



EDITION 7
17TH JANUARY 2025

HAYES SCHOOL Newsletter

24 - 25

Message from the Head of School



Welcome back to the Spring Term following what I hope was an enjoyable and restful Christmas break for all our students, staff and families. The opportunity to rest and recharge was, I am sure, much needed and means we are all returning to school ready to embrace the many opportunities, experiences and inevitable challenges that lie ahead.

Our Professional Development (PD) Days ensure that we grow and develop as teachers and provide an opportunity to collaborate in support of progressing our school's development priorities and providing the best possible educational experience for our students. Our training day this term, prior to the return of students on Tuesday 7th January, was no exception with staff developing and enhancing their teaching practices, participating in rich discussions and reflecting on current educational trends and research. The energy, enthusiasm and engagement of our staff were truly inspiring and demonstrated our shared commitment to supporting the success of all in our school community, enabling all to thrive.

We also invited Year 9, 10 and 12 students into school last week on Monday to participate in DofE expedition training involving route planning, teaching navigation skills, camp craft, first aid and other essential skills, which will enable our students to 'survive' the depths of the Kent and Sussex countryside on practice and qualifying expeditions later this term. Thank you to the expedition leaders from Ben Bullen Adventures for working with our students – we look forward to seeing their progress through the various sections of the Bronze and Silver Awards and to accompanying them on their expeditions.

The customary range of extra-curricular activities this term is already underway with music students having this week attended Pizza Express Live in Central London. Forthcoming events include our Dancefest on Tuesday 28th January and the Duke of Edinburgh Award Scheme Presentation Evening on Thursday 30th January.

Thank you to Year 10 parents and carers who attended this week's Parents' Evening and to staff for giving up their time to provide information on students' progress. It is clear that students have made a positive start to their GCSE studies and that they are enjoying combining core subjects with their chosen options choices. I hope that the information and guidance from teachers will help both students and parents/carers to know what steps students can take to ensure their continued success.

In Sixth Form news, Year 13 students have been busy submitting their UCAS applications and we have already seen many students receive offers, with a record number of Hayes students this year interviewing for places at Oxford and Cambridge towards the end of last term. Many of our students are still eagerly awaiting the outcome of these interviews and all of our Year 13 students are now focussed on studying hard in preparation of the Year 13 mocks starting next week. We have been especially pleased to once again see a high number of applications for our vibrant and successful Sixth Form for September 2025, including from students in Year 11 looking to continue their studies at Hayes on our range of A-Level and vocational courses. Students are reminded that the deadline for applications is Friday 17th January.

I wish all a very happy, healthy and successful new year and look forward to recognising the efforts and celebrating the achievements of our students throughout 2025.

Miss Thompson
Head of School

Assembly Themes

w/c 20th January (Week A) World Religion Day

w/c 27th January (Week B) Holocaust Memorial



Art



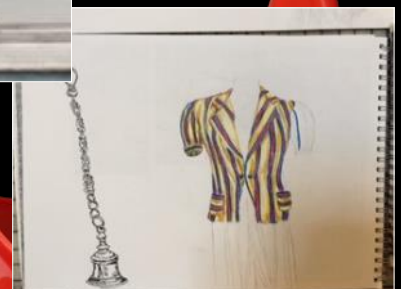
In the Spotlight



Just before the end of the Autumn term, we took our Key Stage 5 Art and Design students in Years 12 and 13 on an educational research trip to the beautiful Victoria and Albert Museum. The Victoria and Albert Museum in London is the world's largest museum of applied arts, decorative arts and design. It houses a permanent collection of over 2.8 million objects. It was founded in 1852 and named after Queen Victoria and Prince Albert. Our students were overwhelmed by the wealth of art, artefacts, fashion textiles and costume. They worked throughout the day with focus and diligence recording information relevant to their own personal themes. The Year 12 and 13s also collaborated extremely well, sharing their ideas and inspiration. A truly wonderful experience.



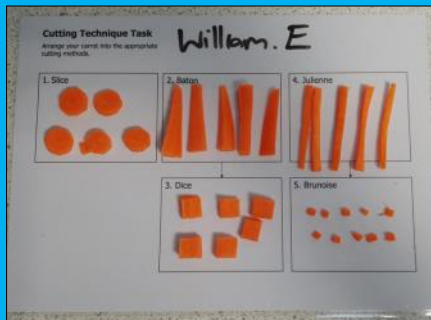
*Ms McKenna
Head of Art*





Design and Technology

In the Spotlight



Year 7

Year 7 students have started their term of food practising knife skills to perform a range of different cutting methods

Teacher - Mr.Fortt

The Year 7 Pop up card project has seen some wonderful outcomes. Well done to Leia Osborn
Teacher - Mr.Fortt



Lovely tiered pop up card by Esme Charles.

Teacher - Mrs.Kingston



Lovely pop up card by Maya CRS.

Teacher - Mr.Fortt



Year 8

In Year 8 students spend a term making a scrap monster using upcycled fabrics.

Lovely plant by Mia Bond.
Teacher - Mrs.Kingston



Happy Giraffe by Helen Goci.
Teacher - Mrs.Kingston

Year 9

Year 9 students create a free standing clock inspired by the Memphis design movement.



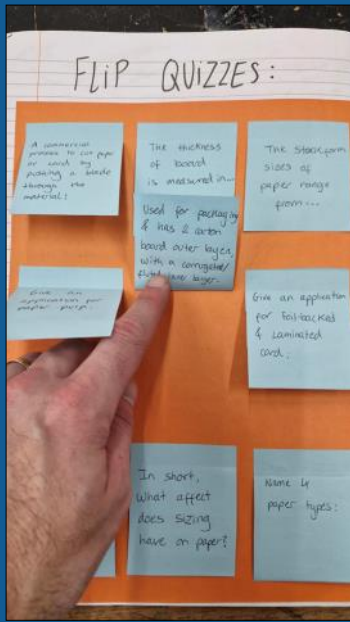
A lovely Abstract Bee design by Charlotte Buckingham.

Teacher - Mrs.Kingston

A striking clock by Zach Sultan.

Teacher - Mr.Fortt





Y12 have trialled some different methods of recording theory for period 11 work including this helpful revision flip quiz by Liana Da Cruz.

Year 12

Year 10

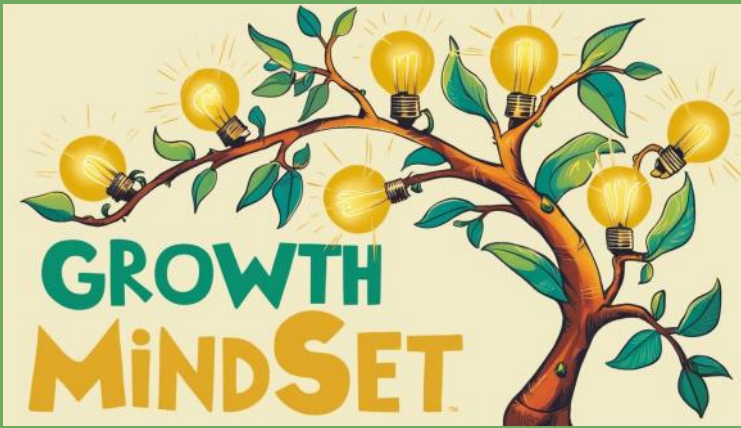
Year 10 are currently developing

traditional skills using hand tools to make a Bug Hotel out of pine wood using a range of wood joints. Kristiana Sakutova is seen here chiselling a housing joint to add floor in her hotel. Y10 have also made a pair of coasters this year using the laser cutter to shape veneer tops with Miss.Whitehead.



At the start of the academic year, Mr.Fortt set up two teams for F1 in schools, the worlds biggest STEM competition. We had a great turnout for this opportunity where the best three teams from many applicants were selected. Two teams were taken forwards after all teams presented their progress to myself and supporting mentors which were found via STEM Ambassadors. We have been fortunate to get the ongoing support from two fantastic ambassadors. Firstly Peter Fagg who is an experienced lead engineer working at WSP, Peter has been with us each Thursday from 3-5pm guiding team Knetik made up of 6 year 8's and team Typhon (correct spelling) made up of 6 year 9's. His experience with engineering and CAD software has been invaluable in preparing the teams to compete in North London on the 13th Feb in the development class competition. Here, the teams will race their cars down a 25-metre track to get the fastest time and present their projects to a panel of judges. We have also had help from Nida Anis who is a female motorsport engineer specialising in Data analysis to help improve track performance in F4. Nida has travelled the world working with different teams as a freelancer and is currently studying motorsport engineering at Oxford Brookes university. She has made several trips to support our teams at Hayes and was involved in the selection of the final teams competing. Thank you to Mr. Robertson also who has been working tirelessly behind the scenes to shape the cars using our CNC Denford router and sourcing all the resources to give the teams the best possible chance of success. We wish the two teams luck!





How beliefs influence students' academic performance: the importance of a growth mindset

In 1988 a Stanford psychologist named Carol Dweck published an influential paper discussing the impact of a person's beliefs about their underlying intelligence and personality, which was then expanded upon in her 2006 book *Mindset: The New Psychology of Success*. She identified that people can broadly be grouped into those who have a 'growth mindset' and those who have a 'fixed mindset'. People who display a 'fixed mindset' believe that intelligence and personality are largely fixed traits which you can't do much to affect. 'Growth mindset' adherents believe that intelligence is a flexible quantity and can be materially changed through the actions we take.

It's important for students to understand the idea is more complex than just 'believe you will improve and you will!'. Rather, an understanding that intelligence is malleable encourages people to put in the time, effort and hard thinking required to grow, to take on feedback and try different approaches, knowing that significant improvement is possible. While it is obvious that a fixed mindset will be damaging for students who feel they are not performing well in a subject, it can also harm those who are excelling. A belief that being 'clever' is a fixed part of their identity can lead to anxieties about getting things wrong and potentially harming that belief, preventing students from taking the risks and embracing failure that is such a crucial component of learning.

Resilience in the face of challenge is a crucial attribute we hope to develop in our learners, and an essential part of personal and academic growth. But if you believe your intelligence is largely a fixed quantity, why would you feel confident in your ability to overcome barriers you haven't previously been able to? Why spend that extra hour trying to figure out a complex concept? Possessing a certainty that the barrier hasn't been climbed yet - but that with hard thinking you will surpass it - is almost a pre-requisite for the kind of resilience that moves students forward in their learning.

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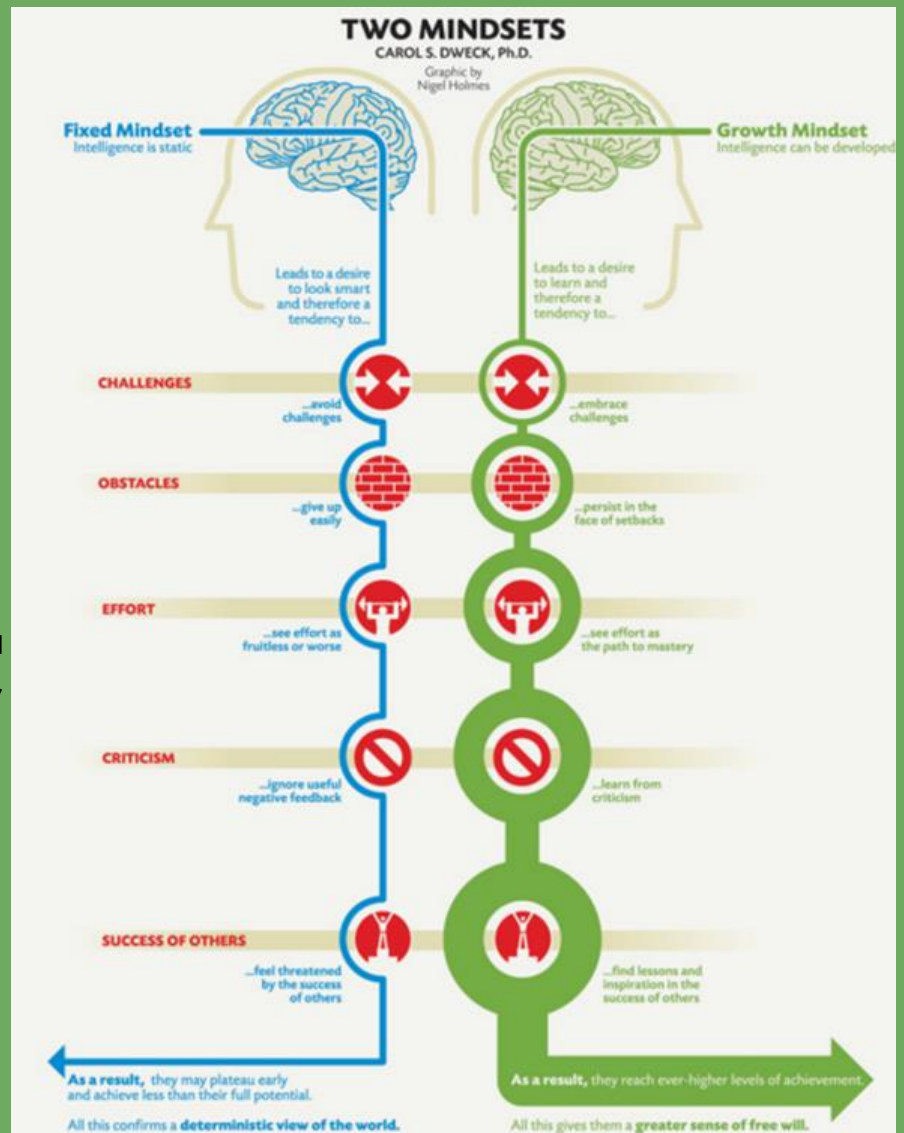


Fig 1: Two Mindsets, Carol Dweck and Nigel Holmes, 2016

Teachers evidently have a vested interest in this area - we naturally want to believe that all our students can excel in our subjects with the right effort and application! It can also sound suspiciously utopian – it is incredibly common for adults to speak of their talents as naturally bestowed, rather than the result of positive reinforcement leading to greater engagement. Beliefs such as ‘some people are naturally bad at maths’ are ingrained in society and passed on, often fulfilling a negative prophecy. While it is certainly true that some students may have greater barriers than others (for example, those with dyscalculia) it is important for schools and teachers to try to reduce these through adaptive teaching, maximising the chance of students making significant progress in all subjects.

But is a faith in the power of a growth mindset actually borne out in real-world data?

Large scale studies have shown that the benefits of a growth mindset are very real. A 2018 study by the Programme for International Student Assessment (PISA), an OECD body which seeks to evaluate the learning of students across the globe, asked students in 78 countries to take an attitudinal survey to identify whether they had a growth mindset (a belief in malleable intelligence and the power for it to change) or a fixed mindset (that intelligence is largely a static quantity). They then examined how these beliefs correlated with performance in reading, maths and science.

In 74 out of 78 countries, they found that students who had a belief in a growth mindset performed significantly better in all three areas and interestingly, the benefit was more pronounced in the UK than the OECD average. This emphatic result makes it clear that schools, teachers and parents have a responsibility to support our learners in developing a growth mindset, and at Hayes our staff have had significant professional development in this area.

Future newsletter articles will go into more detail about how we are trying to support Hayes students in how to demonstrate a growth mindset, but for now here are five suggestions for how parents can help students benefit from its power:

Aim to praise *effort* and *attitude* ahead of *fixed qualities*

“I’m proud of how hard you have worked on your Sparx homework” rather than *“you have always been a maths genius”*

Encourage them to consider times when they have *overcome barriers* in their learning

“This reminds me of when you said you were never going to understand how to multiply numbers – you are really confident at that skill now. What helped you get better before, and could we try something similar with this new skill?”

Helping them believe that failure is an *important* and *necessary* part of learning

“Great - we have ruled out that approach as it hasn’t worked, and so we have moved forward. What other strategies might we use to answer this question?”

Try to avoid reinforcing fixed mindset beliefs about ‘natural ability’

“I was never very good at languages – but I think that belief made me feel quite negative about learning them and I probably didn’t work as effectively in those classes as in subjects where I did feel confident, and so it became a self-fulfilling prophecy”

When students receive marks or grades for pieces of work, try to focus on *progress made* and *targets for improvement* rather than the score itself

“Let’s forget the percentage – what area of your Chemistry test do you feel you did best on? Did you find your revision strategies were helpful? Which topic is your new area for development? What could your next step be to improve in that area?”

Tom Goodman
Assistant Headteacher



We are delighted to confirm that Darrick Wood School will be merging with Impact Multi Academy Trust on the 1st April 2025. This follows an informal consultation with all stakeholders and completion of extensive due diligence by both Trusts. From the 1st April, Impact Multi Academy Trust will consist of five secondary and three primary schools, working in partnership to improve outcomes for children and young people in the local area.



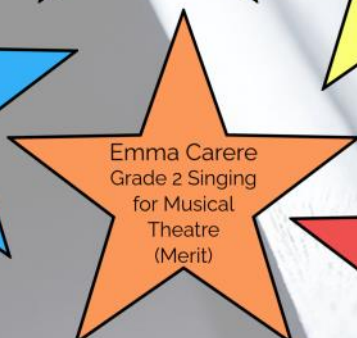
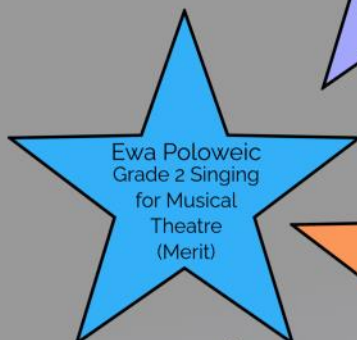
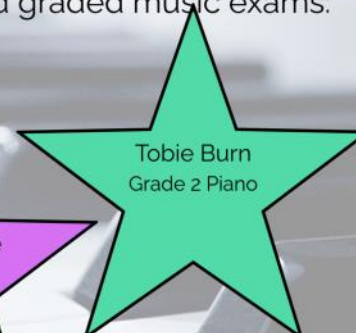
During our PD Day on Monday 6th January, we welcomed students from Years 9, 10 and 12 into school to participate in DofE Expedition training with Ben Bullen Adventures.

Students preparing for their Bronze and Silver awards practised route planning and navigation, first aid and camp craft.



Musical Stars

Congratulations to the following students, who have all recently passed graded music exams:



Congratulations also to Leandro Rios-Field, who has made it to the finals of the BYMT Rotary Trotman competition for advanced instrumentalists, and Grace Iyashere, who has made it to the BYMT Rotary Advanced Singers final. We are very proud and wish them the very best of luck with their performances at the end of January!

Thank you to those who supported our festive jumper day, we are pleased to confirm we raised a grand total of:

£1,184.59

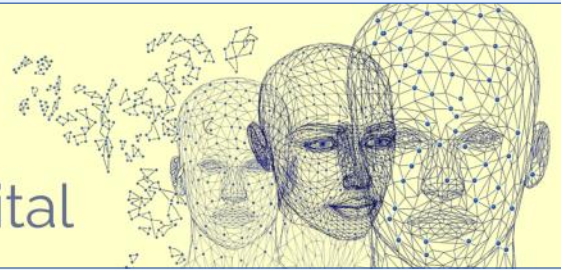
EXCELLENCE THROUGH ENDEAVOUR

FESTIVE Jumper DAY

In Aid Of
Save the Children.

Psychology

Year 13 Trip to Bethlem Hospital



On Monday 16th December Year 13 Psychology students visited Bethlem Royal hospital's Museum of the Mind. The morning started with a talk on the brief history of the hospital. In 1247, Simon Fitzmary became sheriff of London and donated a piece of land in the Bishopgate ward of the city to the Bishop of Bethlem which was devoted to healing the sick 'paupers' and consisted of 12 'cells'. In 1676 the hospital relocated to Moorfields and later again in 1815 to the building that is now the Imperial War Museum in Lambeth. All of these moves aimed to improve the living conditions and experiences of the patients to aid their recovery. Finally, in 1930 it moved to its current location in Beckenham, offering specialist services for people from across the UK.

The current site also houses the museum which holds a collection of artwork created by patients living with mental illnesses. We had a chance to explore the amazing grounds and architecture of the hospital, including its church, art studios and landscaped gardens. We also spent time in the museum exploring the interactive displays, studying equipment used to treat mental illness (such as an old EEG machine) and analysed artwork produced by patients.

One of the most interesting activities was an in-depth analysis of the themes emerging through a painting called 'The Maze' by William Kurelek, who was a patient at the Maudsley as a young adult. We were tasked to study every detail of the painting and to discuss what we thought each 'frame' illustrated about his experiences, emotions and thought processes. It was fascinating to compare our interpretations with those provided by Kurelek himself and to learn about his journey to recovery.

We finished with a Q and A session where we had the opportunity to ask questions about how the hospital is run today. It was interesting to discover the range of specialist units and services that they offer, for example, the adolescent and children's units (there is even a school onsite!).



E-Safety

Thank you to all parents and carers who took part on the e-safety webinar last term with our partners from ECP Safeguarding. The slides and information from that webinar are now available from the school website here: <https://www.hayes.bromley.sch.uk/assets/Ed-Online-Safety-Parent-Sec-Spotlight-24.25.pdf>

You will find other useful links and support on the e-safety section of our website: <https://www.hayes.bromley.sch.uk/home/parents/e-safety/>

An excellent source of information and support is the following website also provided by ECP: <https://www.kidsonlineworld.com/parents--carers.html>

There is some excellent information about games and the specific things to be wary of about each particular game.

DANCE FEST Showcase

Tuesday 28th January 2025
6:00pm
Main Hall

Tickets available via parentpay:
Adults; £3
Students: £2

HOUSE POINTS AVAILABLE FOR ALL PERFORMERS
AND ALSO STUDENTS BUYING TICKETS!



Save the date...

for Access Sport's Multi-Sport SEND Festival, open to disabled young people aged 5-25.
Sunday 23 February 2025
Coopers School Sports Hall, BR7 5PS
1:00 - 3:00 pm



Trip to Hayes Library

On the 14th of January, I and six other students took a short trip to the local library after school. There we learnt interesting facts about how they choose their books, the history of the building, and how the Bromley libraries communicate. For example, we learnt that the Bromley libraries are connected by Bromley Central Library, and that if you take out a book at Hayes Library, you could return it to Orpington Library! Hayes Library has a large amount of books for everyone to use ranging from: easy-to-use audiobooks for the blind or elderly, books in different languages, self-help books, and books with different coloured paper for those with dyslexia. The staff at Hayes Library were incredibly kind, showing us around the whole library, introducing us to layout changes and the '1001 books challenge' in the corner. Their displays are well organised, well thought out, and always easy to access. Hayes Library takes pride in being a safe public space for everyone – we definitely saw that in our trip. Overall, we all loved the visit and learned lots of new information about libraries and the Bromley community!

Victoria Hedges



Cash Only

Nearly New Uniform Shop

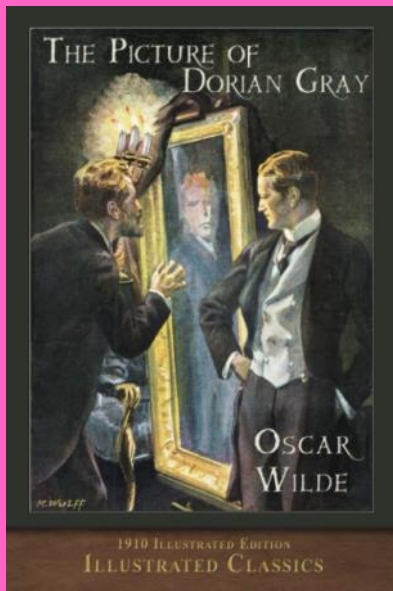
Monday 27th January
2025

Monday 10th
February 2025

Open from 4:00 - 5:00pm
We will also be accepting
donations of uniform



We are seeking someone to take over the running of our nearly new uniform shop. This is a voluntary position. If you are able to help, please email Mrs Frampton on postmaster@hayes.bromley.sch.uk



The Picture of Dorian Gray by Oscar Wilde – the latest read by our Sixth Form Bookclub

Dorian Gray may appear beautiful and youthful on the outside, but his self-portrait hiding in the attic bares the reality of his twisted and wretched soul. Filled with symbolism and philosophical ideas 'The Picture of Dorian Gray' by Oscar Wilde explores the vulnerability of human nature to external influences, as well as the dangers of living a life of decadence. 'The Picture of Dorian Gray' is a thought-provoking novel which makes us questions our values and whether beauty is more important than substance.

By Edeline Shibu



Equality, Diversity and Inclusion WORLD RELIGION DAY

The month of January sees Hayes recognise and embrace World Religion Day which historically falls on the third Sunday of January each year. There are 16 different faiths that are practised at Hayes and it is important to promote interfaith understanding and dialogue, emphasizing the commonalities among different religions. It is a day for people of all faiths and beliefs to come together to celebrate diversity, foster peace and promote awareness of religious traditions and beliefs practised around the world.

Miss Larbi has done a great job updating the Living Wall to highlight the different faiths and her students have had an opportunity to reflect and respond to the deep thinking questions shown. The wall encourages students to engage in interfaith conversations and consider how we can work towards a more harmonious and inclusive society.

Mr Moore



ENRICHMENT HAYES SCHOOL

EXCELLENCE THROUGH ENDEAVOUR
Spring Term 2025
ART CLUB

IMPACT
Multi Academy Trust

Please click the image for a full list of enrichment opportunities on offer this term.

Here for families with children and young people aged 0-25 years, who have special educational needs and/or disabilities (SEND)

Scan the QR code to visit your SEND Local Offer website

Dear Parent/Carer,

[Bromley's SEND Local Offer website](#) is currently undergoing some changes in the hope to better serve families of children and young people with special educational needs or disabilities (SEND). We value your opinion and would greatly appreciate it if you could take a few minutes to complete our online feedback form.

Your input will help us ensure the SEND Local Offer meets your needs and continues to improve.

Please click the link below to access the feedback form:
<https://forms.office.com/e/G6eMKK8ety>

Thank you for your time and support!

Kind regards,

The SEND Programme Team
Special Educational Needs/Education
Children, Education and Families,
Bromley Council, Civic Centre, Churchill Court, 2 Westmoreland Road,
Bromley, BR1 1AS

www.bromley.gov.uk



Mums, Dads and Carers -
we want to know how best we can support
you with your own emotional wellbeing
and that of your children and young people.



So please take a couple of minutes
to complete our quick and
anonymous survey.



To complete our survey please either:
[CLICK HERE](#) or [SCAN](#) the QR code below



Submit your name, email, and
completed questionnaire by
5pm on Friday, 31st January
2025, to enter a prize draw for
a £30 Amazon voucher.

The winner will receive their
voucher in the week of 10th
February 2025.



Want to remain
anonymous? - no
problem. It is a
choice. We would
still love to hear
from you. All
entries will be
anonymous unless
you choose to give
us your details.

Spring 2025



Wellbeing Webinars

For Young People

**Developing Healthy
Study Habits**
Weds 29th Jan @ 5:00pm
Mon 17th Mar @ 5:00pm
Weds 2nd Apr @ 5:00pm



**Stress & Worry
Management**
Thurs 27th Feb @ 5:30pm

For Parents & Carers

**Helping Your Child With
Anxiety (Primary)**
Weds 22nd Jan @ 10am
Thurs 13th Feb @ 12:30pm
Sat 15th Mar @ 10am
Weds 23rd Apr @ 7:00pm

**Helping Your Child With
Anxiety (Secondary)**
Sat 25th Jan @ 10am
Mon 10th Feb @ 12:30pm
Thurs 20th Mar @ 7:00pm
Wed 30th Apr @ 10am

**Helping Your Child
Change to Secondary (Y6)**

Weds 19th Feb @ 10am
Mon 31st Mar @ 12:30pm
Sat 26th Apr @ 10am

**Helping Your Child
With Sleep (Primary)**

Mon 27th Jan @ 12:30pm
Wed 26th Feb @ 7:00pm
Mon 24th Mar @ 10am
Sat 5th Apr @ 10am

**Emotionally Based
School Avoidance**

Sat 8th Feb @ 10am
Weds 5th Mar @ 10am
Mon 28th Apr @ 12:30pm

To help participants feel comfortable, we ask for cameras and mics to be turned off throughout, with optional interaction via the chat function.

Book your place on the [Bromley Y Eventbrite Page](#)



bromley-y.org



[@bromley_y_](https://www.instagram.com/bromley_y_)



[@bromley_y_](https://twitter.com/bromley_y_)



[@bromleywellbeing](https://www.facebook.com/bromleywellbeing)

SOCIAL COMMUNICATION NEEDS EVENT



**BLenheim CFC, BLenheim ROAD,
ORPINGTON BR6 9BH**

TUESDAY 4 MARCH (10AM - 12PM)

**WE'LL CONFIRM THE LINEUP OF
SERVICES VERY SOON!**



*NO ONSITE
PARKING*



WE HEAR YOU

Parents/carers of children and young people with special educational needs and/or disabilities (SEND) are invited to a confidential session to share your experiences, insights and suggestions about SEND provision within Bromley.

Bromley Parent Carer Forum (BPCF) and Your Voice in Health & Social Care (YVHSC) are members of the SEND Partnership - this means we work in partnership with the Local Authority and health organisations to improve local services for children and young people with SEND. It is the role of both organisations to identify what is working well and what could be better by listening to parent / carers who live in Bromley.

Key themes from this event will be shared (anonymously) with the SEND Partnership to help them to evaluate the experiences and outcomes of children and young people with SEND in Bromley.

Refreshments will be provided, and little ones are welcome.

When: Monday 3rd February **between 10:30-12:30**
Where: United Reformed Church, 20 Widmore Rd, Bromley BR1 1RY
Book: email events@bromleypcf.co.uk to book your space (places are limited)

**Bromley Parent
Carer Forum**



yvhsc
SEND SERVICES
Engaging communities, shaping services.

Top Attendance W/C 16 th Dec 24		
Year	Tutor group	Percentage
7	7VSB	95.43%
8	8LAT	95.33%
9	9ELF	92.66%
10	10JWH	93.67%
11	11MJD	92.88%
12	6AMT	98.77%
13	6JIP	93.02%

Attendance

Top Attendance W/C 7 th Jan 25		
Year	Tutor group	Percentage
7	7BRB	97.27%
8	8AMH	98.44%
9	9CAT	98.11%
10	10JWH	99.19%
11	11JEH	96.25%
12	6KTG	100.00%
13	6DDD	97.12%

BARRACUDAS

ACTIVITY DAY CAMPS

AT A SCHOOL NEAR YOU IN **2025!**
EXCLUSIVE PARENT DISCOUNT

USE CODE **SCHOOL10** FOR AN
EXTRA £10 OFF YOUR BOOKING!

SAVE UP
TO £110!

*Minimum 2 days. *Not to be used in conjunction with other offer codes

- ⦿ 4½ to 14 year olds!
- ⦿ 80+ Activities!
- ⦿ Choice each session!
- ⦿ Specialist Courses!
- ⦿ Flexible bookings!

HIGHLY RATED
School Holiday
camps!!!



SCAN ME!



✓ OFTSED REGISTERED

barracudas.co.uk
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West Common Road, Bromley, Kent BR2 7DB

Tel: 020 8462 2767

Email: postmaster@hayes.bromley.sch.uk

web: www.hayes.bromley.sch.uk



@HayesSecondary



hayessecondary

