping in and saying hello to me in the mornings.

PE

Juhi S 9ABR - for showing fantastic commitment to GCSE PE by always attending clubs and exemplary behaviour in lessons

Psychology

Christina K 9ABR - excellent engagement in all lessons both verbal and written

Science

Avneet C 9ROR - for her hard work in class and with homework and consistently having a positive attitude to learning. **Kaya P 9GCP** - for her contributions in lessons and always aiming high.

Spanish

Linda A 9ROR - for a positive change in attitude in classwork and behaviour. Keep it up!

Textiles

Hana A 9MD and **Yasmin A 9JAZ** for attention to detail in all aspects of their work

Student Rewards October 2024

Year 10



Art

Rukhsara R 10LBM - for transitioning well onto the Art course. **Margaret R 10ESO** - for much improved effort in Art

Biology

Tyra J 10CCH - for working super hard and putting lots of effort in her Biology lessons! You have been making huge improvement in your learning and it will all pay off soon! Keep going.

Business studies

Navira N 9THA - for excellent class participation for Business studies. Well done.

Chemistry

Zikra K 10ESO - for making such a great effort with class contributions this term. For aiming high and putting in the effort with Go Furtherers with homework. Well done!

Computer science

Iman O 10TC and **Aleena M 10THA** - Your consistent effort and the fantastic results you've been achieving are truly impressive. Keep up the determination and focus. Continue to challenge yourself and strive for excellence. You'll continue to achieve great success in the subject.

Drama

Elisha K in 10EOG - For consistently putting in 100% effort in her homework tasks and rehearsals

English

Sam N V 10LBM - for her creativity and enthusiasm in English; **Zahra S 10ESO** - for her excellent progress in the first term of GCSE studies

French

Rukhsara R 10LBM - for working incredibly conscientiously in French and always being very helpful. She is producing excellent language in her written work.

Geography

Ghazal A 10 LBM - for great participation in class and overall effort in GCSE Geography. She always challenges herself, completes extension tasks and goes above and beyond.

Graphics

Shimlah M 10SSH - for really trying extra hard to complete her work. You have shown real dedication to attend after school club every Friday. Well Done!

H&SC

Meadow H 10ESO - Consistent contribution to the subject.

History

Anniyah S 10CCH - for how positively she engages in lesson and takes on feedback.

Maths

Elnaz Y 10THA - Elnaz has put in huge effort in learning algebra this term. Keep up the good work!

Naila U 10CCH - Absolute superstar, works her socks off, asks lots of questions to secure her understanding of each topic, asks for challenge questions, participates and volunteers answers consistently and has gained so much more confidence since the start of the year. **Maria B 10CCH** - An oasis of calm in my Y10 Maths. Maria is always the one speaking common sense - she regularly contributes and is always helping other students when they have questions. She works hard, asks good questions and is a general superstar!

Music

Sophia P 10ESO - for her hard work on performance and composition

PE

Riddhi H 10SSH - Exemplary behaviour and effort in her GCSE studies. Her commitment to extra-curricular PE clubs is commendable.

Physics

Mariam S 10TC - For always being curious, open-minded, asking lots of questions and always being eager to learn new concepts in Physics

Psychology

Hayley D 10THA - Fantastic in all work produced to a excellent standard. **Elina A 10CCH** - Excellent in collaborating in paired and group tasks and supporting others.

Spanish

Shadia M 10SSH - for making such an impressive progress since she joined.

Textiles

Ayva P 10THA shows great enthusiasm and confidence when using any of the textiles techniques that she is exposed to.

Year 8 Geography Project

Project brief: Tackling HIV/AIDS in Uganda

- The UK government is offering £1 million for a project to tackle HIV/AIDS in an area of rural Uganda
- You must create a proposal in order to be awarded the money, outlining what you will do
- You cannot go over the budget of £1 million
- £50,000 of the budget is for day-to-day running of the project (such as living costs for your staff)
- You must choose three strategies from the approved government list (see other side of sheet)
- You can also propose one 'unique' strategy not on the list, that your organisation thinks will help. Extra money (up to £50,000) can be given for this
- Important area information:
 - The population of the area is 557
 - 276 are younger than 16
 - 302 people are HIV/AIDS sufferers
 - Average income is £2/week
 - Some families can't take medication as they don't have enough food
 - The nearest airport is 200 miles away



Year 8 Gruesome Geography Project: Tackling HIV/AIDS in Rural Uganda

As part of their Gruesome Geography unit, Year 8 students have been delving into the impact of war and disease on communities around the world. One of the standout projects involved designing a real-world aid initiative to tackle the devastating effects of HIV/AIDS in rural Uganda. With a £1 million budget, students worked in groups to create their own organizations and identify strategies to improve the situation, choosing from a government-approved list of options while also incorporating their own unique ideas.

One particularly impressive project came from Afiya Rising, a group from 8SZ. Their plan focused on the power of education as a tool for prevention and support. The team designed a comprehensive strategy to educate local communities, particularly young people, about HIV/AIDS prevention. They also proposed running community workshops to raise awareness, provide information, and offer emotional and practical support to those affected by the disease.

Through this project, students not only learned about the complexities of global health challenges but also demonstrated impressive creativity and compassion in developing their solutions. The project emphasised the importance of community-driven approaches and showed how education can empower individuals to make informed

decisions, ultimately leading to lasting change.

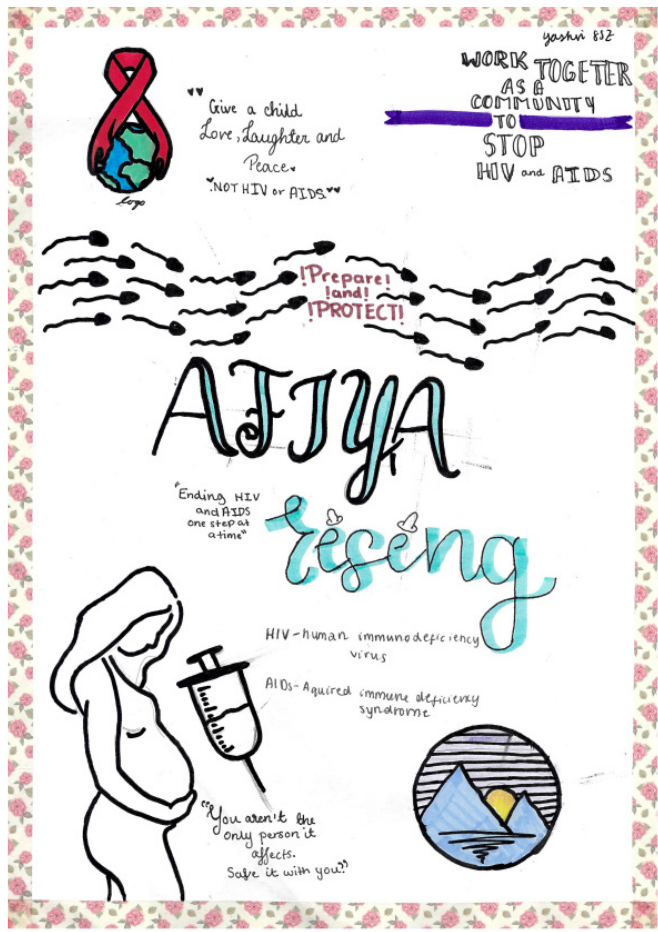
Parents can be proud of the critical thinking, teamwork, and empathy demonstrated by their children in this challenging and rewarding project. Afiya Rising's focus on education and community engagement offers a hopeful glimpse into the positive impact young people can have on global issues.

Mr Ferris

In our geography lessons we had been focusing on HIV/AIDS and how it could be prevented. Uganda is an example of how it can spread and what it could do if people aren't made aware of it. In this group project we made plans that could help raise awareness of this issue in rural parts of Uganda. For example, build schools so the younger generations can learn about it and why it is happening, so they can also try preventing it. This project was very fun as we worked as a group and combined our thoughts. I learned lots about how others are suffering and what we can do to help them; this was very helpful for my learning.

Shehnai S 8SZ

The geography project on HIV/AIDS in rural Uganda was a really interesting assignment to do. It highlighted the devastating impact of the virus on vulnerable communities



Poster by Yashvi P 8SZ



and the urgent need for education and prevention strategies. Researching the challenges faced by people living in rural countries, the stigma surrounding the disease, and the limited access to treatment was both informative and heart-breaking.

Our project aimed to make a meaningful impact in the lives of those affected by HIV/AIDS in rural Uganda. To achieve this, we focused on building schools, hiring teachers, distributing AIDS drugs, and organizing educational workshops. We wanted to construct schools to provide quality education for children orphaned or affected by the disease, ensuring they have a brighter future. We planned to organize workshops and community outreach programmes to educate individuals about HIV/AIDS transmission, prevention, and treatment.

Sara S 8SZ

In geography we were learning about AIDS and HIV. In this project we were focusing on how to stop HIV and AIDS from spreading in rural parts of Uganda. This was full of information and facts; I really enjoyed this group project, and I learnt much about this topic.

Vyana V 8SZ

This project was a good project. We worked together and tried our best in the groups. I had made a quiz, and my classmates had researched some information to add on to the project. This was a very exciting project and opportunity for me and I loved it.

Hinal P 8SZ

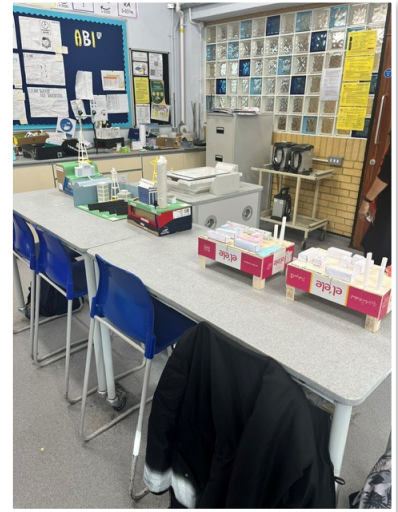
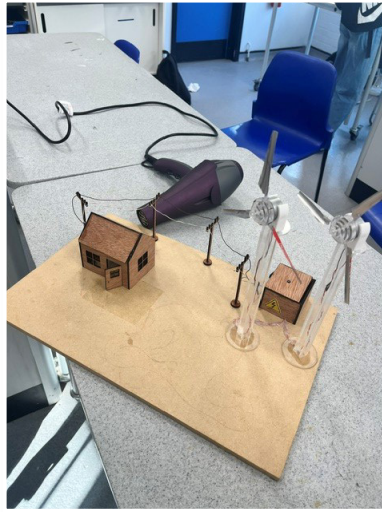
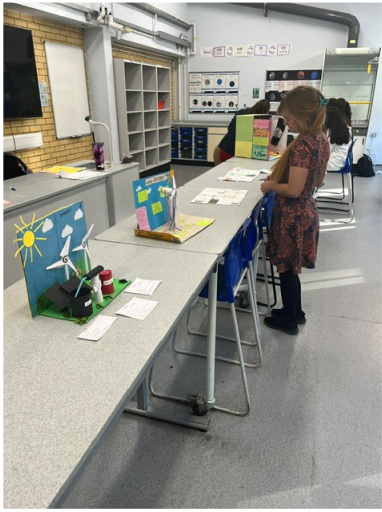
In geography, we did a project on how to stop HIV/AIDS from spreading in rural parts of Uganda. I wrote about why hiring 15 teachers in a school is an important part of fighting HIV/AIDS in Uganda.

We explained all about this topic in detail and were very intrigued by all the interesting facts that we researched. I had lots of fun, and I really hope we get to do something like this again in future lessons so it can improve my learning of geography throughout the year as this is engaging and useful.

Kavini V 8SZ



Practical science in the classroom and at University of Oxford



Year 9 use their physics knowledge and creativity to build energy power stations

The last week of the first half term saw the Year 9 physicists showing off their hard work. Throughout the first half term their homework was to choose, research and build a power station.

They have been studying energy resources, from coal, gas, nuclear to wind, solar and geothermal and how these resources are used in real life to provide the power and electricity that we use in everyday life.

A small handful from each class were invited to present their power stations to their fellow students, other teachers and Ms Akbar.

These students were:

Abigail C , Yusra G, Dalia A, Maryum Q, Lara A, Hana M, Sofia K, Jesmira M, Layana I, Lina A, Deivpra J, Shiloh N, Hana V, Lakshya L, Sana M, Haseenat R, Daina H, Giulietta L and Leeah T.

It was an impressive display of creativity, thorough scientific understanding and research, with some confident presentations by the students. There was even more success throughout the year group with many students producing work that showed a lot of care, time and creativity. Well done to all students who took part.

Ms Binnion
Head of Physics and Year 11 form tutor

Year 12 students attend an Material Science and Physics Day at University of Oxford

The University of Oxford hosted a number of schools for a day of Materials science and Physics, aimed at getting Year 12 students interested in the subject and to see them as a potential area of study at university.

A special thanks to Ms Symons, who very kindly agreed to drive the minibus to Oxford for myself and six students from Year 12 physics: Heba K, Nada B, Hitesree R, Sanga A, Moska N and Shyomi J.

The university had prepared sessions on:

- **A Tensile stress practical** (tensile strength, maximum load that a material can support without fracture when being stretched).
- **The age of the universe and Superconductors**, (A superconductor is a type of material that, when cooled to a critical temperature, can conduct electricity with no resistance or energy loss) This gave the girls an introduction to what studying these subjects would be like at university.
- **Theory in the practical world** and how we can use theory to better understand things we can never visit, like our closest star neighbour; getting from A to B quicker and more efficiently and how we can collect and analyses data for the application of different materials.

The girls enjoyed all the sessions, including the lunch break to the Christmas market and the book shop. A jam-packed day filled with physics and future aspirations.

Ms Binnion

Oxford University Outreach Workshop

Biochemistry Workshop on Antimicrobial Resistance

On Friday 13th December, some Year 10 and 11 students took part in an engaging biochemistry workshop delivered by Oxford University's Chemistry Department.

The session focused on antimicrobial resistance, a critical global issue, and provided students with an opportunity to extend their knowledge beyond the classroom. During the one-hour workshop, students learned about the innovative research being undertaken at Oxford University to combat antimicrobial resistance, focusing on how enzyme inhibitors can be used in conjunction with antibiotics to improve their efficacy.

The workshop offered our students a glimpse into the work of one of the world's top academic institutions. It was an excellent opportunity for them to deepen their understanding of biochemistry, have hands-on experience with university practical work and explore how science addresses everyday challenges in the world around us. We extend our thanks to the Oxford University Chemistry Outreach Team for delivering such an engaging and educational session and to all staff who supported the delivery of the day as well!

Ms Robson, Head of Science



Sixth Form trips to enhance students subject knowledge



Year 12 go on historic trip to Westminster Abbey

Our history trip to Westminster Abbey was an amazing experience. This historic church is both beautiful and filled with fascinating stories and amazing facts.

Walking up the Abbey, I was amazed by its tall spires and detailed carvings. The building's design is stunning, and it felt grand even from the outside.

Inside, the Abbey was just as impressive. The high ceilings and colourful stained-glass windows were breathtaking each telling a story, and every corner seemed to hold a piece of history. For example we saw the oldest door in Britain! We also saw the Coronation Chair, where kings and queens have been crowned for centuries, and Poet's Corner, where many famous writers are remembered such as Charles Dickens, John Keats and many more!

One of the best parts of the trip happened to be our amazing guides and staff, who showed us many historical documents in the Galleries such as rare passage from the Magna Carta and many books predating from the 16th century.

Above all, our trip to Westminster Abbey was amazing! It was a perfect mix of history, art, and awe-inspiring architecture. Seeing the history of royalty and memorials to all the inspiring people throughout history was very memorable and inspiring.

Priyana V 12GCO





Year 13 geography trip to Epping Forest

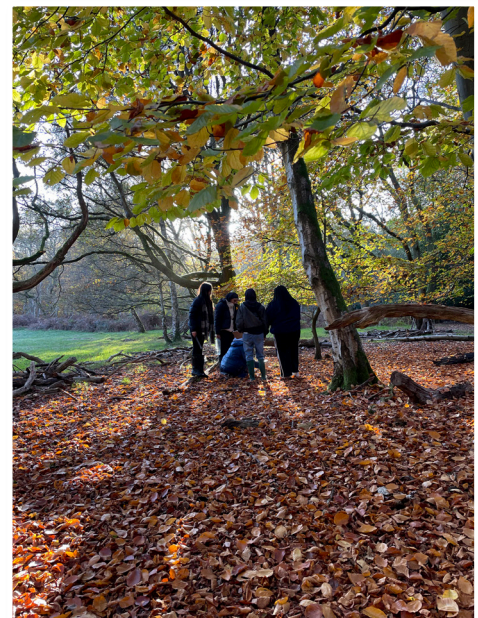
Our Year 13 geography class went on a fieldwork trip to Epping Forest to develop and consolidate our understanding of the carbon and water cycle for the physical paper one exam.

We began by carrying out investigations regarding the carbon cycle; some of these included investigating the amount of carbon sequestered in Epping Forest as well as recording the species of trees found in the deciduous forest. We gathered qualitative data from the woodland such as the height of the trees as well as the circumference of the trees in order to calculate the amount of CO² stored within the forest.

We also investigated the water cycle, specifically the process of infiltration and interception. Lastly, we created a small-scale tropical storm to investigate surface runoff on both permeable and impermeable surfaces (forest ground and concrete at the same degree slope).

Overall, this fieldwork trip was useful as it gave us an insight into the carbon and water cycle.

Ms Osborn



Sixth formers take part in mock trials and supreme court visits



Bentley Wood Sixth Formers excel at Bar Mock Trial Competition

This term marked a return to Bentley Wood of the prestigious Bar Mock Trial competition around the country, run by Young Citizens. Schools put together a team to take the different roles involved in a Crown Court trial: barristers, witnesses, clerk, usher, and jury members. The trials are run by a real life barristers and magistrates taking the role of the judge, who also score the participants in their various roles.

Bentley Wood's team featured lawyers and court officials from Year 12, with Year 13s in the roles of the defendants and witnesses, and we were given 2 cases to put together - both the Prosecution and the Defence.

In the first case, a security guard was accused of assault after physically removing a troublesome teenager from the entry of an arcade. Was this a reasonable use of force faced with threatening provocation? Or an excessive use of power motivated by a grudge?

In the second, an elite cyclist is caught at the entrance to a velodrome with a banned performance-enhancing drug. But were they, as they claimed, simply trying to bring the drugs to the police to alert them to a different drugs cheat on the team?

After regular lunch and after-school sessions with Mr Nussbaum putting together trial strategy, examining witness statements carefully and learning the procedure of a criminal trial, the team travelled to Hertfordshire University on a stormy Saturday for the competition itself.

Some excellent performances on the day saw Bentley Wood win the verdict in all 3 of our cases.

Our barristers Sara Alrefai, Sabella Idrisi, Zannath Enus and Nia Anthony-Dunn argued their cases persuasively and, in particular, used cross-examination to point out weaknesses and holes in the other side's argument.

Sara was particularly praised for the quality of her closing argument as a Prosecutor. Sarah Oke, Aisha Egeh, Marjan Azimi and Britannia Nguessan inhabited their roles as the various witnesses - plaintiff, defendant, friend, security officer - very well and had to stand up to the pressure and scrutiny of the opposition barristers.

Nanette Atiemo and Hannah Fatih performed the crucial presiding roles of the Court Clerk and Usher efficiently and confidently. We were also assisted by a number of Sixth Formers turning up on the day to be jury members and consider and deliver their verdict.

The team has represented the school extremely well and can be extremely proud of their success. Hopefully this is the start of some very promising legal careers in our Sixth Form!

Mr Nussbaum

Parliament and Supreme Court Trip Year 12

On Wednesday 11th December, our Politics class visited two important places that are central to our studies: The Houses of Parliament and the UK Supreme Court!

Our trip began with an insightful tour of Parliament, where our tour guide was showing us the various historical statues in the lobbies where we, as constituents, can speak to our Members of Parliament (MPs), and the halls where the MPs vote on laws. Our guide kept us on our feet, continuously quizzing us on our political knowledge - it must have been amusing for him to see us look back at Mrs Nye every time!

I had previously been to Parliament last year on a school trip; however, this year was much more enjoyable, since I came back with greater background knowledge and understanding of the structure and features of our political system.

A very surreal moment during the day was walking into the House of Commons. I'll repeat that this was indeed on a Wednesday, so we were standing in the same room our Prime Minister would have been in a few hours later in Prime Minister's Question Time!

I was very starstruck because I had gone from looking at the chamber in my textbook to seeing it with my own eyes. We, unfortunately, were not able to sit for PMQs. However it was an amazing opportunity to view the Commons nonetheless!

One of the most memorable parts of the trip was when we got to design our own political party and manifesto in a workshop! It was both entertaining and informative on how campaigns may be run - my team's party, the Pink Party, won the election, with Nanette as our representative! It was fun using the same language (and yelling) we hear from our politicians!

The trip was on a particularly unique day (very beneficial for us), as the roads of central London were also filled with tractors, marking the protests of farmers following some decisions from the government in its new budget. Although causing quite a disruption, to us this demonstrates the power of democracy and the voice of the people.

We then got to visit the Supreme Court, where we sat in a courtroom and were educated on the history of our judiciary. We were able to sit in the seats of the Supreme Court Justices, a very surreal and motivating moment for a lot of us.

We ended the day with listening to a few of the ongoing cases in the Supreme Court, an amazing experience to witness the highest court of appeal in action!

Overall, this day reaffirmed my interest in learning Politics and was a very enriching moment to witness what we're learning for ourselves.

Sara A 12PS

The politics and government trip was an AMA-ZING and immersive experience. We got to walk through the same hallways as Lords and MPs, grace the seats of the House of commons and witness a live court case in the supreme court. I felt like a politician myself. We, also got a live experience of direct democracy, which was definitely the highlight of the trip for me.

Nanette A 12CTW



Extended Project Qualification

Students take an EPQ to help them prepare for further education



Exploring the EPQ: A Valuable Learning Experience for Students

As part of their journey through Sixth Form, students at our school have the opportunity to take part in the Extended Project Qualification (EPQ), a highly rewarding academic challenge that allows them to delve deeply into a topic of personal interest. This qualification encourages independent learning, critical thinking, and research skills—qualities that will serve students well in higher education and beyond.

The EPQ involves students selecting a topic, researching it thoroughly, and then producing either a 5,000-word report or an artefact with a detailed written explanation. Alongside their project, students must also keep a process log, reflecting on their progress and challenges. This helps develop not only academic skills but also resilience, time management, and self-motivation.

Benefits of the EPQ

The EPQ provides numerous benefits:

- **Enhanced University Applications:** Universities highly value the EPQ as it demonstrates a student's ability to manage a significant, self-directed project.
- **Research Skills:** Students gain experience in research, critical analysis, and academic writing, preparing them for university-level study.
- **Personal Growth:** Working independently fosters a sense of ownership and confidence in their academic abilities.

EPQ Topics This Year

- This year, students have explored a diverse range of fascinating topics. Some of the highlights include:
- **The History of Medical Ethics:** Investigating the evolution of ethical decision-making in medicine
- **Biomimicry in Sustainable Architecture:** Exploring how nature-inspired designs can create more sustainable and energy-efficient buildings.

- **Witch Hunts in the 16th Century:** A deep dive into the social, political, and cultural factors that led to widespread witch hunts in the UK

These topics reflect the broad range of interests and academic curiosity that the EPQ nurtures, and we are incredibly proud of our students' commitment to such ambitious research projects.

What do students say?

The Extended Project Qualification (EPQ) offers students an invaluable opportunity to develop critical research and independent learning skills. I would strongly encourage other students to take on this challenge, as it provides a unique opportunity to explore personal interests while developing crucial skills for higher education. The EPQ taught me how to work independently, manage a significant project, and think critically – skills that have been invaluable in my academic journey.

The EPQ involved developing a comprehensive research methodology, critically analysing sources, and presenting findings confidently. While challenging at times, the support from my supervisor and Mr. Ferris, our co-ordinator, reassured me. The one-to-one tailored guidance and weekly group sessions provided crucial support, helping me navigate the complexities of independent research.

These sessions not only offered practical advice but also created a supportive environment. The structured support transformed what could have been an intimidating project into an exciting opportunity for personal academic growth. A highly recommended experience for students seeking to go beyond traditional curriculum boundaries!

Baveena S 13SN

Completing my EPQ was one of the best choices I've made. It allowed me to explore my passion for architecture while also combining my interests in fine art, geography, and

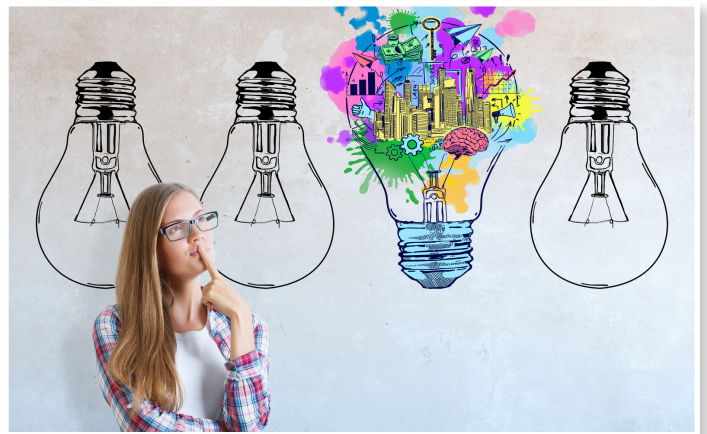
What is an EPQ?

A qualification you earn for completing a research project about something you're really interested in.

- 1 Research a project
- 2 Write a report
- 3 Or present it creatively

WHY ARE EPQs WORTH DOING?

- Most Universities recognise EPQs
- Boost your CV
- Develop critical thinking and problem solving
- Explore your passions and become an expert
- Increase your UCAS points
- Improve your presentation skills and creativity



physics. I enjoyed the hands-on experience of designing and creating my villa model, and while it was tough at times, it made the process all the more rewarding.

I learnt so much—not only technical skills like working to scale and experimenting with materials, but also time management and how to adapt when things didn't go as planned.

For example, switching to origami when my first strategy failed taught me how to problem solve and stay flexible. I also discovered new interests, like kinetic architecture, that I'm excited to explore in the future.

I would certainly recommend doing an EPQ. It's not only about the end result but also about the journey—stepping outside of your comfort zone, learning new things, and discovering how far you can go when you're passionate about something. It's an experience that I'll carry with me to university and beyond.

Kavya J 13SN

Although the EPQ does require (metaphorically!) your blood, sweat and tears, I would definitely say doing the EPQ is worth it. Not only is it quite fun to research and find answers on a topic of your choice, but it can give you so many useful transferable skills.

Before doing the EPQ, I had no idea how to start researching, reference sources or check the reliability of sources, but now I am happy to say I can confidently do all of these things, which has greatly helped me in my English and History coursework! I also received a lower university offer for completing the EPQ as it is equivalent to half an A-level, so it can be worth a lot to universities, if you do well in it. Also make sure your EPQ links to the university course or future career path you want to follow.

The EPQ does require a lot of self-study, hard work and time, but at the end of the day it is such an enriching experience and I would totally recommend

Soha O 13SNU



Students have been winning tournaments this term

Year 11 netball team reach semi-final

The team played incredibly well in the Year 11 semi-final match against Whitmore. We started slightly slow and after the first quarter the score was 8-3 to Whitmore. However, with a couple of switches around the team, the girls dug in and worked fantastically well and managed to score more points and made some fantastic turn overs, which brought us to 13-12 after the third quarter.

During the last quarter it was incredibly intense, with the Bentley Wood girls getting the score to 15-15, but within the last 20 seconds Whitmore made a turn over and managed to score which meant that we lost by one point. Well done to all the girls who played and congratulations to Sophie H who was voted Players Player by the Whitmore team.

We are playing Sacred Heart in the 3rd and 4th playoff! Good luck to the team on the next match.

Ms Collen

U16's Girls' Table Tennis Tournament

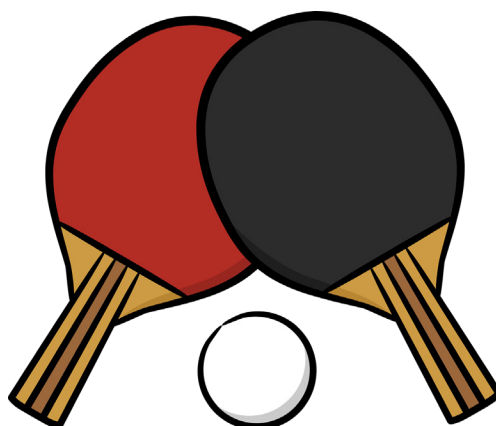
Year 10s and 11s from our GCSE PE classes took part in the U16's Girls' Table Tennis tournament in November. We entered two teams who both played incredibly well and demonstrated the progress they have made after their commitment to attending clubs over the last few months.

We were victorious in results, with one of our teams ranking 1st out of 5! In fact, the team won every game they played!

A special shout out to Maryam H in Year 11 who played across both teams meaning she ran from one game to the next all evening. Both teams demonstrated commendable sportsmanship throughout the tournament and we felt very proud of the way they represented the school.

Well done Table Tennis champs!!

Ms Bannon



Under 16's Badminton Tournament

On Thursday, 12th December, 8 students across years 8 to 11 took part in an Under 16's badminton tournament at Bentley Wood High School. These students include Zahra, Anniyah, Juhi, Nuha, Zahra, Aliya, Saajida and Iman. Some of them played singles matches against the other schools, and all of them played doubles matches.

The teams who entered the tournament included Bentley Wood High School (Teams A and B), Whitefriars School, Nower Hill, and Park High School. Overall, the games were very competitive, but both Bentley Wood teams managed to remain positive throughout and they were excellent at communicating in their pairs to try to achieve success in their games. The atmosphere was enjoyable, with all the teams showing great sportsmanship by supporting one another, playing fairly, and offering praise to each other.

Excitingly, Bentley Wood A (Aliya, Saajida, Anniyah and Juhi) won the tournament, winning 12 of their matches!

The results are as follows:

- 1st place** - Bentley Wood (Team A)
- 2nd place** - Park High School
- 3rd place** - Nower Hill
- 4th place** - Whitefriars
- 5th place** - Bentley Wood (Team B)

Ms Halai

U16 football tournament

At the end of November, the following students from year 7, 9 and 10 took part in an U16 tournament at Nower Hill High School:

Year 9: Aliza A , Evie R, Adeena A, Summayah D, Year 10: Elga D S, Mina S, Year 7: Fatima Y, Auswa N.

The girls played 4 games, winning two, drawing one and losing one! The team were so resilient when defending and attacked so well as a team with some great passing and individual skill on show which resulted in some great goals from Fatima Y.

A massive well done girls!

Ms Wardlaw



Student Rewards December 2024

Year 11

Art

Isabel M 11EV - being really receptive to feedback in her sketchbook! Keep going! **Ciara R H 11ABI** - for improved effort and enthusiasm with her coursework

Biology

Ambarin A 11SEO - for being consistent hard work in Biology lessons and her homework and for being a kind and polite person. Keep up the good work!

Business studies

Ayfar I 11CSN - For continued outstanding improvement in Business studies this year, keep up the hard work. Well done.

Chemistry

Imaan A 11ALN - for striving for excellence in her learning in every lesson this term whilst also eager to improve and develop herself as a chemist - well done for all your hard work! **Precious M 11ALN**, **Imna M 11JP** and **Alesha K 11EV** - for their resilience and improvement in effort this half term, very impressed - keep it up!

Computer science

Amara S 11JP, **Mariam R 11ABI**, **Tanisha P 11SEO**, **Michelle M 11SEO**, **Faza K 11ABI**, **Anvi K 11SEO** - take a moment to recognise your incredible hard work and commitment in Computer Science. Your excellent results are a reflection of the effort and determination you've been putting in, and it's truly inspiring to see.

Drama

Sahida S 11SG, **Tanisha P 11SEO**, **Sayida A 11BKO**, **Bhakti P 11ALN**, **Flavia G 11JP** for working together to refine and adapt their devising exam to high standard, great work!

English

Saaliha K 11SEO - for her excellent progress and mock results in English Language; **Skandaja K 11ABI** - for her excellent attainment in English Literature

French

Fatema R 11BKO - for working very hard in French and for using complex structures in her writing. Keep it up!

Geography

Zahra S 11ABI - for achieving the highest overall score at GCSE Geography Mock 1 exam. She is also an overall outstanding Geographer.



Student Rewards December 2024

Year 11

Graphics

Ayfar I 11CSN - for persistently showing exceptional ability when it comes to classwork as well as homework. Your hard work will pay off! Keep going and well done!

H&SC

Fatema R 11ABI - Exemplary independent work above and beyond the work set.

History

Patricia M 11EV - for how well she has settled in to the class, and for how positively she approached her history exams.

Maths

Zina B 11ABI - for always putting 100% effort in her Maths work. She has an amazing work ethic & really goes above and beyond to improve her understanding and grade. Keep up the good work!

Jenna M 11SG - She is always really focused in class and is keen to get work done and succeed in Y11. She is the first to finish every lesson and helps others when they need it. She brings a really positive atmosphere to the classroom.

Music

Faiza S 11SEO - for her hard work in composition

PE

Tareem 11BKO - consistently working hard and demonstrating commitment to GCSE PE club.

Psychology

Sayida A 11BKO - for brilliant mock results and incredibly positive attitude to learning

Science

Asiya S 11SEO - for consistently attending revision sessions and being ambitious with her learning, well done!

Spanish

Anna C 11JP - for her consistently thorough and enthusiastic attitude to learning, and positive contributions to the class

Textiles

Anvi K 11SEO - for her commitment and enthusiasm in Textiles



Information for students and parents

Careers Education, Information, Advice and Guidance at Bentley Wood

(Full careers plan Years 7 to 13 in school website Curriculum/Careers)

For resources and information about student careers and further education paths please view the Careers page on our website. <https://www.bentleywood.harrow.sch.uk/curriculum/careers/>

Unifrog

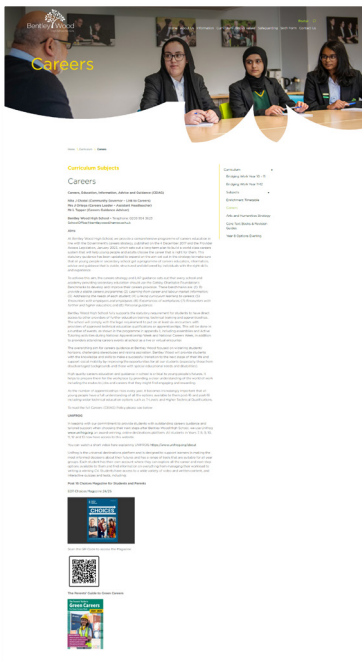
In keeping with our commitment to provide students with outstanding careers guidance and tailored support when choosing their next steps after Bentley Wood High School, we use Unifrog www.unifrog.org; an award-winning, online destinations platform. All students in Years 7, 8, 9, 10, 11, 12 and 13 now have access to this website. Unifrog is the universal destinations platform and is designed to support learners in making the most informed decisions about their futures and has a range of tools that are suitable for all year groups.

Choices Magazine

Choices Magazine is dedicated to helping you make important decisions after turning 16. Making post-16 choices can be both daunting and exciting. This book has included many useful sites that can help guide students.

The Parents' Guide Green Career

This magazine gives you lots of information about taking a path to green careers.



Apprenticeships

How to find apprenticeships?

You can find a huge range of options by using the following websites:



Amazingapprenticeships.com
ratemyapprenticeship.com
Notgoingtouni.co.uk
Apprenticeships.gov.uk
Unifrog
LinkedIn and Indeed
Employers' Websites

Work Experience

Year 10 Work Experience - 7th to the 11th July 2025
Year 12 Work Experience - 14th to the 18th July 2025

AIMS & OBJECTIVES

1) To facilitate students' personal and social development. All students should have an opportunity to:

- Develop self-confidence
- Accept responsibility
- Develop communication skills
- Make appropriate relationships

2) To enable students to develop their knowledge and understanding of the world of work.

All students should have an opportunity to:

- Experience a working environment
- Have a better understanding of individual's roles in the workplace
- Have a better understanding of how businesses are structured & organised
- Discover the similarities and differences between school and work
- Gain a general insight into 'work' to aid the transition from school to employment
- Realise the importance of health and safety regulations

Skills and personal qualities to demonstrate and develop

- Confidence
- Communication Skills
- Working as part of a team
- Identifying your strengths and weaknesses
- Ability to organise and take responsibility
- Listening and understanding information
- Make a positive contribution to the workplace



SMARTPHONE FREE CHILDHOOD

For more information about your child going SmartPhone free go to <https://smartphonefreechildhood.co.uk/>



Head Girl Abigail swaps her Smartphone for a Nokia and goes Smartphone free

We are often told that 'the phone is the problem' and that we would be much happier if we could discard the mobile devices which are preventing us from being present in the moment. Parents are all too happy to comment on how much better things were in 'their days' when the only phones they had was a brick phone, limited to calls and simple messages and so I decided to put that to the test. When I heard about Mr Rankin's programme to exchange my phone for a Nokia for ten days, I was immediately intrigued, especially at the thought of having a 'detox' from social media in the weeks leading up to my mocks. It was my hope that, by removing such distractions, I would be able to focus on achieving all the things I wanted to do.

Before giving in my phone, I received a leaflet where I was given some instructions to consider. I was told that I should: notify my friends and family so that they'll know how to reach me; plan ahead and set up non-digital activities like reading, drawing, journaling, or exploring nature to fill the time and to have backup important information. Ultimately, I was told to set goals and think about what I want to gain from this experience—more focus? Less distraction? Clarity?

In the first few days without my phone, I found myself grasping at my pockets, feeling about for my phone before realising that I don't have it anymore. Surprisingly enough, it wasn't the social media that I missed, or being able to take pictures - even going without music on the

bus was manageable! Rather, it was the practical aspects of not being able to check the bus times and only being able to check my emails on my laptop which made me truly consider how dependant I've become on my phone.

However, by the end of the week, I noticed that I was able to get greater amounts of my work done in one sitting as I wasn't being interrupted by the need to check my notifications or get distracted 'doom scrolling'. I found myself getting bored at times, which led me to seeking new ways to fill up my time. I was able to spend quality time with my family without the distraction of my smartphone and read a lot more books which rekindled the passion I used to have for reading. I was surprised by the calmness which I began experiencing as I didn't have to experience being bombarded by constant notifications, pop-ups and news.

After the ten days passed, I decided to extend my time with the Nokia until the end of the month due to having enjoyed it so much. Naturally you experience some impracticalities. However, I would say that the benefits definitely outweigh these and I couldn't recommend the programme more. Think about your own relationship with your phone and whether you'd be down for the challenge of going ten days with a brick phone instead!

Abigail C 13SNU

Student Rewards December 2024

Year 12



Art

Rhawan E 12PS - excellent attention to detail in each and every single lesson. Well done!

Biology

Kashaf Z 12CTW - for engaging in Biology after a delayed start and putting in lots of effort to catch up and continuing to try hard. Keep going - Well done.

Business studies

Mithra R 12CTW - for consistent outstanding work and assessment paper. Well done.

Chemistry

Tahira N 12CTW - and **Mithra R 12CTW** - well done to both students who consistently contribute very well in lessons and stretch themselves with their learning both in and out of lesson. Well done for all your hard work this term!

Computer science

Mahmood J 12GCO - Your hard work and proactive approach in Computer Science have been outstanding. It's great to see you consistently achieving excellent results at this level. **Asra K 12PS** - Well done for putting in such hard work and dedication to learn Computer Science, especially since you didn't study it at GCSE. Your progress and commitment are truly impressive

Economics

Ema G 12JG - for outstanding term in Economics and consistent quality level of work produced. Well done

English

Nateer D 12CTW - for her consistency and reliability in academic standards

Geography

Priya P 12 CTW - for having a brilliant start to A level Geography and working hard demonstrating her passion for the subject.

H&SC

Hibaq M 12GCO - Positive attitudes in all lessons with excellent engagement.

History

Priyana V 12GCO - for her insightful class contributions and high effort levels.

Maths

Heba K 12GCO - for calming presence in the lessons and always keeping on top of her Further Maths work. Keep up the good work!

Kareena M 12SBA - for her determination to improve her understanding of Maths and achieve the best outcome. Well done!

Physics

Saba A 12GCO - For her incredible dedication to improving her understanding of Physics and for always giving up her time to attend intervention after school

Psychology

Rawda M 12SBA - For being so engaged in psychology and actively participating in every activity

Sociology

Priyana V 12GCO - For consistently making brilliant contributions in class for exploring her sociological imagination.

Spanish

Georgia M 12JG - Well done on your transition from GCSE to A Level this first term, your effort and passion for the subject is paying off as seen in the great improvement from the practice paper to the assessment paper!

Politics

Sara A 12PS - for simply being an excellent Politics student - your passion is shining through!



Student Rewards December 2024

Year 13



Art

Kavya J 13NS - well done for making such a huge improvement in the quality of your work since September. Keep going!

Biology

Diana Q 13KW - for engaging in the lessons and asking great questions

Business studies

Oorvi G 13NS - for continued excellent work in Business studies.

Chemistry

Sheza S 13NS - for the improvement she has made in Chemistry seen in the proactive attitude towards her learning.

Nesreen A 13SN - for consistently attending additional revision and her conscientious attitude towards her learning.

Computer science

Maryam J 13NS, Sarah O 13NS - Your hard work and proactive approach in Computer Science have been outstanding

English

Soha O 13SNU - for her determination to succeed and preparation for mock exams

Geography

Mahi P 13PBL - for being the angel and always turning up top additional revision sessions. She is so organised and diligent.

H&SC

Zainab A 13NS - Positive attitude towards learning and excellent engagement in coursework.

History

Soha O 13SNU and **Abi C 13SNU** - for the effort shown in preparation for their Oxbridge applications and interviews.

Maths

Fatima I 13SNU - for her commitment and determination to improve her understanding of Maths and achieve the best possible outcome. Keep up the good work!

Physics

Husna N 13SNU - For the effort that she puts into every single homework task

Psychology

Husna U 13PBL - for a really excellent start to year 13 regarding her effort, and positive attitude towards learning difficult content

Sociology

Tina F 13SNU - For making an excellent start to Y13 sociology. She has gone the extra mile to do reading and work hard at exam practice and has made great improvements. Well done!

Spanish

Thierry G C (Ext) - Well done on getting top marks in the mock exam! All the exam practise and application of accurate grammar and vocabulary have been successful.

Politics

Aisha E 13NS - for being very proactive with revision this year!



Student wellbeing

Mental Health and Wellbeing Updates from the Bentley Woods

At Bentley Wood, we're committed to supporting your daughter's emotional well-being and mental health, alongside her academic success and personal development, to the best of our ability.

As we reach the mid-point of the summer term, I wanted to share with you some strategies, developments, and advice for your daughters (and you). We want to help you, the very best we can, in fostering your daughter's resilience and emotional wellbeing.

Supporting Teenagers' Mental Health: Tips for Parents

As parents, it's crucial to support your teenagers' mental health during these challenging years. Here are three key tips to help you navigate this journey:

- **Open Communication:** Engage in meaningful conversations with your daughter. Give them your full attention, be curious about their feelings, and take their concerns seriously. This helps them feel understood and supported.
- **Empathy and Timing:** Show empathy by acknowledging their emotions and providing a safe space for them to express themselves. Choose appropriate times for discussions, ensuring you can focus on them without distractions.
- **Self-awareness:** Reflect on your own stress and negative feelings. Being mindful of these can help maintain a positive and supportive environment at home.

Your presence and understanding are vital during these formative years. For more resources and support, visit the Anna Freud National Centre for Children and Families at:

www.annafreud.org

Mental Health Awareness Week

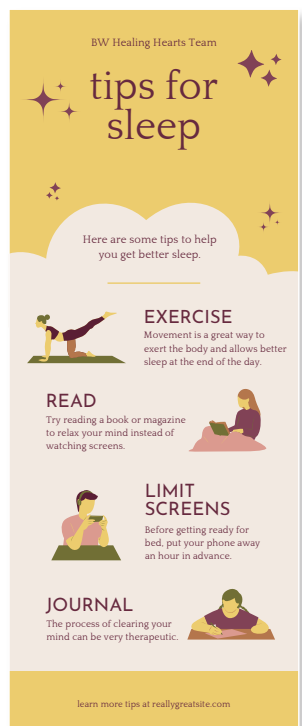
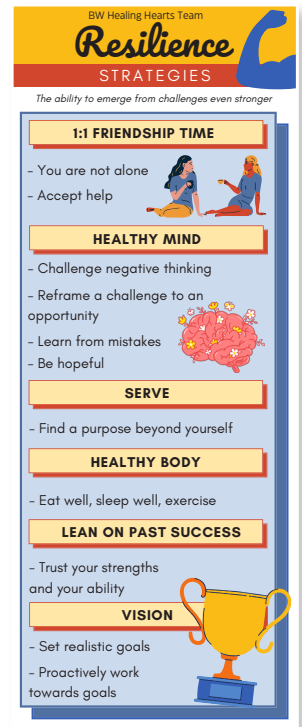
We recently celebrated Mental Health Awareness Week (May 13th) focusing on movement, exercise and developing resilience. As we always say to you, exercise - going for a walk, cycling, etc. is so helpful for your daughter's wellbeing. In this spirit, **Ms Bannon** (Associate Assistant Headteacher) organised a number of activities during MH Awareness Week - see her account below in this newsletter.

In the spirit of movement for wellbeing, **Ms Hussain**, Head of Classics, took the opportunity of the good weather to take her students onto our grounds for some outdoor learning. -see her account below in this newsletter.

Last year, to celebrate MH Awareness week we created and shared a series of **wellbeing infographics**. Your daughters are encouraged to download and print these infographics as posters, serving as reminders of practical, actionable advice to maintain good mental health throughout their school journey.

Infographics.

You can access and download a series of Infographics from the **Student Wellbeing and Mental Health Teams channel**.



Resource for Older Teenagers

Harrow Cove is a service where individuals can go if they are experiencing a mental health crisis. You can simply turn up, no appointment necessary.

They are a safe, inviting, and inclusive space for individuals who are struggling to cope with their mental health and daily life. It is for students aged 16+, the Cove offers support with drop-in sessions, arts and crafts groups, and a group specifically for ages 16-25. More details can be found [here](#).

New Book on Smartphones and Mental Health:

A recently published book, by the American scholar, Jonathan Haidt, delivers a damning verdict on smartphones, social media, and wellbeing, particularly for teenage girls. It is called, '**The Anxious Generation: How the Great Rewiring of Childhood is Causing an Epidemic of Mental Illness.**'

You can read more about it here:

[The Anxious Generation Out Now. Order the Book.](#)

Mental Health Hub for Teenagers and Parents - Harrow:

Harrow services have produced an excellent online hub of mental health services for Harrow teenagers, should you or your daughter ever need support.

<https://youngharrowfoundation.org/harrow-is-here>

They have a specific area for parents and carers, with links to lots of activities:

<https://youngharrowfoundation.org/parents>

Digital Wellbeing Platform - Govox:

This year, after a trial with Year 9 last year, we rolled out our **wellbeing check-in platform (Govox)** across Years 9, 10, 11, 12 and 13. This is a way to identify students in need of a 'check-in', to deliver them bespoke wellbeing resources, and to take the pulse of how our students are feeling each half-term.

We email them a survey link each half-term, which they are asked to complete. Please do encourage your daughter to complete the survey each half-term. The next one goes out **Monday June 10th** (the second Monday back after half-term).

Whether she's on top of the moon, or down in the dumps, we want to know how she's doing.

Stay Connected: Student Wellbeing and Mental Health Teams Channel

We often upload new resources, tips, and advice to the **Student Wellbeing and Mental Health Teams channel**. Here, you can find a repository of **videos, articles, guided meditations**, and more to help you and your daughter cope with stress and anxiety, and to become more resilient.

Select Mental Health & Wellbeing Support at Bentley Wood

We will continue to offer a wide range of support for your daughter at Bentley Wood, including our PSHE curriculum, Wise Thoughts discussions, sports and extra-curricular clubs. Some examples follow.

Our '**Healing Hearts Team**'. These are a group of staff trained in mental health and wellbeing strategies. These members of staff are available to connect with and speak to students, offering support and guidance for low-level concerns.

We have a fully-trained **Senior Mental Health Lead** who is a Senior Leader, in line with best Government-endorsed practice, and this includes support from the **Harrow Mental Health Support Team**. (MHST)

We have a number of **Counsellors in each week**, including a representative from the **Wish Centre**, in case your daughter requires higher-level intervention than the Healing Hearts Team can provide.

We have our own student **Wellbeing & Mental Health Ambassadors** to lead on whole-school initiatives such as Wise Thoughts, wellbeing Teams tips, and be a friendly face if needed.

For additional wellbeing and mindfulness resources, consider the **Headspace** and **Calm** apps, meditation MP3s in the Student Wellbeing and Mental Health Teams channel, or books such as "Mindfulness: Finding Peace in a Frantic World" by Professor Mark Williams.

Useful Apps and Websites:

[Meditation and Sleep Made Simple - Headspace](#)

[Calm - The #1 App for Meditation and Sleep](#)

To wrap up, I'll share two favourite quotations on mental health once more. **Richard Burton**, in his '**Anatomy of Melancholy**' (1621), suggests that staying active can help alleviate melancholy:

"As fern grows in untilled grounds, and all manner of weeds, so do gross humours in an idle body...They that are idle are far more subject to melancholy than such as are conversant or employed about any office or business."

The Stoic philosopher Epictetus advises, "The first job in life is this. To distinguish between externals I cannot control, and the choices I make about them that I do control."

If you have any questions or concerns, please feel free to contact **Mr. O'Sullivan** (Assistant Headteacher) or your daughter's **Head of Year**.

Wishing a very happy half-term.

Mr O'Sullivan

Assistant Headteacher

Senior Mental Health Lead

Information and advice for students and parents

Online Parenting Courses in January 2025

Brilliant Parents knows that most parents are brilliant, but we also know, as parents ourselves, that bringing up children is one of the most challenging and emotionally demanding jobs a parent will ever do.

Sometimes it can feel that parenting has turned into a battle, rather than an adventure.

Brilliant Parents runs Parenting Courses supporting families across London, working with parents to turn the experience back into something that is positive and rewarding.

For you, the parent, our courses make daily life a little less about conflict and more about fun, by introducing techniques we can help you break a negative cycle with an emotional toddler or a complex teen. For more information please go to

[Parenting Courses](#)

BRILLIANT PARENTS – JANUARY 2025				
Parent Support Programmes for the London Borough of Brent, Harrow & Hammersmith and Fulham				
SN	PROGRAMME TITLE	DELIVERY DATE	BOROUGH/TIME	LOCATION
1.	Building Teenagers' Survival Skills	Friday 10 th January 2025	Brent/H&F/Harrow 10am-12noon	Zoom
2.	Managing Fighting & Aggression	Monday 13 th January 2025	Brent/H&F/Harrow 10-12noon	Zoom
3.	Getting Teenagers to Cooperate	Tuesday 14 th January 2025	Brent/H&F/Harrow 6-8pm	Zoom
4.	Coping with Teenagers' Emotions	Friday 17 th January 2025	Brent/H&F/Harrow 10-12noon	Zoom
5.	Developing Good Bedtime Routines	Monday 20 th January 2025	Brent/H&F/Harrow 6-8pm	Zoom
6.	Reducing Family Conflict	Tuesday 21 st January 2025	Brent/H&F/Harrow 6-8pm	Zoom
7.	Dealing with disobedience	Friday 24 th January 2025	Brent/H&F/Harrow 10-12noon	Zoom
8.	Stress - Free Shopping with Children	Monday 27 th January 2025	Brent/H&F/Harrow 10-12noon	Zoom

To register for **any** or **all** the Discussion Groups, kindly complete and submit the registration form at this link:

<https://www.brilliantparents.org/brilliant-parents-self-referral/>

Staying Safe over the Christmas Holidays

Bentley Wood High School is now closed for the Christmas Holidays. We look forward to welcoming students back on the **7th January 2025 at 8:40m.**

If you need to speak to someone urgently, or have a safeguarding concern over the Christmas break, the School Office is open from 8:30-4pm on:

- 23rd December 2024,
- 2nd January 2025,
- 3rd January 2025

You can also email: schooloffice@bentleywood.harrow.sch.uk or call the school office on 0208 954 3623

Advice for Students:

- Talk to a trusted adult if anyone says or does anything that worries or frightens you. A **trusted adult** might be a family member or please contact the school - someone will be there to support you.
- **Always** tell a trusted adult where you are going and what time you will return.
- Don't lend your mobile phone to anyone unless it is an emergency
- Don't let anyone online trick you into doing something or sending pictures against your wishes.
- **Don't share** any passwords/login information - keep them private and use complex passwords, too.
- Never give personal information to any person you don't know.

Safety and your mobile phone:

- Speak to a parent/trusted adult about who you are connecting with and not to purchase anything online without gaining an adult's permission first.
- Age Ratings on Apps are **there to keep you safe.**
- **Only** connect online with friends and family you know in the physical world and not to accept 'friend play request' from strangers.
- Don't put up with abusive texts, photos or video. Show them to an adult and report them.
- You should **always** speak to a trusted adult if you see or hear anything online that makes you feel **scared** or **uncomfortable** and to **never** arrange to meet someone who they have met online.
- When sharing images: **you need consent** to take and share images/videos of others. People also need your **consent** to **take** and **share** your image.
- If an image shows the private parts of a person who is under 18; it IS an indecent image: It is an **offence** if you: save it, share it, keep it, print it, forward it, show it.

Safety and Social Media

With social media you can send messages, share pictures, videos and chat with people all over the world. ... **but who are you connecting with?**

Anyone can use the Internet. Not everyone is who they say they are and some people are not nice.

Most social media platforms require users to be of a minimum age to use their services:

Snapchat	13 years old
Instagram	13 years old
TikTok	13 Years old
You Tube	13 years old
FaceBook	13 Years old
WhatsApp	16 years old

Additional Support:

- Online Safety: www.nspcc.org.uk
- Staying safe online in the summer holidays - advice for parents and carers: www.saferinternet.org.uk
- How to recognise the signs of bullying and sexual exploitation: www.harrowlscb.co.uk
- Mental Health: www.youngminds.org and Mental Health Support Services in Harrow

Supportive Websites:

- Childline: 0800 1111
- NSPCC:
- Samaritans: Call 116 123 (24 hours 7 days a week)
- [Campaign Against Living Miserably \(CALM\)](http://Campaign Against Living Miserably (CALM)) : Call 0800 58 58 58 - 5pm to midnight every day
- Papyrus: Call 0800 068 41 41 - 9am to midnight every day Text 07860 039967
- Childline: Call 0800 1111 (24 hours 7 days a week)
- The Mix: Call 0808 808 4994 (3pm to 12am)

Useful contacts:

NSPCC report abuse line: 0808 800 5000
 Harrow's Golden Number: 020 8901 2690
 Harrow's Out of Hours Emergency Team: 020 8424 0999
 Emergency Services: 999

Other Useful Contacts:

Harrow Children's Services and Harrow Local Safeguarding Board www.harrowlscb.co.uk

In an emergency you must always call 999.

To report a non-emergency crime to the police call 101.



Information and advice for students and parents

Free School Meals eligibility

- Children are entitled to receive free school meals if they or their parents or guardians receive any of the benefits below.
- Universal Credit, provided they have an annual net earned income not exceeding £7,400 (£616.67 per month)
- Income Support
- Income-based Jobseeker's Allowance
- Income-related Employment and Support Allowance
- Support under Part 6 of the Immigration and Asylum Act 1999
- The guarantee element of Pension Credit
- Child Tax Credit, provided they are not also entitled to Working Tax Credit and have an annual gross income of no more than £16,190, as assessed by HMRC
- Working Tax Credit run-on – paid for 4 weeks after you stop qualifying for Working Tax Credit

I don't currently claim free school meals - what does this mean for me?

If you think you might be eligible for free school meals, please see instructions here on how to check and apply.

I am currently claiming free school meals - what does this mean for me? Most people won't be affected by the new criteria. If you're currently claiming free school meals, but do not meet the new criteria, your child will continue to receive free school meals until the end of the Universal Credit rollout period.

This will apply even if your earnings rise above the new threshold or if you stop being entitled to Universal Credit. The Universal Credit rollout is currently expected to complete in March 2025. Once Universal Credit is fully rolled out, your

child will keep their free school meal until the end of their current phase of education, i.e. primary or secondary.

Where can I get more information?

<https://www.gov.uk/apply-free-school-meals>

If you need any further information, please speak to a member of school staff in the Data Office or the local authority. You can also visit the free school meal website:



Your information

It is vital to check that we hold your most current and accurate data.

Please ensure that you inform the School Office/Data Office of any changes such as **student name/address/contact details/mobile number & email address.**

These must be kept up to date otherwise you may not be able to receive important information. When informing us of an address change, please provide proof of address such as Council Tax or Tenancy Agreement.

Ms Ramsay, Data Manager



Parent Ambassadors

Parent Ambassadors at Bentley Wood High School help parents and carers in many ways to facilitate communication between themselves and school.

We can translate information about the school and their daughter's progress in Arabic, Pashto, French and Urdu.

Our role consists of helping with induction and admission of new students and to help fill out forms. We support by helping parents and carers understand parent consultations, meetings and assemblies.

We translate at meetings, act as interpreters and translate English into parent/carers native language. We like to involve parents in their daughter's education by inviting parents to coffee mornings, end of term meetings and parties.

Ms Halpin speaker of Arabic and French
Ms Usman speaker of Urdu
(We can arrange translation for Pashto speakers)

Please contact us:

Email: SchoolOffice@bentleywood.harrow.sch.uk

Phone: 0208 954 3623



Arbor

We're using Arbor's free Parent Portal and Arbor App

Arbor is a simple, smart and cloud-based MIS (Management Information System), which helps us work faster, smarter and more collaboratively as a school. The Arbor App and Parent Portal mean we can keep you informed about your child's life at school in a much more accessible way. Log into Arbor to see and update your child's information, get live updates and messages from the school.

The Parent Portal works on Google Chrome (computer or laptop) and you can download the Arbor App from the App Store or Google Play Store on your phone (Android 5.0; iOS 10.0 and upwards).

Arbor Bentley Wood

Available on the

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The Parent Portal works on Google Chrome (computer or laptop) and you can download the Arbor App from the App Store or Google Play Store on your phone (Android 5.0; iOS 10.0 and upwards).

How to get started

1. Wait for your welcome email from us telling you Arbor is ready - you won't be able to log in before
2. Click the link in your welcome email to set up your password
3. Go to the App or Google Play Store on your phone and search 'Arbor'
4. Click 'Install' on Android or 'Get' on iPhone then open the App
5. Enter your email, select the school, then enter your password
6. Accept the Terms & Conditions and enter your child's birthday

Need help using Arbor?

Email the school office if you have questions about Arbor, the App or Parent Portal. Tell us the type and model of your phone, e.g. an iPhone SE, and include screenshots or screen recordings.

To safeguard student data in line with General Data Protection Regulations (GDPR), Arbor only works directly with schools.

Some tips to try:

1. Ensure your username is the email address you use for Arbor. Ask the school office to check the email address linked to your account.
2. Reset your password from the login page or ask us to do this.
3. If the login email was sent to you more than 96 hours ago, the password link will have expired. Ask us to send it again.
4. Email the school office to check that your email address has not been used twice - e.g., on another guardian or child's profile.
5. Enter the birthday of one of your children to log in.
6. Only relatives who are Primary Guardians of a child can access the Arbor App. Ask us to check you can access Arbor.

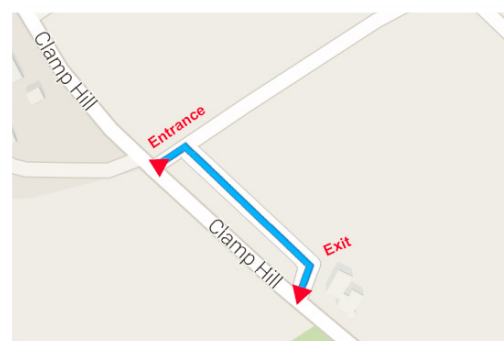
Email the school office if you have any issues or queries:
schooloffice@bentleywood.harrow.sch.uk

Dropping off and collecting your daughter from school

For student safety only use the Clamp Hill entrance to drop off and pick up your daughter from school. We would like to remind you that our Bridges Road gate is no longer in use for dropping off or collecting students from school by car.

We wish for all parents/carers to use the Clamp Hill entrance and the designated safe road/drop off point. Please note if the drop off point is full, parents should drive through the drop off area and park on Clamp Hill Road, on the left hand side facing Brockhurst Corner/Uxbridge Road. For any parents who are unsure where the drop off is, please use postcode HA7 3JW. Details can also be found on the school website under the 'Contact Us' section.

Please can parents/carers email the school office at schooloffice@bentleywood.harrow.sch.uk with their up to date contact details including mobile numbers and email addresses to be sure that they are receiving all the information being sent to parents from the school.



Dates for your Diary 2025

Please find below a list of important dates for your diary for the coming term:

24th December to 1st January 2025	School Office is closed
24th December to 3rd January 2025	Christmas Holidays
6th January 2025	Inset Day. School closed to students
7th January 2025	Start of term. 08:40 registration
14th January 2025	Onatti Spanish Play. Years 7, 8 and 9
28th January 2025	Year 11 Parents Evening. Early finish for students 13:25 / 13:30
6th February 2025	Year 9 Parents Evening. Early finish for students 13:25 / 13:30
12th to 14th February 2025	School Production: Oliver!
15th to 21st February 2025	February Half Term
24th February 2025	Start of term. 08:40 registration
24th February to 7th March 2025	Year 11 Mocks
24th February to 21st March 2025	Year 12 / 13 Mocks
25th February 2025	Year 8 Careers Morning

Don't forget to check our website for regular news updates:

www.bentleywood.harrow.sch.uk