



HAYES SCHOOL

Newsletter

23-24

Edition 19

12th JULY 2024

MESSAGE FROM THE PRINCIPAL

Whoever said things get quieter and slow down in the final weeks of the school year?

Coaches and minibuses have been arriving at and leaving the school on an almost daily basis within the last two weeks as we have seen students participating in a range of trips and visits in the local area. As I sit writing this, a minibus is being packed up for me to drive to the South Coast supporting our DofE Silver Expedition.

Our Year 10 geographers have been carrying out fieldwork on the Isle of Sheppey and have developed important skills and an improved understanding of physical geography, enabling them to complete their coursework in Year 11. Year 7 trips have taken place to the Observatory Science Centre and our Year 12 students braved the wet weather last weekend at Stubbers Activity Centre where they did a range of watersports, climbing and outdoor activities. From the various photos and videos I saw, it seems that the staff enjoyed themselves almost as much as the students. Trips to the Al-Elmaan Centre Mosque, Wellcome Collection and Trust Spelling Bee have also taken place and our KS3 Graduation this week saw Year 9 students presented with awards before letting their hair down on the inflatable 'It's a Knockout' obstacle course during the afternoon.

The hall was packed last week at our Sports Awards Evening and Summer Concert with both events seeing former students come back to the school. The sporting and music communities at school are so strong and the alumni choir saw approximately 15 students coming back to perform alongside their teachers and our current talented students. I extend my congratulations to all who received colours and awards at the Sports Awards Evening and to Paige Pauling who was presented with the Hayes School Sports Performer of the Year Award. Ben Foster was also presented with the Eddy Rider Shield at the music concert for his commitment and contribution to Hayes School Music.

We have welcomed families of our new Year 7 and prospective Year 12 students into school this week for our induction evening events and we thoroughly enjoyed meeting our new students at the Year 7 and Year 12 induction days, where taster lessons provided an opportunity for all to gain an insight into lessons at Hayes and our Sixth Form courses. Our online 'bridging materials' (or units) will play a significant role

in preparing the current Year 11 students for the step up to A-Level and Sixth Form vocational courses. We very much hope that time spent in school this week will help all get off to a flying start in September.

Details on our exam results days are included in this newsletter and I will be writing to all families to confirm the start of term arrangements early next week. Please note below the arrangements for the last day of term (Friday 19th July)

Even those not normally interested in football will, I am sure, have been swept away with the excitement of the England team reaching the finals of the Euros – it is now time for the men's team to see if they can repeat the success achieved by the women in 2022.

At our graduation event for the Bromley Schools' Collegiate, our trainee teachers were awarded Qualified Teacher Status and I was reminded of the privilege it is to teach, the need for resilience and the power of teaching to transform lives. It has been a privilege to be Principal at Hayes School and, in this my final newsletter, I thank you all for the support you have shown me and given to the school. I wish all our students, staff and families a wonderful summer break.

With very best wishes
Mr Whittle, Principal

Delayed Start - Monday 15th July

As communicated via email, there will be a delayed start to the school day on Monday. Students should arrive for registration at 9.30am.

Last day arrangements – Friday 19th July

Period 1 & 2: Lessons as normal

Break

Periods 3-4: End of year celebration assemblies/tutor time

Students will be dismissed from school at 1pm

ASSEMBLY THEMES:

w/c 15th June (Week A): Ethos and Values



SVP Highlights

With Senior Vice Principal
Miss Thompson

Student Leadership @ Hayes 2023-2024

“We Said.....We Did.....”

In my final newsletter instalment of the year I take a look at the achievements and progress of our many Student Leadership groups and celebrate the contributions they have made to improve their school and wider community. It is no accident that the numbers of student leaders continue to grow, and I believe it is testament to the bespoke and varied nature of our groups which have all been conceived through Student Voice. So lets take a look at the round-up of our Student Leadership work that we also shared with students in assembly this week...

ECOH Champions

WE SAID...

- Audit our green space
- Run a 'Switch it off Campaign'
- Investigate if we can put solar panels in school.
- Look at our wastage in the Restaurant and Sixth Form Café.

WE DID...

- Audited our green space and uploaded this to the National Education Nature Park.
- Ran a successful 'Switch it off Campaign' from January to April.
- Met with companies about solar panels, and found out that the cost currently is too high to move forward.
- Have a meeting coming up with Accent (catering providers) regarding single use plastic and food waste.



Wellbeing Champions

- **We said...** we would create posters for across the school to provide students with information about self help techniques.
- **We did...just that!** We have created a bank of new posters to be printed off ready to share in classrooms across the school ready for the new academic year.



WELLBEING@HAYES

Teaching, Learning & Curriculum Ambassadors

• We said...

- Identify and share successful learning strategies with students
- Collect student feedback on their learning experience
- Affect decision-making around teaching and learning

• We did...

- Discussed our experiences and came to common agreement on **effective** learning
- Designed a poster: **4 Tips to Learn Better**
- Brought suggestions on **improving the learner handbooks** to SLT
- Developed and sent a **survey to all students** to support our work in 24-25



Equality and Diversity Committee

YOU SAID WE SHOULD:

- raise the profile and visibility of our diverse community at Hayes School
- give a voice to people's lived experiences as members of our community
- educate and inform our school around issues related to equity and diversity

WE HAVE:

- Included a regular new page in the School Newsletter 'Our Diverse Community'
- Shared assemblies on national days of importance
- Surveyed all our staff and students to find out more about the range of cultures that make up our school community
- Planned and delivered our first 'Hayes Culture Day' to celebrate our diversity



Anti-Bullying Ambassadors

We said...

- We would train our ambassadors to support those in need.
- We would set up a safe space for people to come and chat if needed.
- We would plan events to help year 6 transition to Hayes.

We did...

- We joined a national training scheme and older ambassadors took part in an on line conference.
- All ambassadors received a badge so they could be easily spotted.
- We set up "We're here Wednesdays" in H6 so people could come and relax and chat with no judgement.
- We are still currently working with the new Year 7 ACO on transition games, tasks and events.



E-Safety Champions

We said:

- Promote importance of E-Safety

We did:

- Assist with the planning of the Safer Internet Day Assembly
- Design a survey to find out what is important for Hayes School students to know more about
- Collect survey results from year 7 students



Careers Leaders

- **We said...** that we would give students the chance to have an impact in Careers at Hayes.
- **We did...** We reviewed the careers in the curriculum and gave students a platform to discuss careers in our school



Student Pride Group

We said...

- We would expand the committee
- We would achieve the Rainbow Flag Award
- Expand the selection of LGBTQ+ books in the library
- Work with Hayes Primary in helping to deal with LGBTQ+ phobic language

We did...

- We are now up to over 30 members. However, we are still looking for a wider representation from all year groups.
- With the help from students and staff, we achieved the award.
- We now have 15 extra LGBTQ+ books for all year groups.
- We met with the PHSE lead of Hayes Primary and we will be going in to Hayes Primary to help educate staff on LGBTQ+ inclusive language.



Our groups include students in Years 7 through to 13 who come together to work on common themes and goals from not only the different perspectives and insights they offer of their school journey but also that of their own personal circumstance beyond school.

In my address to parents of incoming Year 7s at our Induction Evening earlier this week I spoke about my involvement in our Head Prefect interviews and reflected some of the comments our older students had made during these which I share here:

"There is something for everyone here! I've really found my passion and feel I can really express myself and give back to the school in my role as an Anti-Bullying Ambassador."

I wanted to take this opportunity to recognise and thank colleagues from around the school who lead these groups and without whom the achievements of these groups would not have been possible:

- ◆ Mr Allred – ECOH Champions
- ◆ Mr Goodman - TLC Ambassadors
- ◆ Mr Redding – Student Pride Group
- ◆ Mr Hazlehurst – Careers Leaders
- ◆ Mrs Arney and Mrs Stone– WellBeing Champions
- ◆ Mrs Wotton & Mrs Aliwell – Equality and Diversity Committee
- ◆ Miss Duggan – Anti-Bullying Ambassadors
- ◆ Mr Loomes – E-Safety Champions

I could equally not be more proud to be handing out more than 400 Key Stage 3 'Change Maker Awards' which recognise students in Years 7-9 who have gone that extra mile to demonstrate their leadership qualities through a variety of tasks and activities they have undertaken and been able to get signed off by members of staff within the school.



I look forward to nurturing and growing our Student Leadership involvement next year and to introducing our new Head Prefects for 2024-25.





PE



In the Spotlight

Our PE Motto:



In an ever changing world, physical activity still stands out as an important and fundamental element to enhance physical, mental and social wellbeing. The Physical Education Department at Hayes offers a broad and balanced curriculum journey through all key stages, contributing to the development of confident, knowledgeable and well informed students.

According to a Sport England and Sheffield Hallam University study, physically active children report improvements in their schoolwork, behaviour and mental health. Students will learn and develop fundamental and advanced physical and cognitive skills to broaden their knowledge and understanding of sports in a variety of different contexts. We believe in the importance of the Physical Education journey for each student, not just as a 'doer', but as a 'thinker', after all sport has many roles other than the performer!

Why Physical Education?

ENCOURAGES PHYSICAL ACTIVITY FOR LIFE	HELPS PREVENT SICKNESS AND DISEASE
PROVIDES AN OUTLET FOR CREATIVITY AND SELF-EXPRESSION	Builds Self-Confidence
DEVELOPS COOPERATION & TEAMWORK	PROVIDES OPPORTUNITIES FOR PERSONAL GOAL-SETTING
INCREASES PERSONAL FITNESS AND MOTOR SKILL DEVELOPMENT	STRENGTHENS RELATIONSHIPS WITH OTHERS
HELPS REDUCE STRESS & ANXIETY	BOOSTS ACADEMIC LEARNING

BE ACTIVE – BE HAPPY: DOES REGULAR PHYSICAL ACTIVITY IMPROVE HAPPINESS IN ADOLESCENTS?

EXACERBATED DURING LOCKDOWN

<p>THE PROBLEM</p> <p>Only 19% of children and young people meeting Chief Medical Officer recommendations of 60 active minutes of Daily Physical Activity (DPA). 43% doing less than 30 minutes</p>	<p>38% of secondary schools in England have cut timetabled PE time for 14-16-year olds since 2012 as priority shifts towards exams, English and Math's</p>
<p>A third of children and young people report mental health difficulties</p>	<p>43% doing less than 30 minutes</p>
<p>Happiness</p>	<p>Inactivity</p>
<p>Prioritisation Of PE</p>	<p>Prioritisation Of PE</p>

Barnardo's, 2020 Sport England, 2020 Youth Sport Trust, 2018

Programme of Study for
KS3

Students have four lessons of PE per fortnight and study one theme of learning per half term. The themes of learning include Accurate Replication, Outwitting the Opponent, Identifying and Solving Problems, Performing at Maximum Levels, Exploring and Communicating Ideas and Exercising Safely and Effectively. There are a minimum of two sports covered per theme of learning. Our key focus in year 7 is on the development of core and advanced skills. In Year 8 students focus on the application of those skills into competitive situations and in Year 9, the linking and transfer of skills across activities.

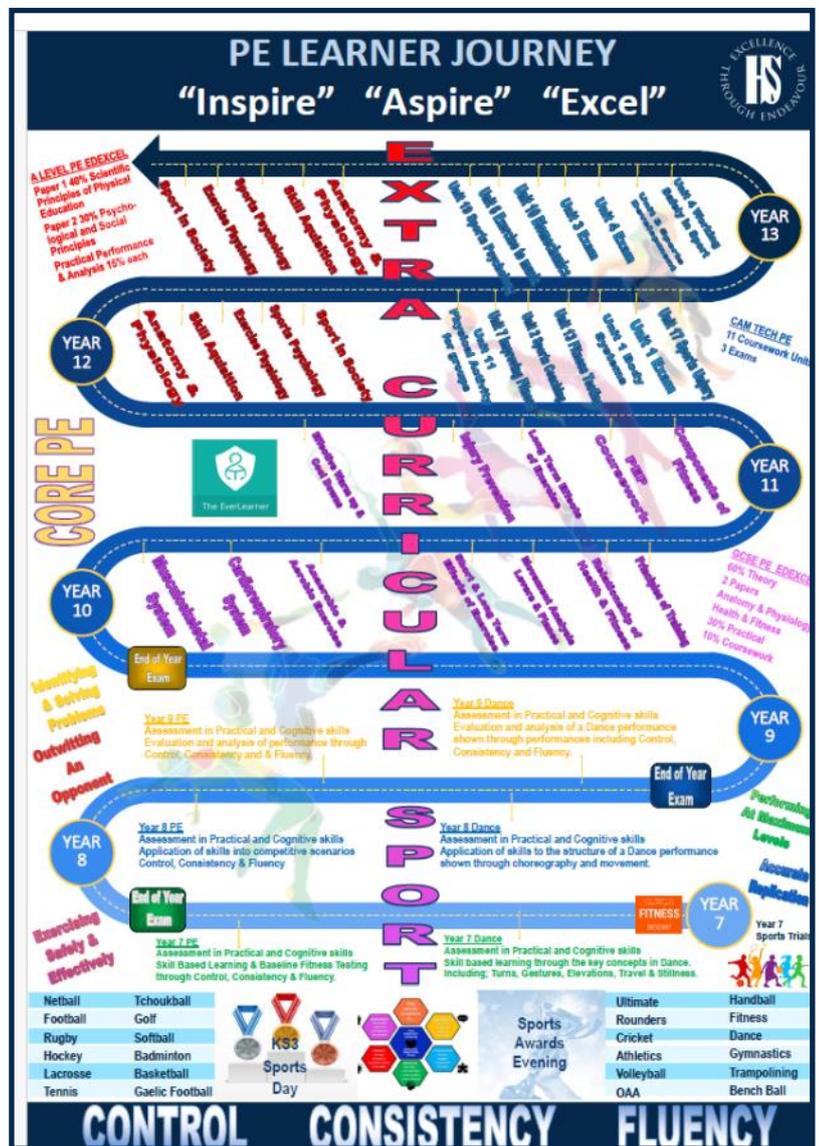
Students are given a practical grade every half term and a cognitive grade every term. They are assessed against their application (practical) and understanding (cognitive) of control, consistency and fluency.

Students also learn key PE terminologies in year 7, 8 and 9 to enhance their learning of the key training and scientific principles that underpin Physical Education. Students are encouraged to adopt a variety of different roles other than performer including coach, official, analyst and journalist. It is hoped the skills that students develop in KS3 will assist with their progression into a course of study in examination PE.

Examination PE

We offer a range of courses for examination PE, including GCSE PE, Cam Tech Level 3 and A Level PE. Specification changes have meant a more balanced and broad course of study, with students developing their knowledge from theory concepts covered in KS3 PE. Sports Science factors that underpin Physical Education such as Anatomy and Physiology, Diet and Training, Sports Psychology, Fitness Testing and Training, Sports Leadership and Sports Coaching are all aspects that are covered in a variety of contexts. With GCSE and A level theory content now worth 60% and 70% respectively, the department deliver engaging and challenging lessons to deal with this increased weighting of theoretical content and knowledge.

Year 7 Assessment Practical and Cognitive Assessment Criteria			
Key terminology		Key skills	
Flightpath	Technical Grade Descriptors	Flightpath	Cognitive Grade descriptors for KS3
2/3	Student is able to demonstrate some basic control when executing key skills with teacher support	3/4	The student can understand the basic concepts and importance of control in relation to the theme of learning and give some examples of how performance can be improved with teacher support
3/4	Student is able to demonstrate control with some consistency when executing key skills with limited teacher support	4/5	The student can understand and recognise the importance of control and consistency when using the key skills in relation to the theme of learning. The student can give examples of how these skills can be used to improve performance in relation to their theme.
4/5	Student is able to demonstrate both control and consistency when executing core and some advanced skills	5/6	The student demonstrates a good understanding of how key skills can be used in relation to the theme of learning more consistently. The student can identify these skills in a performance and give some advice as to how these skills may be improved in relation to the theme.
5/6	Student is able to demonstrate control of key skills well as well as a more consistent and effective execution of some key skills	6/7	The student understands the importance of key skills and how and give examples of how control and consistency can improve performance in relation to the theme. The student understands the importance of being consistent and can identify where a performance may show fluency. The student is able to provide detailed feedback as to how a performer may improve these skills in relation to the theme.
6/7	Student is able to demonstrate control and consistency when executing key skills with some level of fluency, at times.	7/8	The student can have a more advanced understanding of how control, consistency and fluency can be when replicating skills in relation to the theme of learning. The student is also able to provide detailed feedback on how performance can be improved in relation to the theme.
7/8	Student is able to demonstrate control, consistency and fluency of key skills.	8/9	The student demonstrates an advanced understanding of how control, consistency and fluency can be used effectively to execute skills to a high level in relation to the theme. They are able to provide detailed and concise feedback as to how these can be improved after observation of performance
8/9	The student demonstrates outstanding levels of control, consistency and fluency when executing of key skills		



Outwitting an opponent

Introduction and development of attacking and defensive play, key words, terminology, signals and activity specific vocabulary. There will be a baseline level of skill development and application of skill development to outwit the opponent e.g. development of passing and moving to attack space.

Accurate replication

This will for the main basis of skill development and refinement of technique. Knowledge and understanding of rules, regulations, terminology and signals should also be developed. It is important students understand both the core and advanced skills for the activity and how they can apply them with control, consistency and fluency.

Identifying and solving problems

Introduction and development of the concept of a) Identifying and b) solving problems. Teachers (depending on ability of group) can pose a variety of different problems for students to solve individually or as part of a group. There should still be the development of skill and technique especially if students have not experienced that activity before. Problems could come from identification of faults in technique and knowledge and understanding of rules etc.

Exploring and Communicating Ideas / Exercising safely and effectively

Students will cover the basic concepts of exploration and communication components. This concept will be taught through Dance, Gymnastics and/or Trampoline. Students will develop key concepts through independent and peer work via choreographed routines and performances.

Performing at maximum levels

Students will develop an understanding of their baseline performance (especially in athletic events). Comparison of performances to others should built into lessons. They will cover a range of activities, including alternative sports such as Golf, Volleyball & American football.

Scientific terminology in year 7

- ✓ The functions of the skeleton (protect, support, movement, supply).
- ✓ Definitions of fitness, health, exercise and performance and the relationship between them.
- ✓ Components of fitness in sport: cardiovascular fitness (aerobic endurance), strength, muscular endurance, flexibility, body composition, agility, balance, coordination, power, reaction time, and speed.
- ✓ Fitness tests: cardiovascular fitness – Cooper 12 minute tests (run, swim), Harvard Step Test, agility – Illinois agility run test, strength – grip dynamometer, muscular endurance – 1 minute sit-up, one-minute press-up, speed – 30m sprint, power – vertical jump, flexibility – sit and reach.
- ✓ Planning training using the principles of training: individual needs, specificity, progressive overload, FITT (frequency, intensity, time, type), overtraining, reversibility.

Scientific terminology in year 8

- ✓ Movement possibilities at joints dependant on joint classification: flexion, extension, adduction, abduction, rotation, circumduction, plantar-flexion, dorsi-flexion.
- ✓ Functions of the cardiovascular and respiratory system.
- ✓ Fitness tests: the value of fitness testing, the purpose of specific fitness tests, the test protocols, the selection of the appropriate fitness test for components of fitness and the rationale for selection.
- ✓ 3 The use of different training methods for specific components of fitness, physical activity and sport: continuous, Fartlek, circuit, interval, plyometrics, weight/resistance. Fitness classes for specific components of fitness, physical activity and sport (body pump, aerobics, Pilates, yoga, spinning). The advantages and disadvantages of different training methods.
- ✓ RICE (rest, ice, compression, elevation)
- ✓ The purpose and importance of warm-ups and cool downs to effective training sessions and physical

Scientific terminology in year 9

- ✓ Antagonistic pairs of muscles
- ✓ Structure of alveoli to enable gas exchange and the process of gas exchange
- ✓ Long-term effects of exercise on the body systems
- ✓ Long-term effects of aerobic and anaerobic training
- ✓ Macro and Micro nutrients
- ✓ The role and importance of micronutrients (vitamins and minerals), water and fibre for performers/players in physical activities and sports
- ✓ Classification of a range of sports skills using the open-closed, basic (simple)
- ✓ Thresholds of training
 Aerobic target zone: 60–80%
 $(\text{MaxHR}) \times (60\% \text{ to } 80\%) = \text{aerobic training zone}$
 Anaerobic target zone: 80%–90%
 $(\text{MaxHR}) \times (80\% \text{ to } 90\%) = \text{anaerobic training zone}$
 MaxHR is calculated using simplified Karvonen formula
 i.e. $220 - \text{your age}$

Many of our sports students go on to study the subject in Higher Education and as you can see from the map below, there are many opportunities for employment in a variety of different sporting sectors. We strive to give students the support they need to explore further roles in sport beyond the curriculum.



We are proud of our students who demonstrate exceptional commitment to developing their sporting performance and understanding of sport and fitness, both within the curriculum and through extra-curricular activities. We believe all students can appreciate and enjoy participating in sport. High quality Physical Education lessons for all students at Key Stages 3, 4 and 5 contribute to the positive experiences that students have of PE and sport in the school.

Opportunities -



All students at Hayes School are encouraged to be involved in extra-curricular clubs and activities outside the normal school day. Students of all abilities take part in a range of sports including Rugby, Football, Basketball, Hockey, Athletics, Cricket, Netball, Trampolining, Volleyball and Tennis, to name but a few. Passionate, skilled and experienced sports coaches, volunteers and PE teachers provide after school activities and inspire 100's of young people every week. We recognise that sport develops character, confidence, communication skills and teamwork – skills for life.



We are committed to sustaining our significant successes and to celebrating the remarkable achievements of Hayes students at our annual Sports Awards Evening in front of an audience of 400 guests. This year we were able to invite Josh Edwards (a former student with outstanding basketball success) to the awards as our special guest.

Our Vision -



Our Achievements



The school boasts Kent Champions in a range of sports including: Boy's Football, Girl's Football and Basketball. We have many students who represent Bromley, Kent, England and Great Britain in a range of individual and team sports. This is both inside and outside of our school. We are proud of the talent which exists at Hayes School.

Moving forwards, we will strive to work with creativity and innovation, ensuring that our approach is at the forefront of school sport and Physical Education across the country. Please email me if you have any further questions regarding Physical Education and Sport.



Mr Moore

Director of Sport

Congratulations to our SPORTS AWARDS WINNERS

Sports Performer of the Year 2023-24

- ★ Key Stage 3: Seb Harrison and Olivia Arnold
- ★ Key Stage 4: Jack Belton and Paige Pauling
- ★ Key Stage 5: Leo Elder and Holly Lewis

Overall Sports Performer of the Year

- ★ Paige Pauling

A graphic featuring a large gold medal with a ribbon, set against a dark background with a starburst effect and falling confetti.

Some of our students were recently invited by Bromley Council for an opportunity to give their views on SEN provision to the Education team at Bromley Council. Over the afternoon, students engaged in tasks and had the opportunity to talk with senior leaders within Bromley. Students also learnt more about the Bromley Local Offer aimed specifically at SEN young people.



We had a good day out and it was nice to talk to others about our needs and the good and bad things about the help we get.

Albert

We had a good trip because it's something different and there was an opportunity to get your point across.

Tom

We went to Bromley and went to a meeting about how Hayes and other schools are being supported and had an opportunity to give our say.

Lyra

Thank you to Mrs Aliwell, Mr Frost and Miss Bane for organising and coming with us.

Please find the link to the latest [SEND Matters Newsletter - July 2024](#).

This newsletter aims to provide parents, carers, young people and professionals with information and updates that inform you of the latest news, developments and services for children, teenagers and young adults (aged from birth to 25 years old) who have special educational needs and disabilities (SEND) in Bromley.

Annual Year 7 Rochester Trip

On the 26th and 27th June, the Year 7 students went on our annual visit to Rochester, which is a firm favourite in the trips calendar; many older and ex students have often said it is their favourite of all the trips they went on! The students are able to visit the Cathedral, Castle and High Street and see how each of these locations have impacted on the town of Rochester. The students were particularly fascinated by the Castle, it being one of the original Motte and Bailey castles built by William the Conqueror to keep out any further invading forces. The castle then gained further notoriety when it was involved in the 1st Baron's War in 1216, the castle being besieged by King John's forces after he reneged on the signing of the Magna Carta. The students were fascinated by tales of King John ordering "40 of the fattest pigs", setting them on fire and launching them into the castle and they were also interested to see the impact of the river and the defensive structures needed. A highlight for them was climbing the 284 steps to the top, where they saw the methods of defending the castle and were able to see the epic views of Rochester and the surrounding area from the top of the castle. All the climbing to the top of the castle meant that the students were able to enjoy lunch with an ice cream! The students had a great day and all the learning that they had completed in their lessons was brought to life during their visit. The sun shone all day.



RE

Year 10 Trip to Al-Emaan Centre

The mosque was beautiful. The mosque volunteer described it in detail so that I could understand it. I was proud to be in there. Everyone was proud to be there.

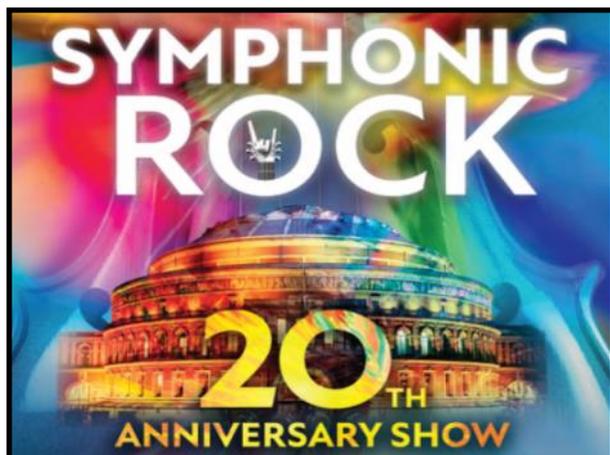
Miss also explained things very well. I was leading the prayer demonstration and it was fun!

By Mohamed Bakr



Music Department trip to the Royal Albert Hall, June 2024

On Tuesday 25th June, 43 students ranging from year 7 to year 13 travelled to London's most iconic concert venue, the Royal Albert Hall to see the Royal Philharmonic Orchestra's Symphonic Rock Show. The concert featured classic rock anthems and hit songs by Pink Floyd, Queen, Bon Jovi, Eurythmics, Oasis and many more. Each song was given the Royal Philharmonic Orchestra's signature symphonic twist and the concert also featured a spectacular light show.



The intensity and volume of the incredible orchestra combined with some of the greatest rock hits ever written makes for a truly inspiring performance; a night of fun. Tobie

I really enjoyed this trip as there was a lot of music that I recognised but also music that I didn't know before but definitely liked after hearing it. I'm very grateful that the school offers the chance to visit places like this and go on such amazing trips. Liliana

This trip was so much fun, I loved the concert. My favourite pieces were Viva la Vida, Living on a Prayer and the Final Countdown. Amara

The trip to the Royal Albert Hall to see the festival of symphonic rock was amazing. The orchestra was brilliant and I enjoyed hearing some of my favourite songs live. I also liked how we could film some bits so we can watch it back again! Thanks to all the music teachers for taking us. Katia



SYMPHONIC ROCK

<p>Fanfare for the Common Man Layla Bat Out of Hell Bitter Sweet Symphony Champagne Supernova Sweet Dreams (Are Made of This) Another Brick in the Wall Rolling in the Deep Sweet Child O' Mine Life on Mars? I'm Still Standing Bohemian Rhapsody</p> <p><i>Interval: 25 minutes</i></p> <p>(I Can't Get No) Satisfaction Mr Blue Sky Handbags and Gladrags I Still Haven't Found What I'm Looking For Viva la Vida Every Breath You Take Don't Stop Me Now Movin' On Up Seven Nation Army Stairway to Heaven Livin' on a Prayer</p> <p>rpo.co.uk</p>	<p>Emerson, Lake & Palmer Derek and the Dominos Meat Loaf The Verve Oasis Eurythmics Pink Floyd Adele Guns N' Roses David Bowie Elton John Queen</p> <p>The Rolling Stones Electric Light Orchestra Stereophonics U2 Coldplay The Police Queen Primal Scream The White Stripes Led Zeppelin Bon Jovi</p> <p><small>Sound Engineering: Ben Evans Lighting: Richard Rhys Thomas</small></p>
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Thank you for organising this trip. It was really enjoyable and I enjoyed listening to an Orchestra's version of the songs. I particularly liked The Final Countdown (from Europe and Living on a Prayer (from Bon Jovi) at the end of the concert. Thank you for taking us. Darwin

This trip was so much fun. The concert was amazing, it was really cool to see symphonic rock being played by an orchestra. The Royal Albert Hall is a fantastic building and I would love to go again! Elinor



The trip was WONDERFUL! On the way there was one of the best coach trips I've ever had! The concert and the hall was the best one I have ever been to! From the second I went on the coach to the second I left the coach, it was a 5-star experience and hopefully the music department will do something like this again soon!! Alden

I really enjoyed the concert. I got to spend time with my friends and listen to some lovely music, My favourite was "Sweet dreams are made of this". Thank you for organising this trip. Evan

This trip was absolutely incredible! The Royal Albert Hall is just amazing and the performance was unlike anything I have ever seen! My favourite song was 'The Final Countdown'. The lights were incredible too and so was the guitarist! Thank you for taking us and I would love to go again. Henry



I really liked the trip and it exceeded expectations. With the giant hall, the great music and for that day I was not "Just another brick in the wall." On the bus back I was tired of all the excitement that I had listening and even singing. Thank you for making this trip happen. Kirill

The trip was really cool and it was so much fun hanging out with friends, especially on the coach. Eloise

The trip was amazing and all the pieces were slightly different but really good! I enjoyed every part of the trip and "Viva La Vida" was my favourite piece. Matilda

At the trip to the Royal Albert Hall, I had so much fun. The song choices were amazing but the orchestra were even better I hope I can go again someday, and maybe see other things at the Royal Albert Hall as well! Samuel

I really enjoyed the trip! I loved the light show and "Bohemian Rhapsody" was definitely THE BEST song! Elsie

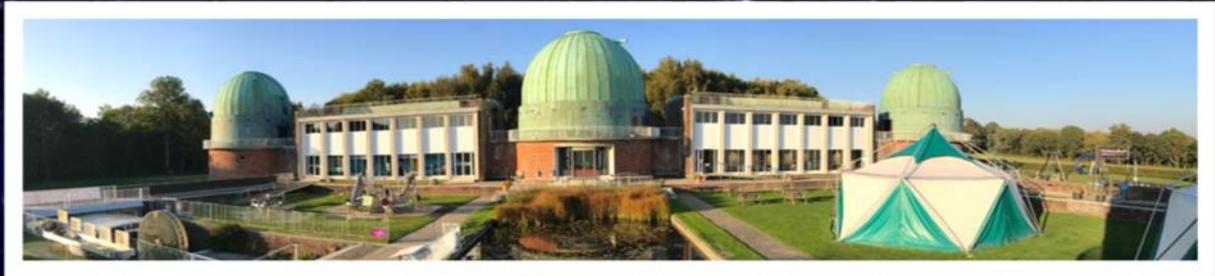
I really enjoyed the trip. The orchestra was amazing. It was also really cool getting to hear songs which we all know so well. Thank you for organising it. Jemima

The music was as wonderful as the venue it was held in. The live orchestra really managed to bring a special quality only a gig like this could! Mia



Year 7

The Observatory Science Centre Royal in Hurstmounxe

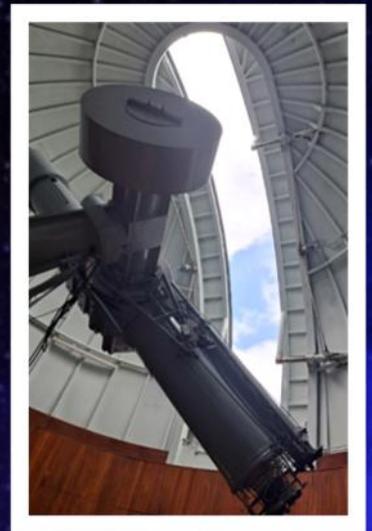


During the trip, students had the exciting opportunity to tour a Thompson 26 refracting telescope, immersing themselves in the wonders of astronomy. They also tackled group challenges that showcased their teamwork and engineering skills, such as building tall, stable towers and constructing friendship bridges to support their weights.



The hands-on exhibit corridor was a favourite among the students, offering a diverse range of interactive tasks and engaging challenges. The discovery park captivated their curiosity and provided lots of enjoyable team activities, while the hydraulics water park provided fun and educational insights into the dynamics of water.

Overall, the trip blended education and recreation perfectly, leaving students inspired, with newfound knowledge and memorable experiences in both teamwork and scientific exploration.



I had a great time at The Observatory Science Centre. I really enjoyed the challenges where we competed against our friends building a tower and a bridge. I also enjoyed the Water Planet area and when Jarvis gave his talk, showed us the huge telescopes and opened the domes above. **Hannah**



On the science trip to the observatory I found the different activities we did like bridge and tower building very good. I also really enjoyed going to the hallways and trying all the different little things there and learning how they worked. **Robyn**



I really enjoyed the science trip it was interesting learning about multiple new things such as how the telescope was used. I also enjoyed the interactive experiences in the corridor such as the electric shocker which made me tingle. **Lewis**

I really enjoyed the science trip because there were so many fun activities and experiments that I could look at. My favourite part was the long corridor filled with physics and space showcases. I also liked the ginormous observatory with a humongous telescope in the middle of it. I also liked the fact that when we had lunch we could still roam freely around a large chunk of the resort. **Harry**



RESULTS DAYS 2024



**HAYES
SCHOOL**



SIXTH FORM RESULTS DAY

Thursday 15th August

A Level, AS Level and vocational qualification results will be available for collection between 8.00am and 9.00am from the Sports Hall.

All students will be e-mailed their results at 9.00am to their school e-mail account, which will remain active, and results not collected will be sent home by post on the day

Next steps advice and support will be available throughout the morning and afternoon.

GCSE RESULTS DAY

Thursday 22nd August

GCSE, Level 1/2 qualification results will be available for collection between 8.30am and 9.30am from the Sports Hall.

All students will be e-mailed their results at 9.00am to their school e-mail account, which will remain active, and results not collected will be sent home by post on the day.

Next steps advice and support will be available in the hall and students will be asked to complete Sixth Form enrolment in school during the morning

Results to be collected from the Sports Hall

For action by students with a school locker

As previously communicated, we would like to advise you that we will shortly be reassigning all school lockers to students to improve ease of identification and to replace some of our old stock of lockers. This means the locker which your child has been allocated will change after the summer holidays.



During the summer break, lockers will be moved, numbered and reallocated and your child will be notified as to the location of their new locker at the start of term in September.

We therefore request that your child empties their locker and removes the padlock prior to the end of term in order to facilitate the site team to undertake this task and keep personal belongings secure.

Any lockers not emptied before the end of term will have the padlock and the contents removed.

Top Attendance W/C 24th June 2024		
Year	Tutor group	Percentage
7	7LAT	97.58%
8	8CAT	98.05%
9	9YGE	93.33%
10	10JEH	98.33%

Attendance

Top Attendance W/C 1st July 2024		
Year	Tutor group	Percentage
7	7SZA	96.88%
8	8SRH	95.33%
9	9JMS	98.06%
10	10CAP	94.30%

Work Experience update: It is fantastic news that 93% of Year 12s managed to get a placement, which is coming back to pre Covid levels. Places, as ever, are remarkably varied, but to name a few; Barristers, a number of major international banks, the Labour Party, the Textile museum... We hope that our Year 12 students enjoyed their placement, but learnt much more about themselves, about being employed and about the industry that they are experiencing.



Mrs Stewart, Careers Leader.



Hayes Community Foodbank thanks you!

It was another remarkable show of support and the Hayes Community Foodbank have been preparing their unerring show of summer support, which will continue to support many local families over the Summer period. The support shown by all of our Hayes Secondary community was amazing and we send a huge thanks to all.

Mr Hazlehurst

Hayes School Alumni

Calling all Year 13 students who are sadly leaving us this summer. Hayes School is looking for former students who can inspire and advise our current and future students. Please sign up to our alumni community by scanning the QR code here or by visiting <https://www.futurefirsthub.org.uk/register/hayes-school>

It only takes a few minutes and we would love to stay in touch.

Please share this code with your friends and invite them to also register.



Term Dates 2024-25

We will shortly be publishing our full calendar of events for next year online.



Term dates for 2024-25 can be found [here](#) on the school website.

We will also be writing to all families next week to confirm arrangements for the start of term.

Our Trust, Impact Multi Academy Trust, is running a period of informal consultation on a proposal for Dar-rick Wood School, a secondary school based in the London Borough of Bromley, to merge with our Trust next year. If you'd like to find out more then further information and FAQs can be found on the Trust's website - [Announcements - Impact Multi Academy Trust \(imat.uk\)](#). If you have any further questions you'd like to raise after reading those then please do get in touch via info@imat.uk

Bromley Holiday, Activities & Food Programme

Bromley's Holiday, Activities and Food programme (HAF) provides free holiday club places, including activities and healthy meals outside of term time, for eligible families with children and young people aged between 5 to 16 years old.

Our programme allows children and young people to enjoy fun and enriching activities that will enable them to develop new skills, build confidence and meet new friends. Each session will allow your child to take part in some form of physical activity as well as creative and educational tasks. They will also learn about the nutritional aspect of the food they eat, whilst enjoying a free nutritious meal each day.

Eligibility

The programme is free for children and young people who are in receipt of **benefit related free school meals** or in Bromley as a refugee. If you have any questions about eligibility, please contact the team at HolidayActivitiesandFood@Bromley.gov.uk.

Proof of such benefits may be required upon booking.

Summer 2024 Programme schedule

Bromley has a comprehensive summer programme, which will run from the 22 July to 30 August 2024 (not including weekends.) We will be working with many experienced providers, who are offering a variety of fun and enriching activities across the borough for children and young people aged 5 to 16. Please make a note of the location, relevant age groups and booking information to inform your decision on which provision to book.

Find out more about the full programme schedule, including information on how to book.

<https://www.bromley.gov.uk/directory/50/summer-holiday-activities-and-food-programme>





HAYES SCHOOL

SITE ASSISTANT

Required for September 2024
Scale 4 Point 7-10
36 Hours over 52 Weeks
(All year round)
Deadline 22 July 2024



www.hayes.bromley.sch.uk

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