



ALL SAINTS

CATHOLIC COLLEGE

ORARE LABORARE SERVIRE

The Review — July 2021



From The Headteacher

The end of the school year is always remarkably exciting, and this year is no exception. In fact, this year is even more exciting, as it is wonderful to have our school community back together. As I write this, students are leaving to go on reward trips, or to Hyde Park. We are currently putting the finishing touches to our Celebration Day and Sports Day – these are days that our students will remember for the rest of their lives so we want to ensure that we make them really special, particularly after the year that they have had. We will share pictures and stories with you in our September edition of The Review.

This past academic year has been a really strange one. As a school, our teachers and support staff have done their level best to educate and encourage our students through these tumultuous times. This edition of The Review pays testament to the hard work of both the staff and the students. You can read about how our Year 7s have coped with the transition from primary school into All Saints. You can also read about the exciting work our Chaplain has been

doing as well as the introduction of the Schola Cantorum. Our Year 10 students also experienced a Business and Careers Day and listened to talks from a multitude of highly successful professionals.

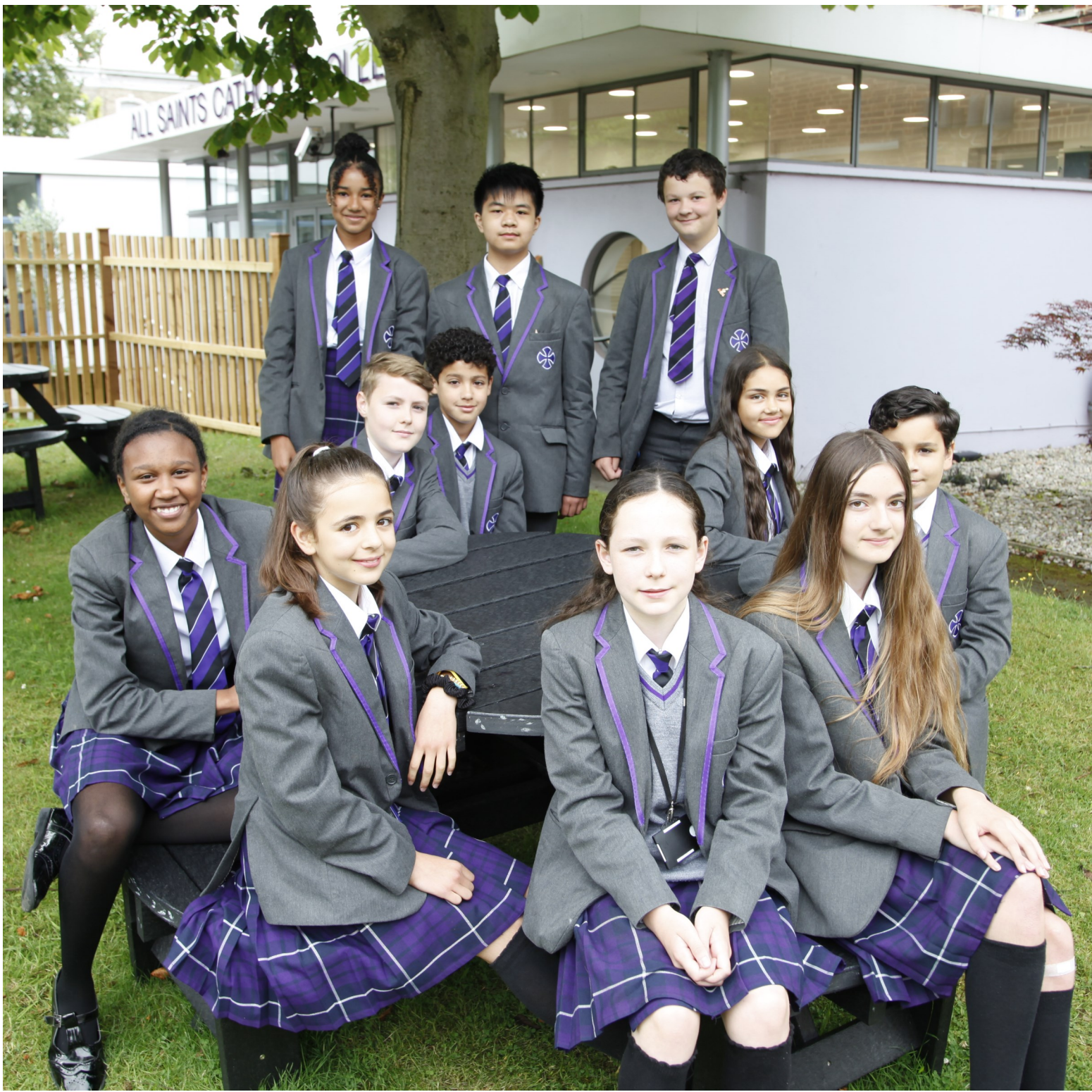
As we look to the future, there are some exciting times ahead for us as a school. In September, our build works and refurbishments will be completed. We are very excited about opening our new Performing Arts block and all of the opportunities it will bring to our students. We will also offer you, the parents, an opportunity to come and see these improvements in the new academic year.

In September, 180 new Year 7 students will join our community, further growth to our school based on our rising popularity. We hope that they will embrace the school with the same degree of fervour and excitement that your child has.

Have a lovely summer.

Mr A O'Neill





Y7 End Of Year Report

The end of the academic year is always a busy one. There's a joyful bustle of activity as students take part in a number of exciting end of year events. These include Sports Day, Celebration Day, the talent show, music concerts and the much anticipated Whole School Mass. It's also a time of planning, where minds inevitably turn to next year and we, as a school community, look forward to welcoming a brand new intake of students.

Yet it's also a time for reflection, a time to take a moment and think back over the year that has just gone, to consider all that we have achieved, and cherish all that we have to be grateful for. This reflection is perhaps most acute for our current Year 7 students, as they prepare themselves to no longer be the youngest members of the school and look forward to making the step up into Year 8.

I sat down with a group of Year 7 students to talk to them about their first year at All Saints and to ask what advice they would give to any students who will be joining the school next year. Our students come from all over the local area: particularly the boroughs of RBKC, Hammersmith & Fulham, Westminster and Brent, with increasing numbers of parents from further afield also choosing to send their children to All Saints.

Each student interviewed here, joined us from a different primary school. Parents of prospective All Saints students may well spot someone they recognise. Here's what they had to say...

You've been here a whole academic year now. Can you think back to when you started at All Saints? Do you remember how you felt?

"At the beginning I was nervous, but my form tutor was very supportive. He was very clear about the rules and ensured everyone was provided with the perfect environment in which they could fit in and make friends."

"Well, I was really excited to start because I knew lots of people from my primary school were going here. I really wanted to dive in and try all the exciting new subjects."

"I felt comfortable very quickly. Our form tutors really looked after us and would set up activities to encourage us to make friends. At first everyone was shy, obviously, but thanks to our teachers we quickly settled down and started making new friends. I was put in a form with no one else from my primary school, and initially I found that quite daunting, but that changed really quickly thanks to my form tutor. Shout out to Miss McGuire!"

In what other ways, were you helped to settle into All Saints?

"The staff are really supportive and they've helped me adapt quickly. They're really kind and really fun, but the rules are clear and they are strict when they need to be. They create an environment where we feel safe and where we can learn. The expectations are clear."

“Lunchtime has been really well thought through. So, at the beginning of the year to make sure we settled in and understood how everything worked and had time to eat properly we were given a much longer lunch time. We were allowed to leave lessons early and eat before everyone else. This was really helpful as it allowed us to calmly find our way to the hall without having to rush. It also stopped us worrying about the hustle and bustle of the other year groups. As time went on, this extra window of time slowly got reduced until our lunch time started at the same time as everyone else. By that point, we felt confident that we knew what we were doing and hardly even noticed that that time had disappeared.”

“We also have our own playground for break time and lunchtime. I’ve loved that. My primary school was quite small. All Saints is a lot bigger, and so are the older students, but having our own private playground helped me to adapt. Now, I’m heading into Y8, I feel ready and confident.”

Your first year was a bit of a strange one, owing to Covid-19. How do you feel the school looked after you during lockdown?

“I always feel very supported at All Saints, but particularly during lockdown. It was hard having to stay at home, but our lessons just moved online and continued as normal. Well, as close to normal as possible. When the world around us was so weird it was comforting to have the routine and stability of school life.”

“During lockdown, it wasn’t just our usual lessons

that continued, there were lots of games and extra-curricular activities for us to take part in too. My Dad and I really enjoyed doing the PE circuits classes and looked forward to keeping fit with Ms Dunlop and Mr Butler. It really helped us stick to a routine and was a fun thing to do as a family.”

“Our form tutors made regular phone calls home during lockdown, just to make sure we were managing with the work and that everyone at home was okay. I really appreciated that and my family did too.”

What do you think the biggest changes were, in leaving primary school and beginning Y7 at All Saints?

“There are a lot more subjects in secondary school than at primary school, so we’re able to try lots of new experiences. Drama was a new subject to me. Music too. And we’re able to go into much greater detail in subjects like Science. I’ve found that really enjoyable.”

“Yes! I love science too. The practical side was brand new to me, and it’s so hands on and exciting. We use bunsen burners, we dissect flowers, we do practical experiments to understand how things work. It’s cool!”

“The behaviour system was a big change, but I think it’s brilliant. It’s really clear and it’s a nice incentive that encourages you to do your best. For every single lesson there is a star, awarded to a student who has tried really hard or had a great lesson. So we collect stars throughout the week

and there are prizes based on how many you've collected at the end of every week, term and year. People who collect lots of stars get rewarded with prizes and trips."

"There's a star winner and an attendance winner every week which is announced over the tannoy to the whole school. It's really exciting listening to see whose name is called but also seeing which teacher is doing the announcement and seeing what music they play. Some of them are really funny."

"Yeah, we all get really excited about that. This carried on during lockdown and the teachers made really funny videos announcing who had won Amazon vouchers. I loved that! It kept us motivated and the effort that the teachers went to showed us that they really care."

What do you enjoy most about All Saints?

"I really like the star system. And I like that we get to compete for them as forms. My form tutor is always encouraging us to keep on striving for more stars! The healthy competition is good."

"I'm quite musical, so I'm involved in lots of the music clubs. I love the freedom that gives me to just go into a room and make music with other students. I also enjoy the opportunity it gives me to perform in front of my peers."

"The thing I love most about All Saints is the activities. There are loads of extra-curricular clubs and you have the freedom to choose the ones you want to take part in. I really like having that choice. I love football! There's a mixed team and I love that."

"The saints
did not all
begin well,
but they
ended
well."

St John Vianney

“The Glory
of God is
the human
person fully
alive.”

St Irenaeus of Lyon

“I love the clubs. I go to one every day! I guess I’m lucky that the clubs on offer are all things I like to do and best of all they’re free! I like that the staff put on clubs for us.”

“I do too, but also, sometimes the school bring in specialists from outside. Last week, for example I did some training with coaches from QPR. We played football and it was really fun. It’s cool being coached by someone who works with professional footballers.”

“Yeah, the clubs are really fun. I go to the steel pans club and it’s the highlight of my week. That’s not something I would be really able to do anywhere else. It’s so fun, being able to learn something unusual and new.”

“Trips! In Y7 we’re yet to really go on many trips due to Covid-19, but we’re looking forward to it. There’s a rewards trip to Thorpe Park that’s happening on the last week of term. I can’t wait for that. We’ve also been told that there will be an opportunity to go on a school ski trip and on a trip to Rome. It’s pretty cool that you get to go to other countries with your school friends and explore the world.”

“All Saints Day was a fun day! Really fun. I can’t wait for next year. We celebrated the saints with loads of exciting and challenging activities. The theme of the day was courage. It was great. It was a different day from the norm and we all really enjoyed it.”

Are you all looking forward to using the new classrooms that are currently being built?

“Yes! We’re excited to see what they look like.

Particularly the new drama studio. The school has been improving all the time that we've been here. Every time we come back to school, whether it be after half term, or after a lockdown, the builders have worked their magic and there are new classrooms everywhere."

"I agree. The school always looks fresher and brighter. Mr O'Neill takes pride in the appearance of the school and it encourages us to do the same."

How would you describe All Saints?

"A wonderful community!"

"It's amazing! I've had a great first year!"

"Supportive."

"Outstanding!"

"A wonderful place to learn."

What has been your favourite memory of the year?

"The Christmas pantomime. It was hilarious."

"I don't have one specific memory, it's all been great!"

"The Christmas meal. It was so nice to share that together."

"It's hard to choose, but probably being accepted to go to Italy."

"A trip to the Linford Christie athletics track."

"I loved the talent show."

"I'm really looking forward to Sports Day!"

"The Christmas celebrations."

"All Saints Day! I loved that!"

"Looking under our chairs to see if we'd won a prize on All Saints Day."

"I'd have to say All Saints Day too – Mr O'Neill being filmed going round school. Vouchers underneath winning chairs. It was so fun. Like being in a TV show."

Finally, one last question for all of you, would you recommend All Saints to other students?

"A resounding yes!"

Students were interviewed by Mr McGovern

Chaplaincy: “O beauty ever ancient, ever new.”

It's been a remarkable year at All Saints, with staff and students working together to ensure the sense of school community and collective endeavour remains as strong as ever, at a time when we've often had to spend time apart or been asked to keep our distance from one another.

One man who has worked hard to keep community spirit and the Catholic ethos alive and well at All Saints is our school chaplain, Bonny. I sat down with him, in the newly renovated school chapel, to reflect on his first year at All Saints, to hear his thoughts on the changing role of chaplaincy in the 21st century and to discuss the challenges of leading collective worship during a global pandemic.

Bonny, would you mind speaking a little bit about the journey that led you to taking on the role of school chaplain at All Saints?

Of course. I joined All Saints in September and I've absolutely loved my first year here. Since the age of fifteen I've been an active member of the church community, taking on a variety of voluntary roles such as youth ministry and missions abroad. My background is in theology. I spent three years at Seminary College discerning my vocation and afterwards a year at Birmingham University. Upon graduating from University, I started applying for

chaplaincy jobs, keen to take what I had learned and bring it into an education setting. So, I was incredibly fortunate to find myself offered the role of school chaplain here at All Saints.

How have you found your first year?

Hugely rewarding. I knew there would be challenges, not least because of the ongoing situation with Covid-19 but also because this is my first chaplaincy role. I'm a baby chaplain, as it were. I'm still learning. Since starting here I've learned an awful lot. I've also gained an awful lot, thanks in no small part to the wonderful support I've had from Mr O'Neill, the Senior Leadership Team, Ms Mealy, the pastoral staff and all the Heads Of Year. For me, it's been a process of appreciating the various roles that other staff members play in the lives of our students, noticing how and when they interact with one another, and understanding how I can offer something different.

So, how do you see your role as school chaplain?

For me, this is more than a job. It is part of my calling. My role as a chaplain is about meeting people as individuals, wherever they are in their life at the moment, and giving Christ to them specifically. This is the mission of the church and it



is embedded in my role as the school chaplain. What we do here at All Saints, is really and truly a reflection of the missionary work of Jesus Christ.

For the students, I don't want them to see me as a teacher but as a professional whom they can speak to. If they have a problem or they just want to chat I want them to know that my door is always open. I'm always available to them. The staff too actually, if they want to talk, I'm here for them, whether the problem be personal or professional. I'm there to listen and if advice is needed, I'll give it. But primarily I'm there to listen.

As an observer, I would say that you're at the centre of our school community. For the staff, each day begins with a morning reflection led by you. Is there an argument that, in your role as school chaplain, you have more daily interactions with staff and students than anyone else?

I've never thought of it like that. Possibly. I wouldn't say I'm heavily involved in every single part of school life but certainly, I am in contact with or have regular interactions with all departments when it comes to the Catholic Life of the school. But I don't think that places me at the centre. For me, it's all about teamwork and I think that's actually a great message for our students. Everyone has to play their part. I may be the driving force or perhaps the organiser of much of the religious aspects of school life, but it needs the teamwork of everyone else in the school in order for it to have true meaning and purpose.

Let's now talk about the challenges of being a school chaplain at a time when we're not able to gather together in collective worship. What's that been like?

Well, at the time of writing I'm still yet to experience the joy of a Whole School Mass so I'm really looking forward to that on the last week of term. Celebration Day will be a big day for me personally. It feels almost like an initiation. The lack of whole school worship has undoubtedly been difficult. For me, that's what a Catholic school is all about – whole school worship – it should be at the core of everything. The gathering together of the community, listening to scripture together, receiving communion together. Worship is a communal activity. But then Covid-19 comes along and we have to rethink how we do everything. We have to ask ourselves – how are we going to do this? How do we overcome the barriers that these restrictions put in place?

So, what did you do?

Well, I suppose the starting point was the podcast. 'Saintscast' – streaming now on Spotify and all good podcast providers. I can't imagine many schools have their own podcast, but we do. This existed before I got here, having been established by Mr O'Neill and Mr Holland during the first lockdown but when the second lockdown came I took over responsibility for producing it. Initially, it's focus was more extra-curricular, or centred around social justice issues, such as black history month or remembrance day, but as time went on we began

to use the podcast as a platform for collective worship. This in turn evolved into us starting to produce more and more video content.

I'm glad you've mentioned that. You've done an incredible job creating countless videos for assemblies and services and so on. Did you have any experience prior to doing so at All Saints? Have you had to develop these skills very quickly or do you have a secret past in cinematography that you're hiding from us all?

No, no. Nothing like that. I'd say I'm an arty person. I studied Art & Design, Photography and Fine Art at A Level so I've always had an interest. Chaplaincy is something that came out of my way of life and my discernment, but prior to that my thoughts and ambitions for the route my life would take were completely different. At the age of 18, if you'd asked me what I wanted to become I would say an architect. Therefore, because I already have that element of creative interest, I really enjoy it. Even outside of school I enjoy taking photographs and making videos. So, although as you say, I have had to develop new skills, I already had an interest and knew the basics. Now I've taken on the role of making assemblies and services regularly, I want to do it perfectly, with quality and meaning.

For the parents of our students, who perhaps haven't seen the assembly or service videos that you make, can you speak a little more about what it is you create?

“Be alert,
stand firm
in the faith,
be brave,
be strong.”

1 Corinthians 16:13



So our assemblies are filmed every week and shown to students during registration on Wednesday. They're filmed by myself and feature readings and reflections from school staff. The filming bit is easy but the editing bit it hard.

So you're effectively director, editor and producer, plus sound and lighting designer all in one?

Well, it certainly feels like that sometimes!

Where has the inspiration for this come from?

I'd say there were two main sources of inspiration. The first came from within school and was the rewards videos that staff had been making for students during lockdown. As our parents will know, students are rewarded for their efforts with Amazon vouchers each and every week. In school this is announced over the tannoy and always generates a lot of excitement but during lockdown we had to be more creative, and so staff put together celebratory announcement videos. These became more and more elaborate and the students responded really positively.

The second source of inspiration came when I attended an online chaplaincy course, where chaplains from all over the diocese got together to discuss the challenges we face as chaplains in the 21st century. The lead was the Director of Youth Services for the Catholic Diocese of Nottingham. He gave us a lecture on how to be an effective chaplain during the Covid-19 crisis, when face to

face interactions, the fundamentals of chaplaincy are impossible. He asked us to consider how we can keep the Catholic Life of a school alive in a digital world.

Okay, and how do we keep the Catholic Life of a school alive in a digital world?

So, I asked myself, what are students doing with their time at the moment? Well, most of them are on their phones. They're on Instagram, TikTok and YouTube. They spend hours on there. They want quality content. So we have to bring the Catholic Life to them there. We have to evolve chaplaincy. It has to be accessible and reachable to everyone. In this generation, everyone enjoys watching a video. Young people enjoy seeing things that are creative. So that's where the idea was born. So when we came back to school, after the third lockdown, I was given a green screen (a screen that allows us to change backgrounds), a new camera, lighting, the works. I've never worked with green screen before, so I was a bit daunted, but with time and patience I got the hang of it and now we must have made twenty to thirty presentations for the students to enjoy.

Finally, what does the future of chaplaincy look like and what do students have to look forward to next year?

Well, first of all, they can look forward to the return of collective worship. I think it's something we're all looking forward to and something that we should

“Faith is like a bright ray of sunlight. It enables us to see God in all things as well as all things in God.”

St Francis de Sales

be looking forward to as a school. On the digital side, there's a lot to come. We're always adding more. Lots more media content will be released from next year. Students can look forward to weekly reflections, 'Dei Verbum' led by our middle leadership team and twice termly scripture reflections, 'Lectio Divina', led by Mr O'Neill. We also have plans to start our own YouTube channel and next year will see the launch of '*Good Morning All Saints*' – a fun TV programme full of news, games, activities and presentations. That's all I want to say about that for now.

As for the future of chaplaincy, perhaps the key lies in finding a middle ground. We don't want to abandon the old ways just because we now have new ways of doing things. Equally, it's important we embrace technology, both as a school and as a church. I think there's an element of Catholicism which is seen as outdated and too traditional but I think technology allows us to bridge that gap. The church is catching up, but we can use these modern resources to bring the beauty and the truth of the old into the new. St Augustine says: "Late have I loved you, O beauty ever ancient, ever new." I think we can learn a lot from that.

Bonny was interviewed by Mr McGovern



Literacy: The Bedrock Of The School

Back in September, I spoke to staff about reading and my plan for the forthcoming school year. This plan included moving towards students identifying themselves as Readers (capital 'R') who really enjoy reading, and focusing on how we can get all students reading for the revered 20 minutes per day.

There are strong reasons for trying to achieve both.

“A scrap of knowledge about sublime things is worth more than any amount about trivialities.”

St Thomas Aquinas

A study into 'Enjoyment of Reading' detailed that 95.8% of students who stated they enjoyed reading 'Quite a lot' were working 'At expected level' or 'Above expected level'. Additionally, a student that reads 20 minutes every day will read 1.8 million words per year and will have read for 608 hours between Y7 and Y11. They will also score better than 90% of their peers on standardised tests. Reading, many argue, is the single biggest indicator of a student's success at school and in later life.

The problem that I had to overcome was the mountain of conflicting advice and information on *how* to accomplish this change. Unfortunately, there seems to be no one programme or method that can be employed in a school and immediately yield outstanding results. I concluded, after much deliberation, that the way to begin was to just begin.

In September, we launched the new Reading Lesson where every class in Key Stage Three would be read to by their English teacher for one lesson per week. We started with *The Giver, 1984* and *To Kill a Mockingbird*. There is something wonderful about walking into a classroom and seeing the students, many of whom would not identify themselves as Readers, with their heads buried into a physical book, following along and discussing the emotional moments those books hold within enthusiastically. As the year comes to a close, we have read aloud to the students for well over 1,000 minutes, and this equates to over 130,000 words.

However, I knew that the Reading Lessons were not enough. They are a fantastic start, but 50 minutes per week is not 20 minutes per day. This year, we also introduced targeted reading interventions for students we felt would really benefit from the extra time and support, but perhaps have not previously felt confident in their reading and literacy. Each morning we worked with the students for 20 minutes on building vocabulary, reading for meaning and making predictions, all key skills. Some of the students improved dramatically in just a short space of time, proving the potential of this as we move into the next academic year. We have also introduced Bedrock, an online platform that explicitly teaches Tier-2 vocabulary with an almost gamified approach to cross-curricular learning. The students love the platform and the promise of rewards has spurred friendly, academic competition. I cannot wait to see how these things grow from September.

Ludwig Wittgenstein, an Austrian-born philosopher, once stated, "The limits of my language mean the limits of my world." The goal, for me, is to remove the 'limits' for these students and to eventually send them out into the world as confident, intelligent young people able to live life to the fullest. Reading *will* accomplish this, but it is not going to happen in a day or a week. It is going to be a concerted effort by all staff over several years. I am thrilled with the way we have begun this journey and I am excited, as we move the programmes online, to see the progress that our students have made come the end of the year.

Written by Mr Forshaw

“The world offers you comfort, but you were not made for comfort. You were made for greatness.”

Pope Benedict XVI

New Classrooms

Here at All Saints we are always looking forward. Building work has continued apace throughout the past year as we strive to constantly improve the environment in which our students are educated. A purpose built Food and Technology classroom was opened last September and has proved very popular, with lunch time and after school cooking clubs regularly oversubscribed. Students returned after lockdown to find two brand new Art studios and next September will see the opening of a specialist Music suite and Drama studio.

Music & Drama

To say that the Performing Arts Department are looking forward to September is possibly the understatement of the year! We are moving into a brand new building at the heart of the school!

The ground floor of the new building will be home to the music department. This consists of two large classrooms and two additional practice rooms; which students can book for their independent instrumental practice. As well as dedicated rehearsal spaces, the new building will enable us to significantly develop music technology within the school. We have a Mac suite with 30 computers, each updated with the latest Logic Pro software and fitted with MIDI keyboards for use with composition. We will also have our very own recording studio! This will be prioritised for our GCSE music students, to support them in their

coursework, and also to record our students for special events. The recording studio will also be home to our very own school radio station which we will be creating in September! The new building will be kitted out with £20,000 worth of musical instruments and high tech equipment, secured after a successful bid to newly launched charity: Restore The Music UK. Their aim is to reinstate access to music for every child in primary and secondary schools across London, thereby re-establishing music as a birth right for every child, rather than an option for the privileged few.

Above the music department, you will find the impressive drama studio. The drama studio is a large, multipurpose performance space with a lighting rig, blackout windows and pull out tiered seating – perfect for the more intimate music and drama recitals. Having this space will not only allow our students to rehearse in a more professional setting but will expand their opportunities to perform as the space will be available at lunchtimes and after school. We cannot wait to get back to school and start making music and drama in our wonderful new facilities.

Art & Photography

The Creative Technology department has had a fantastic makeover in the last few months and we are absolutely thrilled with our impressive new classrooms and facilities! Our two new Art





classrooms are in the North block of the school and have been expanded giving the students a spacious and bright working space to create their artwork. We moved into the new classrooms a few months ago and the students are still complimenting the beautiful, clean spaces with beautiful art prints on the corridor walls! The Art GCSE students have benefited the most from the rooms as they now have a professional creative base to complete coursework and are enjoying lunchtimes and afterschool sessions using the new materials and studio style space. This has already had a positive impact on both their learning and passion for the subject.

Alongside our Art rooms, we have a fantastic Creative Media suite, comprising state of the art computers that we use for our GCSE Photography classes. Each computer has access to Photoshop to allow students to edit their photoshoot images. Our Photography students have absolutely loved the addition of this specialised room and we cannot wait for our new GCSE groups to experience the same exciting space and facilities next year

The Art department is incredibly impressed and inspired by the renovated rooms and we are confident that the new students in September will be as excited as we are to learn and create together here at All Saints.

Written by Miss Wilkinson & Miss Nicholls

“Do not be satisfied with mediocrity. Put out into the deep and let down your nets for a catch.”

Pope John Paul II







Y10 Business and Careers Day

“The purposes of a person’s heart are deep waters, but one who has insight draws them out.” (Proverbs 20:5)

At the end of this term, our Y10 students were treated to something a little different, when they took part in a specially designed Business and Careers Day, the first of its kind at All Saints.

During their time with us, through their customized PHSE lessons, we endeavour to increase our students’ knowledge and understanding of the three key areas of career planning. The three areas are Self–Awareness, Career Exploration and Career Management, helping students to understand where they are now, where they want to be in the future and how they might get there. These lessons are usually presented by teachers who provide valuable insight and analysis, but we also wanted to give our students the opportunity to learn from those with first-hand experience.

So for one day, normal lessons were paused, the usual timetable flipped and the school uniform left at home. Instead, our students were invited to wear professional dress and challenged to look upon themselves not as students but as young professionals for the day. An invitation which they readily accepted and a challenge that they rose to.

Students listened to a keynote interview, took part in workshops and Q&As led by industry professionals and concluded the day by participating in a CV building workshop hosted by All Saints staff.

The purpose of the day was to provide our pupils with an early glimpse into the professional world that awaits them when they complete their time at school. This experience will broaden their understanding of the numerous industries that exist, the various job prospects that this world provides, and, perhaps most significantly, the hard work, dedication, and determination that is required in order to succeed.

The day began with Mr O’Neill interviewing our keynote speaker Fran Millar, CEO of British heritage clothing brand, Belstaff. She spoke about her journey so far and her accomplishments, as well as the qualities she needed to succeed. She also urged our pupils to strive for a winning attitude in everything they do in order to overcome obstacles.

Fran is perhaps most recognised for her contribution to British cycling’s success, having worked for over a decade alongside Sir Dave Brailsford to help create Team SKY (now known as INEOS Grenadiers) from the ground up, helping

them to become one of the most successful teams in British sport. Her duties included directing the team's marketing and communications strategy, stakeholder management, and the commercial and legal aspects of running the world's best cycling team. Fran spent seven years running her own successful athlete and event management agency before joining Team Sky. She began representing her brother before moving on to represent some of the most well-known riders in the UK.

Our eight guest workshop leaders were Dr Wilson-Jeffers, a foundation doctor, Joe Scott, director of ACS Building Contractors, Daniel Lorimer, an experienced Senior Development Producer at LADbible, Ross McKinnon, Senior Consultant Manager at Vibe Teacher Recruitment, Callum Rimmer, entrepreneur and founder of ByMiles insurance company, Tara Lanigan, Director of Europe Communications for a large pharmaceutical company, Kathleen Brooks, founder of Minerva Analysis and non-executive director of male-focused cosmetics company, ALTR London, plus our very own Ms N Ahmad, a graduate in pharmaceutical chemistry and now teacher at All Saints. She had worked on drug design and drug efficacy for her final thesis and the drug she was researching is now a FDA approved treatment for Alzheimer's.

The speakers informed our students about their professional paths during the workshops. This included information about their educational

background, life events, job duties, and the moral compass that has brought them to this point. They also spoke about what they might like to achieve in the future and how they actively aim to support that future. Our students arrived with questions in hand and after insightful conversations with the experts, spent time reflecting on the information provided to develop a clearer image of their own future goals.

Following that, Ms Nesmyth, Mr Williams, and Ms Ahmad delivered CV workshops. The students learnt how to approach job applications, including how to use search engines, analyse job descriptions, and determine personal characteristics.

Our students had a fantastic day and left inspired and enthused, having gained a deeper grasp of the corporate world. On behalf of our Y10 students, we would like to thank Fran Millar and all of our guest speakers for taking the time to come in and encourage the students of All Saints Catholic College.

Written by Miss Nesmyth

Schola's Out For Summer

Over the past term, each morning the corridors of All Saints have been alive with the sound of music, as the school chapel reverberates with the dulcet tones of the newly formed Schola Cantorum. I chatted to Mr Bick to find out what he's been up to.

Mr Bick, first of all, forgive my ignorance but what is a schola and what does it mean?

The full name is Schola Cantorum, which literally means 'School Of Singing' and the model is two steps removed from that of cathedral choirs. Cathedral choirs are all male choirs, usually attached to a cathedral, who sing in services every day. They are a mixture of boys and professional male singers. The men sing the low parts and the boys sing the high parts. The boys would often board there and sing in choirs at church services throughout the year. It still happens today – at places like Kings College Cambridge or in London at Westminster Abbey. So these students are singing every day and by the time their voice breaks, they're incredible. But what do they do next? They're cast aside. They stop singing.

The model I grew up with, and took part in as a student, is a modification of that. I attended the London Oratory School and we had a choir whereby, rather than kicking everyone out when their voices break you keep them in the choir and teach them to use their new, broken voices, with

the professional singers continuing to sing alongside them. We'd sing at the Brompton Oratory every Saturday night, a big, beautiful Italian church in the middle of South Kensington, right next to the Victoria & Albert museum.

Okay, and which of these models are we using at All Saints?

Neither. There's a third model, whereby rather than forming the choir at a specific cathedral or boarding school, you do it in the state sector. And rather than being kicked out when your voice breaks, you stay in, no matter what happens to your voice as you get older and you're trained in how to use your new voice. That's what we're doing at All Saints, essentially our Schola is a cathedral choir, but inside a state school, for both boys and girls.

How is it going so far?

So far, so good. We started late April/early May. There are 14 students in total. It was a fierce audition process as we were massively oversubscribed. Students rehearse from 8am every morning and get a free one on one singing lesson every week. These are led by an external teacher, Mr Slimings, who is excellent. He was an opera singer, who has recently moved into academia and has extensive experience of working with the National Youth Choir. He came highly

recommended and we're delighted to have him working with our students at All Saints. It's been a big change for them, as they're taken out of morning tutorial time in order to do this, but all staff have been very supportive and there's a building sense of intrigue as to what we've been secretly concocting.

How have the students responded to their new routine?

They're loving it! No one has changed their mind or dropped out. Their commitment has been fantastic right from the outset. It's an opportunity that they probably wouldn't get outside of All Saints, certainly not for free and it's unlike anything any of them have ever done before. I think they recognise that and they are grasping the opportunity with both hands.

What have students been learning?

We've already learned an entire mass setting which means our students are already able to provide a Gregorian chant setting for a whole mass. This is pretty incredible, astounding in fact when you consider they'd never tackled Gregorian music before. This is, after all, music from 1000 years ago!

They've also learned some Taize – which is, essentially extremely beautiful, very repetitive choral music written in four parts. This is great material for them, as the repetition helps them to learn it but the complexity of the four parts create an incredibly satisfying sound for the listener.

When will the rest of the school get to hear the fruits of your labours?

Their first outing will be at the Whole School Mass, in the final week of term. So, I guess that by the time you're reading this the All Saints Schola Cantorum will have made their much anticipated debut. The long term goal is for the Schola to be singing in mass every week, either in school or next door at St Charles. I'd love us to do concerts in and around London and ultimately, my ambition is for us to go on tour. Some of my happiest memories as a musician have been on tour and I'd love our students to experience that. It would also be a wonderful achievement if members of the Schola went on to get choral scholarships at Oxford and Cambridge. It's ambitious but that's what we're setting them up for – teaching them how to sing and sight read to a high standard. All Saints may only be five years of their life but we want to set them up and give them the tools to succeed afterwards as well.

Mr Bick was interviewed by Mr McGovern

“I have come so
that you may have
life, life in all its
fullness.”

John 10:10



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