

Dear Parents and Carers,

I hope this latest edition of our newsletter finds you well. As we move through the term, I want to take a moment to reflect on the many activities and achievements that have taken place over the past few weeks.

First and foremost, I want to extend my thanks to our school community for their continued support. This term has already seen a strong focus on safeguarding and online safety, with staff undertaking valuable training to ensure that we provide the best possible support for our students. Our participation in Safer Internet Day encouraged students to think critically about their online presence, and we have provided useful fact sheets to help families navigate key concerns around social media and gaming.

Academically, it has been a busy time across all year groups. In Maths, students have been developing their understanding of key topics, from 3D shapes in Year 7 to inequalities in Year 9. Their commitment to problem-solving and perseverance in tackling challenging concepts has been commendable.

A highlight this term has been the work of the Horizons Council, where students have been engaging in discussions on local issues and shaping initiatives that will have a real impact on school life. It is encouraging to see pupils taking an active role in shaping their school experience, and I look forward to seeing the outcomes of their projects.

Looking ahead, we have several key events on the horizon. Parents of Year 7 and Year 8 students will soon have the opportunity to discuss progress during upcoming Parents' Evenings, and we are delighted to be hosting a Non-School Uniform Day in support of our global charity fundraiser. In addition, we look forward to celebrating World Pi Day, where students will engage in a variety of mathematical challenges and activities.

As always, the wellbeing of our students remains a top priority. If you have any concerns about your child's wellbeing or online safety, please do not hesitate to reach out to their tutor, Head of House, or Mrs Vaughan for support.

I hope you enjoy this edition of the newsletter, and I look forward to sharing more about our fantastic production of Annie with you in the next newsletter.

With warm wishes,

Helen Wood





## Key Dates - Spring Term 2025

Wednesday 5th March	Year 7 Parents' Evening - in person
Thursday 6th March	Year 7 Parents' Evening - online
Thursday 6th March	World Book Day
Wednesday 12th March	Year 8 Parents' Evening - in person
Thursday 13th March	Year 8 Parents' Evening - online
Friday 14th March	World Pi Day
Friday 14th March	Non-school uniform day - Global charity fundraiser
Monday 17th March	Bat Walk 5.30-7.30pm





## Safeguarding update

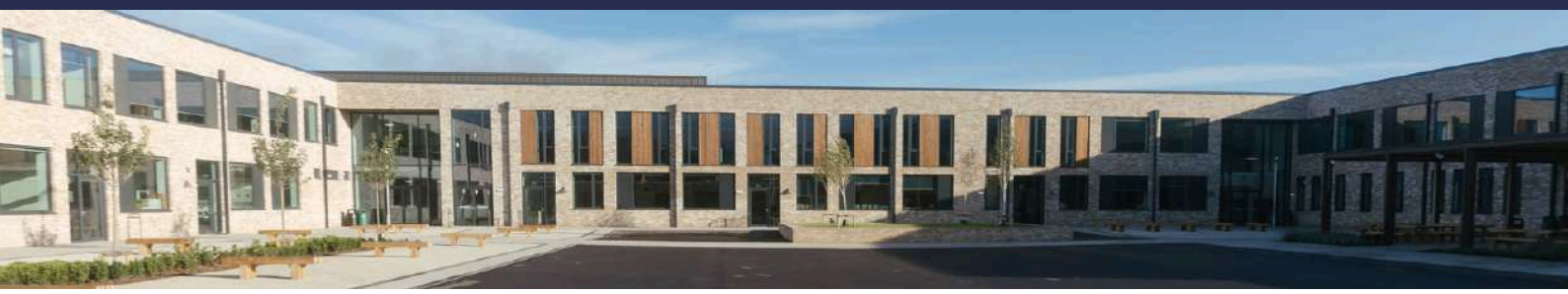
Safeguarding our students at HSL is the responsibility of all adults within the school community. We want students and families to feel secure in the knowledge that when their child comes to school, we have an environment where students feel safe and are supported if there are any concerns or worries.

Each term staff undertake different Safeguarding training and we discuss how to best support our students and to recognise changes in their behaviour, mood and presentation and how to respond to any concerns that arise.

Last term students were involved with Safer Internet Day, and were encouraged to think about how to keep themselves safe online, whilst teaching staff have recently completed Online Safety Training. Alongside students and staff training, we have access to parent fact sheets and information and we hope that you find the articles below useful in understanding and supporting your child through their gaming and social media use.

If you have any questions please or queries about the articles please do not hesitate to get in touch with your child's tutor, Head of House or Mrs Vaughan. We also have access to fact sheets on Whatsapp, Snapchat, Instagram and TIK TOK if you would like more information.

**Safeguarding is  
Everyone's  
Responsibility**



# Safeguarding update - parent factsheet

## Loot boxes and skins betting

### What are they?

**Loot boxes:** a feature of online games where players pay to get unknown rewards, like items or modifications for their character. It's similar to gambling, because most of the time you don't know what you're going to get before you pay.

One example is 'player packs' in EA Sports FC or FIFA, where you buy a 'pack' of player cards, but don't know who you're going to get when you make the purchase.

**Skins betting:** where people use 'skins' as betting currency ('skins' are extra items in online games, for example visual upgrades for their weapons or character). You can earn real money if you win. People usually do this through specific websites that let you use skins to bet.

### What's the problem?

- Some children say they end up chasing a win with loot boxes, like gamblers do
- Skins betting is a backdoor way for children to gamble underage
- Gambling can be addictive, like drugs or alcohol, with a severe impact on emotional health and wellbeing
- Teens have reported spending hundreds of pounds in a year on loot boxes, and losing skins worth thousands through gambling

### 3 steps you can take

1. Make sure your child knows the risks
  - Your child might not realise they could lose hundreds or thousands of pounds. They might not understand the risk of addiction or that, in general, it's illegal to gamble when you're under 18.
  - Explain that websites that guarantee wins or have offers that seem too good to be true are using these to entice you. Behind these promotions is a business looking to make money.
  - Explain how loot boxes are also like gambling, as you take a risk for the chance of a reward. Tell them they should report skins gambling websites to The Gambling Commission.
2. Set limits on in-game spending to control how much your child can spend
  - This will also help you stop them from spending a lot of money without realising it.
  - On Xbox set up your Family Safety account first, then follow the instructions here to manage in-game spending
  - On Android devices follow the instructions here to set spending limits for Google Play
  - On Apple devices follow these instructions to set up Family Sharing, and follow the instructions here to restrict in-app spending
  - On PlayStation you'll need to set up accounts for family members, with adult and child accounts. Then follow the instructions here to manage spending.



# Safeguarding update - parent factsheet

## 3. Know the signs of problematic activity

Look out for signs, like if your child:

- Is short of money or has unexplained sources of money
- Becomes secretive or starts lying
- Loses interest in school and other hobbies, as well as in their health and appearance
- Has mood swings if they're not able to access games or devices

Speak to our school if you're concerned about your child, and seek support from organisations like BigDeal (<https://www.bigdeal.org.uk>) and The Gambling Commission

## 10 tips to stay safe online

Pass our pointers on to your child and help keep them safe online.

1. Be careful talking to people you don't know and trust in real life – anyone can pretend to be someone they're not online. If you do talk to people you don't know, don't tell them your personal information – such as your name, age, what street you live on, your school's name, or your location. If they ask for images or videos of yourself, say no, stop talking to them and report this to a trusted adult.
2. Keep your social media profiles private, to limit what others can see, and think carefully about what you share and with who. Once you've shared an image, you can't control what the other person does with it. Remember, it's illegal to take, share or view sexual images of under-18s.
3. Use AI chatbots carefully – not everything they generate is real. They might also tell you to do something that could harm you or someone else. Don't give them your personal information or photos – they could be used to make fake images, or to bully or blackmail you.
4. What you post online now could affect you later, like when you're applying for jobs, college or university.
5. If you see something upsetting, or you're bullied online, tell an adult you trust. Report it by following the instructions on the website, messaging service or social media site – you'll usually need to click the 3 dots next to a post or comment.
6. When reading the news online, read the whole article not just the headline. Ask yourself where the information came from, when it was published, and if it could be a hoax or made up.
7. Look out for hoaxes and scams, like messages you're meant to forward on or that ask you for payment details or your password.
8. Be wary of schemes promising easy cash for receiving and transferring money, they're almost definitely criminal activity.
9. Watch out for loot boxes or other parts of games where you pay money to take a chance on getting a reward – you can end up spending lots of money on them.
10. Remember, people make their lives look more exciting and interesting online. People often edit their photos to make them look better, or make fake images with AI tools, so don't believe everything you see. This includes gang lifestyles – they're not as glamorous as they look.

Don't feel confident talking to your child about online safety?

Read this advice from the NSPCC: <https://www.nspcc.org.uk/keeping-children-safe/online-safety/talking-child-online-safety>



## Safer Internet Day

On the week of the 11th of February, we celebrated Safer Internet Day, focusing on digital wellbeing and examining how excessive use of social media and online games can lead to burnout. Over the half term, we challenged our pupils and staff to a digital detox, encouraging everyone to reduce their screen time. We're thrilled to announce that dozens of you took part, and the survey results show a positive impact on your overall wellbeing. Well done to all participants for embracing this challenge and making a difference! Keep up the great work! 🌟

Thank you to all who wrote about their experience. One of the participants was Evan Harrison in year 7, here is what he had to say.

"I must be honest; the challenge was easy at first but as the time limit on screen got less and less, I struggled quite a lot. Partly because we were away, and I had look up e.g restaurants and places to go. It made me realise how much I spend on a device without realising and how hard it is to stop if I'm watching videos or playing games like Fortnite. At the end it was easier to just not go on a screen than have it limited. From this challenge I am determined to reduce screen time as much as I can and start to think of other ways I can occupy myself especially when the weather is bad."





## Spotlight on Subjects

# MATHS

It's always a pleasure to celebrate the hard work and achievements of our students in Maths. Everyone has been really focused this term and shown incredible dedication whilst grappling with new concepts.

In Year 7, we've been exploring the world of 3D shapes. Students have been investigating nets. This topic is a great way to develop spatial awareness and helps students visualise how shapes work in the real world.

Year 7s have worked hard to understand the different properties of prisms, pyramids, and other 3D shapes, and they've done an excellent job creating and analysing their own nets. Their attention to detail and problem-solving skills have been remarkable, and it's been wonderful to see how they've embraced the challenge of creating accurate and well-constructed nets.

Year 8 students have been working on ratio and proportion—an essential skill that helps students solve problems involving comparisons between quantities. Whether it's working out recipes, determining scale in maps, or solving real-life problems, ratio and proportion are key to understanding many everyday situations.

This term, Year 8 have shown fantastic perseverance while tackling challenging ratio problems. We focused on understanding how to simplify ratios, convert between different units, and solve word problems involving proportion. The commitment shown by our students has been impressive.





## Spotlight on Subjects

# MATHS

In Year 9, students have been solving inequalities—an important topic that sets the stage for more advanced algebraic concepts next year. This term, we focused on solving linear inequalities and representing them on number lines. A skill that helps students understand ranges of possible solutions rather than just one specific answer.

Our Year 9s have demonstrated great strength at building on their foundation knowledge of solving equations. They've shown resilience and determination, particularly when working with positive and negative numbers. It's been incredibly rewarding to see their growth in this area as we know it forms a significant part of the GCSE content.

Year 10 students have been exploring constructions and loci—topics that involve using a compass, ruler, and protractor to create accurate geometric shapes and solve problems involving specific conditions. In constructions, students have built on their understanding of perpendicular bisectors and angle bisectors to solve problems involving loci.

Loci has provided a great opportunity for students to use geometric reasoning to solve problems related to positions and distances. Whether it's finding the set of points equidistant from two fixed points or solving complex geometric problems, our Year 10 students have been highly engaged and focused. They've worked with great precision and attention to detail, and their ability to tackle intricate problems is a testament to their commitment and hard work.





## Spotlight on Subjects

# MATHS



During January, we had the exciting opportunity for some year 9 and 10 students to participate in the UK Mathematics Trust (UKMT) 2025 competition. Our students once again demonstrated outstanding mathematical ability and problem-solving skills. The competition is an annual event that challenges students to think critically and creatively as they solve complex mathematical problems. The UKMT is a great opportunity for students to challenge themselves beyond the curriculum and see the real-world applications of mathematical thinking. Have a go at some of the problems and see how you get on!

As we continue our journey through the academic year, I want to congratulate all of our students for their hard work, commitment, and passion for maths. Your efforts don't go unnoticed, and we are thoroughly enjoying teaching you and watching you flourish.

### Intermediate Mathematical Challenge

Wednesday 29 January 2025

1. Which one of the following expressions has a value closest to 0?

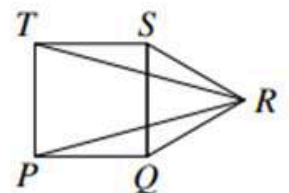
A  $2 \times 5 - 8 \times 3$     B  $3 \times 4 - 7 \times 4$     C  $4 \times 3 - 6 \times 5$     D  $5 \times 2 - 5 \times 6$     E  $6 \times 1 - 4 \times 7$

2. What is the remainder when 2652134 is divided by 13?

A 1    B 2    C 3    D 4    E 5

3. The diagram shows a square  $PQST$  and an equilateral triangle  $QRS$ . What is the size, in degrees, of angle  $PRT$ ?

A 10    B 15    C 20    D 25    E 30



4. All Felix's cats are normal cats. Together, they have 12 more legs than they have tails. In total, how many ears do they have?

A 2    B 4    C 6    D 8    E 10



# Spotlight on Subjects

## MATHS



13. The product of the first three numbers in the box below is equal to the product of the last three numbers. What is the value of  $x$ ?

$x$	120	496	360	48
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- A 72                      B 84                      C 96                      D 128                      E 144

14. What is the sum of the recurring decimals  $0.\dot{1} + 0.\dot{2} + 0.\dot{3} + 0.\dot{4}$ ?

- A  $1.\dot{1}$                       B  $1.\dot{1}\dot{0}$                       C 1.1                      D  $1.\dot{0}\dot{1}$                       E 1

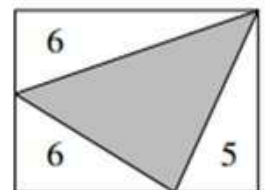
15. What is the value of  $\frac{3^6 - 3^4}{2^9 - 2^3}$ ?

- A  $\frac{9}{32}$                       B  $\frac{9}{16}$                       C  $\frac{9}{12}$                       D  $\frac{9}{7}$                       E  $\frac{9}{5}$

24. Two white roses and a yellow rose costs £5. Two white roses and three red roses cost £10.50. Three yellow roses and two red roses cost £11. What would be the total cost of one red rose, one white rose and one yellow rose?

- A £5                      B £5.50                      C £6                      D £6.50                      E £7

25. The diagram shows a rectangle which has been divided into four triangles. The areas, in  $\text{cm}^2$ , of three of the triangles are as shown. What is the area of the shaded triangle?



- A  $11 \text{ cm}^2$                       B  $13 \text{ cm}^2$                       C  $14 \text{ cm}^2$                       D  $15 \text{ cm}^2$                       E  $16 \text{ cm}^2$



## KS3 'Worlds of Work' Careers Fair



On Wednesday 5th February, our school hall was buzzing with excitement as we hosted our very first Key Stage Three 'Worlds of Work' Careers Fair. The event gave students in Years 7 to 9 the opportunity to meet professionals from a wide range of industries, helping them explore possible future careers.

We were delighted to welcome representatives from 16 different organisations, all of whom generously gave up their morning to talk to students about their work. Many of these visitors were parents, showing the incredible support within our school community for helping to shape students' aspirations.



From Heathrow ground crew (transport) to The Ivy (hospitality), from Hewlett Packard (technology and STEM) to the NHS, the legal profession, the education sector, the fitness industry, and even a stone mason, there was a wealth of knowledge and experience for students to engage with. They asked thoughtful questions about different career paths, job roles, and what people enjoyed most about their work.



The fair was a huge success, and we are extremely grateful to all those who took part. Giving students early workplace encounters is an invaluable part of their personal development, helping them broaden their horizons and think about the many exciting opportunities their futures may hold.

A big thank you to all our visitors, students, and staff who made this event possible. We look forward to building on this success and continuing to develop our careers programme in the years to come!



# Worlds of Work Careers Fair





## PEEL Programme

We successfully hosted a PEEL Project over 3 days in February. PEEL focuses on helping people explore and understand their true identity, addressing the challenges posed by social media and self-expression. In addition to individual challenges, many organisations face difficulties in creating authentic and inspiring relationships between teams and their members.

The PEEL Programme uses the transformative power of creativity to enable us to understand and express our true selves, helping to build self-confidence, resilience and empathy.

PEEL has been shown to measurably improve people's mental wellbeing. Through face-to-face interaction in the physical world, The PEEL Programme helps us develop more meaningful and fulfilling relationships.

During PEEL, our students worked in pairs for most of the course, capturing photographs of each other, combined with creating their own poems. A hugely enjoyable three days for those involved.





## World War I Re-enactor

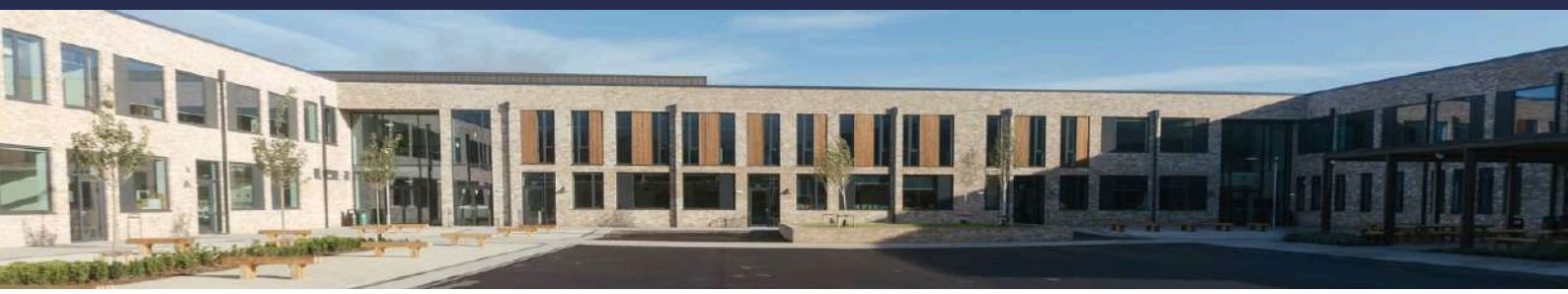
On 29th January 2025, our Year 9 students had a fantastic opportunity to bring their First World War studies to life with a visit from historical reenactor Paul. Each class spent an hour immersed in the realities of trench life, as Paul—dressed in full WWI uniform—shared fascinating insights into the daily experiences of soldiers on the front lines.

Bringing history beyond the textbook, Paul displayed a huge range of artefacts, allowing students to handle original and replica items, including helmets, uniforms, and the kit that soldiers relied on in the trenches. From trying on heavy military gear to examining the rations and personal belongings of wartime troops, students gained a hands-on understanding of the challenges and hardships faced by soldiers over a century ago.

This engaging session perfectly complemented our current History module on the impact of WWI, deepening students' appreciation of the war's realities. Their enthusiasm and curiosity made the experience even more meaningful, with many asking thoughtful questions and reflecting on what life must have been like for those who served.

A huge thank you to Paul for bringing history to life in such an engaging and memorable way!





## Religion, Beliefs and Ethics card competition

Competition: design a card that celebrates an upcoming festival.

The winning design should – show consideration of what the festival remembers, indicate something about how it is celebrated, show independent research about the topic.

You can choose any festival that happens in March/ April but some ideas are below:

### Eid ul Fitr

Around the 30th March is Eid ul Fitr – the Muslim festival of breaking the fast.

Muslims will have spent the previous 30 days in the month of Ramadan fasting in daylight hours.

This is the holiest of months when Muhammad became prophet. Muslims will have had food (suhoor) before sunrise and an evening meal (iftar) after sunset. Traditionally fast is broken with a date. Eid Mubarak means 'blessed festival' and you can buy Eid Mubarak cards and presents in the shops. Eid ul fitr is a big joyous celebration.

Find out more here

<https://www.bbc.co.uk/bitesize/articles/z4cmkmn>

<https://www.bbc.co.uk/cbeebies/watch/lets-celebrate-eid>



### Easter Sunday

For Christians Easter Sunday 2024 is on April 20th.

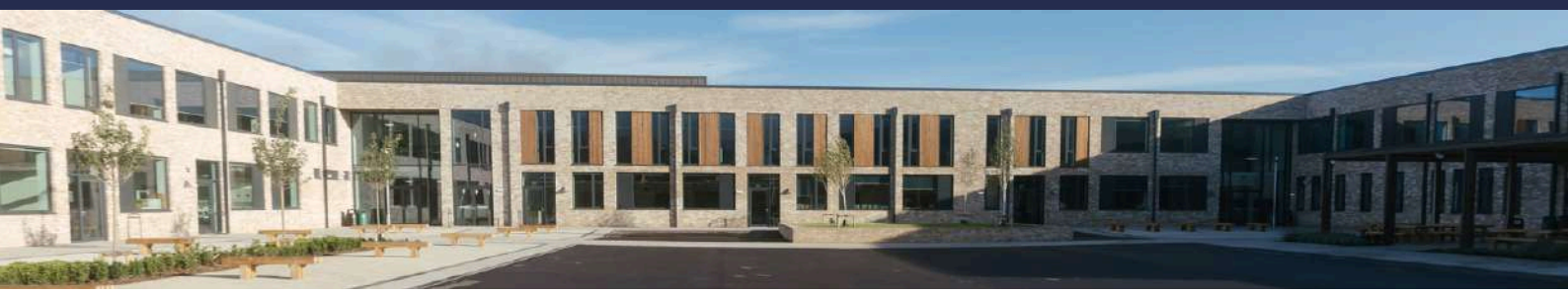
This Christian season started on 5th March with Lent beginning on Ash Wednesday. Many Christians would have given something up (like chocolate) during Lent (which lasts 40 days). Good Friday (April 18th) remembers the crucifixion of Jesus.

Easter Sunday, on March 31, celebrates the day that Jesus rose from the tomb and the end of Lent. Christians believe Jesus had to die on the cross for humanity to be allowed into heaven, he atoned for man's sin. In the Bible it says "I am the resurrection and the life".

Find out more here:

<https://www.youtube.com/watch?v=MK2o-mhBfuc>





# Religion, Beliefs and Ethics card competition

## Spring Equinox

On the 20th March it is the Spring Equinox. It is one of the two times in the year that the hours of daylight and night time are the same – hence the name ‘equinox’ meaning ‘equal night’. Around the world, it’s celebrated as a time of interconnectedness, reminding us of our shared experience, regardless of hemisphere. This festival is known as Ostara / Alban Eilir / Spring Equinox (Pagan, Wiccan, Druid)

Learn more: <https://www.youtube.com/watch?v=UHQAZvxAcMY>



## Purim

For Jews Purim is on 13-14th March (festivals commence at sunset on the evening of the day before). Purim is a carnival festival, recalling the saving of the Jewish community of Persia, as retold in the Book of Esther, which is read through twice in each synagogue. The name of Haman (the main antagonist in the Book of Esther) is drowned out with rattles and hooters and boos by the congregation whenever it is read.

Learn more: <https://www.youtube.com/watch?v=cbKfB5E6sAA>



## Holi

For Hindus they will be celebrating Holi on March 14th. It celebrates the arrival of spring and new life. This lasts for a night and a day, starting on the evening of the Full Moon Day. Find out more: <https://www.bbc.co.uk/bitesize/articles/z4qqy9q>



## Hola mahalla

Sikhs celebrate hola mahalla on the 14-16 March. In 1680 Guru Gobind Singh, the tenth Sikh Guru, introduced this festival on the day after the Hindu Holi. It includes displays of swordsmanship, horsemanship, archery and wrestling, together with displays of weapons and symposia of poetry, making it a lively and colourful occasion, particularly for young Sikhs.

Find out more:

<https://www.bbc.co.uk/religion/religions/sikhism/holydays/holamahalla.shtml>



Deadline Friday 4th April – entries to Mrs Holland



## CEP Horizons Council

Four of our Year 9 pupils recently attended the CEP Horizons Council event at Balcarras School, a collaborative forum aimed at fostering dialogue between young people and local leaders. The event focused on the theme "Improving Cheltenham for young people; their voice, our action," aligning with the No Child Left Behind 2025 Year of Action. Our students engaged with influential figures, including Cheltenham's Mayor Paul Baker, to discuss important issues affecting young people in the community. They presented thoughtful ideas and contributed to meaningful discussions, leaving with a sense of empowerment and a clearer understanding of how they can help drive positive change in Cheltenham.

"CEP Horizons is a meeting for young people to enable them to express their opinions and for their voices to be heard. Four of us from Year 9 at HSL attended this meeting and we told the town leaders and influential people of the town, what we could do to make changes in our local community for young people. Each school had a different issue to address. Our question was: "How do we make sure that the cultural and artistic events that Cheltenham has to offer are suitable and desirable for young people". So, we as a group worked together along with our expert Ali Mawle (Co CEO of Cheltenham Festivals), to answer this question and make it into a presentation to explain to all the other schools and a panel of experts about how they can make a change for the arts to be more accessible to young people in Cheltenham. It was an interesting and informative day.

Molly, Year 9





## Remembering The Holocaust

In February, our Year 10 students completed a powerful and thought-provoking unit on The Holocaust as part of their philosophy, beliefs and ethics rotation in Personal Development lessons. The programme encouraged students to reflect on the historical events, the impact on individuals and communities, and the lessons we can learn today. Feedback from students has been positive, with many expressing how much they valued the opportunity to explore this important topic. We also received thoughtful suggestions on how to further improve the unit for future years. When asked why they believe it is important to study the Holocaust, students shared insightful and reflective responses:

Just because it was a while ago doesn't mean that humans weren't as valuable. They deserve to be remembered.

The more people know about the extent of the hardship it caused the more we can learn from it and prevent hate.

It encourages students to promote social justice, human rights and genocide awareness.

It teaches us the importance of inclusion and develops our awareness of antisemitism for later in life.

It is important to learn about the past and what we can do to try and avoid it happening in future.

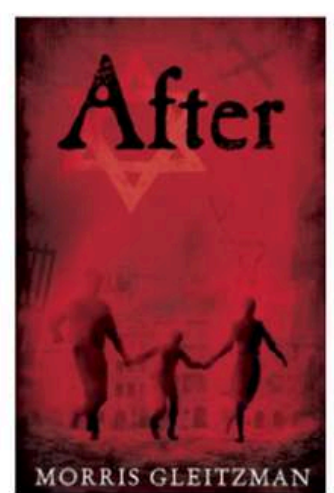
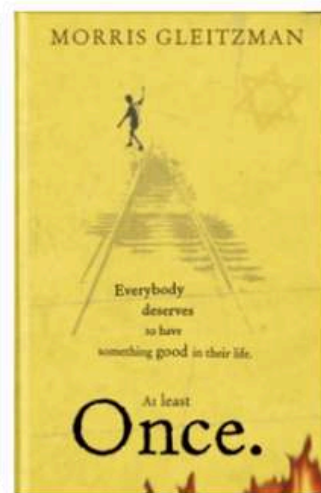
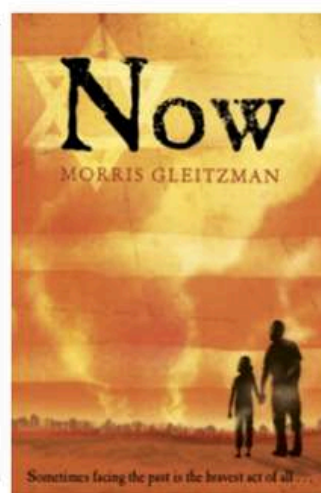
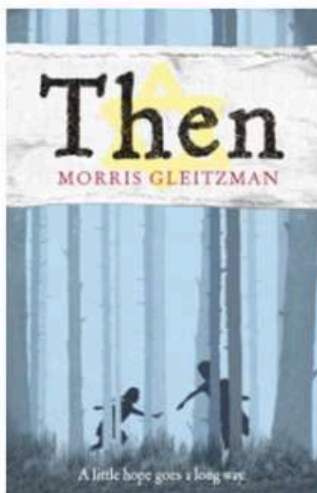
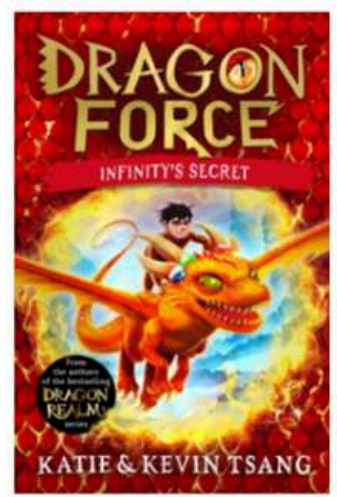
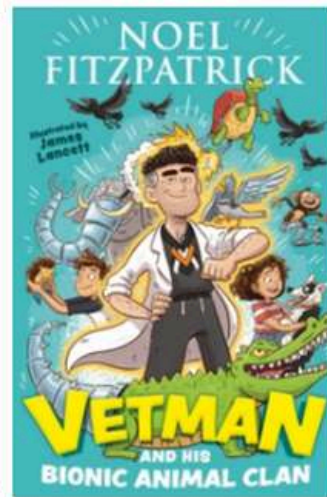
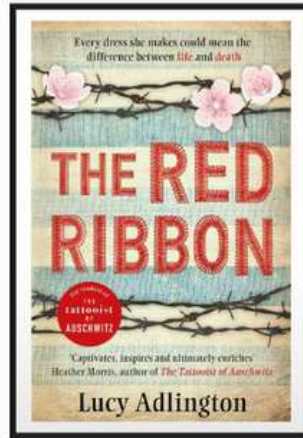
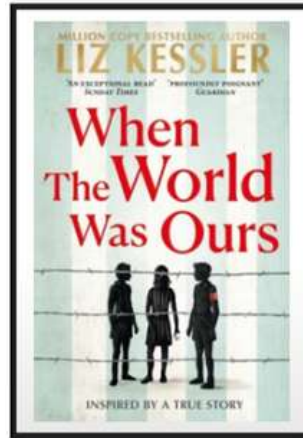
It's important to be aware of genocide and the consequences of people's silence. It helps us understand the consequences of discrimination and antisemitism, and prevents this from ever happening again.

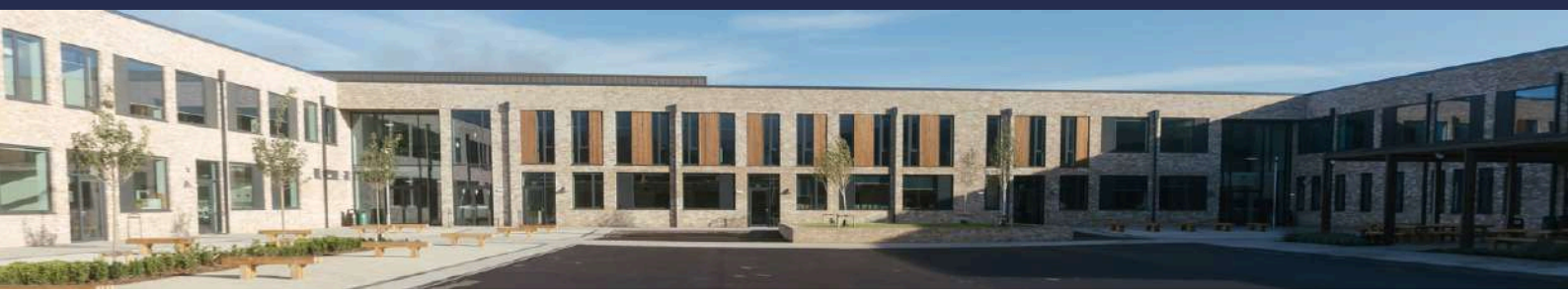
At our school, we want our students to go beyond learning history—we want them to take its lessons forward. Studying the Holocaust is not just about understanding the past; it is about recognising the dangers of discrimination, prejudice, and indifference. We hope that through this learning, our students will feel empowered to stand up against hate and injustice, ensuring that they are never bystanders in the face of discrimination.



# New Books in the LRC

Books chosen  
by the pupils,  
for the pupils.  
Come and  
have a look in  
the LRC!





## GCSE Science Live!

On Monday 27th January 65 Year 10 students attended the GCSE Science Live! event in Birmingham Symphony Hall. Throughout the day five different scientists gave interesting and engaging talks about their research, and examiner Stewart Chenery presented two sessions on how to prepare for and answer the varied types of question on the GCSE Science exam papers.

- 1: Doctor Eleonora D'Elia's talk about material science
- 2: Professor Andrea Sella's talk about patterns in beetroots
- 3: Professor Robert Winston's talk about fertility
- 4: Professor Suzie Imber's talk about space weather
- 5: Professor Jim Al-Khalili's talk about time travel

Our students really enjoyed the event and each had an opinion about which talk they enjoyed the most:

Harry and Zac - Our favourite scientist at Science Live was the time travel man because it was cool to find out a bit about blackholes.

Time travelling could revolutionise the technology industry and help cure world illnesses.

Tillie - I liked the talk about the materials as I found it really interesting that the colour of the butterfly depended on the structure of its wings!

Alicia - My favourite scientist was the one who talked about how space weather causes the northern lights because I found it really engaging with the images she showed and also I learnt new information about it.

Miss Kennedy would like to thank the students who attended the trip for conducting themselves so well and representing the school with pride.





# 2025 Young Science Writer of the Year Award

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## Young Science Writer of the Year Awards

Could you be the next ABSW Young Science Writer of the Year?



Over the last month the Science Department have challenged our Year 10 students to get involved in the 2025 Young Science Writer of the Year Award.

The Young Science Writer Award (YSWA) celebrates the creativity and passion of young writers who explore the exciting world of science, technology, engineering, and mathematics (STEM). Open to students aged 14-16 from state-funded, non-selective schools across the UK, this prestigious competition encourages participants to write engaging, informative essays on scientific topics that matter. Whether tackling climate change, AI, healthcare, or exploring the future of space exploration, YSWA aims to foster critical thinking, storytelling, and a deeper understanding of how science shapes our world.

The BBC, The Royal Institution and Science Museum are key partners supporting the competition and the winner will receive £1000, a 1 year Young Royal Institution membership, and the chance to meet BBC science journalists. The winning essay will be published in the national media.

Our students have until Friday 7th March to submit their entry online. Good luck!



# The BIG Climate and Nature Survey 2025

All students at HSL were given the opportunity to complete The BIG Climate and Nature Survey in February. The online survey gives students a chance to have their say on climate change, nature and education. The survey responses were anonymous and asked students about the following:

Their attitudes on and actions for climate change and nature at their school or college, inside and outside the classroom

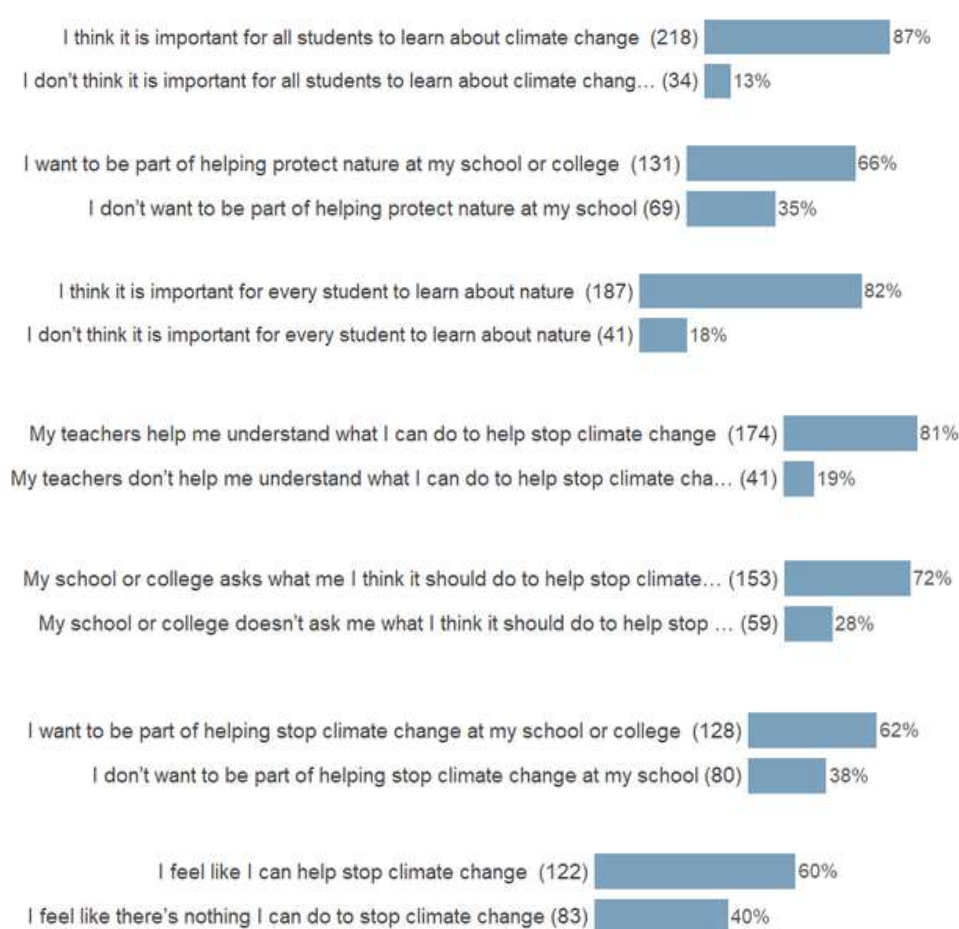
Their experiences of making change so far, and aspirations for future action in school / college

Their general views and experiences linked to climate change and nature

Thank you to the 59% of HSL students who completed the survey.

The school with the biggest proportion of responses based on their total student numbers will win £1000 to put towards action on climate and nature!

A few responses from the survey are shown below:



The majority of the students who completed the survey believe that learning about climate change and nature at school is important, and that learning about climate change and nature makes them feel less worried about it. Many students said they want to be part of helping to stop climate change and to protect nature at school so HSL can become the best at doing this. It is interesting that most students who completed the survey said they do not want a job that helps to stop climate change or to protect nature in the future. We look forward to discussing this more with students during their Careers sessions that form part of our Personal Development programme.



# British Science Week 2025

Get excited for British Science Week 2025! A celebration of science, technology, engineering and maths.

Every day from Monday 10th - Friday 14th March, The High School Leckhampton will be hosting a lunchtime event which all students and staff are welcome to attend.

Please see the poster below for more information.

British Science Week is a ten-day celebration of science, technology, engineering and maths that will take place between 7-16 March 2025!

<p>Peter Pam H Oyin Maria P</p>	<p><b>Monday 10<sup>th</sup> March - 1:30 pm in 1W6</b>  <b>Multiple Scientists</b>                  Join us in 1W6 to kick off British Science Week at HSL with a live chat with real scientists. Ask the scientists all the questions you have about what made them want to be a scientist and what they do every day!</p>	
	<p><b>Tuesday 11<sup>th</sup> March - 1:30 pm in GW5</b>  <b>Mr Talbot</b>                  Mr Talbot has a chemistry degree and teaches Science at The High School Leckhampton. He will be talking more about his chemistry background and showing you his favourite Science experiments and demonstrations.</p>	
	<p><b>Wednesday 12<sup>th</sup> March - 1:30 pm in GW5</b>  <b>Dr Zhan Zhao</b>                  Dr Zhan Zhao is a Commercial Solution Team Leader for etching at Oxford Instrument Plasma Technology. As well as having a PhD in Material Science from Leeds University she also volunteers with WaterAid. Come and hear about a variety of etching processes she is involved in and the importance of clean water in a changing climate.</p>	
	<p><b>Thursday 13<sup>th</sup> March - 1:30 pm in GW5</b>  <b>Oluseyi Agbelusi</b>                  Oluseyi Agbelusi is a Lead Electrical Engineer at EDF Energy currently working in Gloucester. She will be speaking about her journey from school to where she is now in Nuclear Services and what inspires her to be a STEM Ambassador for EDF Energy.</p>	
	<p><b>Friday 14<sup>th</sup> March - 1:30 pm in GW5</b>  <b>Beth Taylor</b>                  Beth is a recent Cambridge graduate in Engineering and now works as an Operations Consultant at Chartwell, helping manufacturers make their factories more efficient. She will be talking about her experience of the Oxbridge application process, her time at University, and what 'Consultants' actually do every day!</p>	

**Earn ePraise for every event you attend. Attend all five lunchtime events this British Science Week to earn 10 ePraise points and a limited-edition STEM sticker!**



# The Great Big School Clean 2025

The Great Big School Clean is back for 2025 and is taking place from 21st March until 6th April. Once again HSL has pledged to take part to help our young people show that they love where they live. Last year alone, more than 160,000 pupils across the country pledged to take part in the Great Big School Clean to improve their neighbourhoods and public spaces.

As well as conducting daily litter picks at school, we want to encourage all our pupils and their families to take part in a litter pick as part of the Great Big School Clean this year.

As in previous years, there will be a VLE task where students can record how much litter they have collected and submit evidence of their litter pick to receive Eco ePraise points and a special certificate.

More information can be found here:  
<https://www.keepbritaintidy.org/get-involved/support-our-campaigns/great-big-school-clean>



## Sue Ryder Leckhampton Court Hospice Spring Fayre

The team at Sue Ryder Leckhampton Court Hospice wish to invite all HSL students, staff, parents and governors to their Spring Fayre taking place on Saturday 22nd March from 10am until 4pm in the beautiful Leckhampton Court Hospice grounds.

More information about the event can be found here:

<https://www.sueryder.org/get-involved/fundraise-for-us/events/sue-ryder-leckhampton-court-spring-fayre/>

## Sue Ryder Leckhampton Court Spring Fayre 2025

**Date and time**  
22 March 2025  
10:00am - 04:00pm

**Location**  
Sue Ryder Leckhampton Court Hospice  
Church Road  
Cheltenham  
GL53 0QJ

**Registration fee**  
Adults: £2.50, Children under 12: Free

**Contact**  
Sue Ryder Leckhampton Court Hospice  
Fundraising Team  
01242 246 274  
[leckhampton.fundraising@sueryder.org](mailto:leckhampton.fundraising@sueryder.org)



## PE Updates

### Swimming Success For Seth

We are thrilled to share that Seth (Year 7) is currently competing in the Gloucester County Swimming Championships! His hard work and dedication have truly paid off, as he recently secured first place in the 100m Butterfly with an impressive time of 1m 26s. Seth also claimed gold in the 50m Butterfly, another fantastic achievement! Seth is over the moon with his results, and it's clear that all his training has been well worth it. His coaches and teammates at Cheltenham Phoenix Aquatic Club are incredibly proud of him too. We couldn't be more excited for his success and look forward to seeing what he accomplishes next!



### Hockey

#### U12 Boys' Success at the Gloucestershire Hockey Association Schools Competition (Tier 2)

On Friday 14th February, a determined squad of 10 Year 7 boys represented the school in the U12 Boys' Gloucestershire Hockey Association Schools Competition (Tier 2), held at Dean Close School. Despite the freezing cold conditions, the boys demonstrated exceptional dedication and sportsmanship throughout the day.

The team had an outstanding performance, with their only loss coming against Cheltenham College Prep, where they conceded just two goals. The squad triumphed over St. Edward's, Kings, Gloucester, and Bournside, earning themselves a well-deserved second-place finish. As a result, they have qualified for the Tier 2 regional finals, which will take place later this term. The boys were excellent ambassadors for the school, showing great teamwork and spirit. It was a pleasure to coach them, and we're excited to see how they perform in the upcoming finals!





## PE Updates

### KS4 Boys Badminton Championships

On Wednesday 12th February, five of our Y10 Boys headed to Rednock School in Dursley for the regional badminton championships.

Our pupils played at a good standard (facing other school's Y11 pupils). Our first round of matches was against Balcarras. We played both singles and doubles matches against a very talented team. All five matches were closely fought and we showed a good level required for the rest of the tournament. Balcarras won the fixture.

We were straight back on court against Sir Tommy Rich's School. Again, all our matches were played at a good standard and were closely fought. We did fall to defeat overall in this fixture as well but the pupils will have gained great experience in preparation for next year.

Our final fixture was against Rednock. We won our individual singles and doubles matches meaning we achieved an overall victory. A great way to finish the afternoon and the pupils left in high spirits.





[www.hsl.gloucs.sch.uk](http://www.hsl.gloucs.sch.uk)



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