



ALL SAINTS

CATHOLIC COLLEGE

ORARE LABORARE SERVIRE



From the Headteacher

It has been a real pleasure to return to school this September; it has been unlike any other. The students have returned to school with such enthusiasm and a real sense of focus on their work. To hear the sound of children in the playgrounds or see them working hard in their lessons is a joy to behold — it really does feel like a return to a “fullness of life”.

The students have returned to a school that has vastly improved since they left here for lockdown in March. We have a new Food Technology room, a refurbished library as well as refurbished classrooms across Religious Education and Mathematics — these are exciting times. We are currently installing a new set of toilets into the school and I have just secured additional funding to renovate the toilets in the South block — all of these works will be completed by Christmas. In January, works will begin on our new school building (pictured on the front cover) that will house our Drama theatre as well as two state-of-the-art Music rooms and a recording studio.

During lockdown, we worked tirelessly to ensure that both the online provision and also pastoral care was to the highest possible

standard. We were among only 3% of schools nationally who were able to deliver education in such an outstanding way. Our return to school has been planned with the same meticulous attention to detail and the fundamental principle that the education and care of your child is paramount. I have recruited additional teachers into English and mathematics to ensure that we can fill any missing knowledge or learning. This has meant that we can reduce class sizes and also run small group intervention teaching. I have added a reading lesson into Years 7, 8 and 9 as research is clear that this can strengthen literacy that leads to success across the whole curriculum. Our focus is, as always, on delivering academic excellence to your child in the classroom.

Unlike most other schools, we didn't lose any members of teaching staff last year, but rather we have grown and added to our existing exemplary staff. This is all for the benefit of your child, so that in the words of St Irenaeus, their schooling helps them to feel “fully alive”.







Ready, Steady, Cook!

All Saints students will have noticed many changes on their return to school this September. Perhaps the most significant change has been the creation of a brand new, all-purpose classroom and the addition of a previously unfamiliar subject to the timetable. There has been a palpable sense of excitement from students to see their new classroom, a notable clamour to buy the necessary ingredients and a growing sense of intrigue in the staffroom as the culinary delights of room N02 begin to gently permeate up and down the school corridors. The new subject is Food Preparation and Nutrition and is being led by Ms Obikoya. 'Students are very excited!' she said. 'They've bought their ingredients and they cannot wait to cook!'

There are 22 work stations in the purpose-built teaching room. All students have one double lesson per week and will get to practice using pots,

frying pans, chopping boards, colanders, baking trays, mixing bowls and eventually electrical equipment such as blenders, whisks, food processors and pasta machines. The goal is to equip students with a range of culinary techniques, whilst encouraging them to develop a knowledge of nutrition, food traditions and kitchen safety. Hopefully, it will inspire and motivate students, opening their eyes to a world of career opportunities and giving them the confidence to cook with ingredients from across the globe.

Ms Obikoya is in charge of Food Preparation and Nutrition at All Saints.

[Can you tell us a little about your journey here to All Saints Catholic College?](#)

I studied Food Technology at Reading University and initially worked for food companies. I switched to teaching for family reasons and worked for Cardinal Wiseman for nearly 20







years! Taking on this exciting role at All Saints has given me a brilliant opportunity to use my experience and set up a new food room. I'm very happy to be here and excited for the year ahead.

What do you enjoy most about teaching?

Two things I enjoy about teaching are the sense of achievement students feel when they make a dish. It's incredibly gratifying to see them feeling so proud of themselves. Secondly, you cannot beat the sound of year 11 students screaming for joy on exam results day and thanking me for my teaching and support.

Specifically, can you give us an idea of the skills student will be learning?

Of course. Students will learn how to chop, both bridge & claw technique, they'll learn how to weigh, how to measure, how to use ovens and temperature control while cooking. As they develop they will begin to use electrical

equipment independently and also learn the skills to be dab hands at de-boning chicken, filleting fish and making fresh pasta.

What dishes can parents look forward to their children coming home and cooking for them?

Various dishes will be made such as: fruit salad, smoothies, healthy pizza, risotto, pasta pomodoro, cous cous salad, carrot cake, bread, fajitas, stir-fry, cottage pie and victoria sandwich cake. I hope they will be able to recreate all the dishes at home as recipes are logged on Teams so that they can continue to practise and enjoy making them again and again.

Our students hail from all over the world, will there be an opportunity for them to add their own twist to the dishes you cook together? Is it possible that they might teach you a thing or two also?

Absolutely, our students come from various ethnic

Quick Fire Questions

backgrounds and I'll encourage them to incorporate this into their cooking by changing some ingredients and spices. At key stage 4, they will cook dishes from their country of origin and this is when I tend learn a lot about other dishes! (A year 7 student taught me food art by chopping a fruit into the shape of an animal!)

Mary Berry or John Torode?

Mary Berry because her recipes always work!

What would be your food Heaven?

Steak! I always order steak in restaurants!

What's your idea of food hell?

Aubergines. Particularly in dishes

like moussaka.

If you were a contestant on 'Come Dine With Me' what would you make?

Ooh good question. I'd make a Nigerian dish. That's where I'm from. I'd make Jollof rice (rice cooked in a tomato sauce) with roasted rosemary chicken and seasonal vegetables. For dessert, I'd do coconut candy.









A Reading School

There's another new subject on the timetable this year: Reading. English teacher, Mr Forshaw is the driving force behind the new initiative and is leading a whole school effort to get the students of All Saints to identify as Readers – with a capital R! Reading is considered to be the single biggest indicator of a student's success at school and in later life. Being relentless about reading is not just about improved English results; it is about students being able to access the whole curriculum, from Maths to Music to Science and everything in between. It is an immersive experience and the brain does not make a real distinction between a read experience and a real one; the same neurological regions in our brains are stimulated. Therefore, the more students read, the more they experience and the richer their lives become.

The initiative is routed firmly in data and statistics. A recent study into 'Enjoyment of Reading' produced important results, some of which are summarized here:

- 34.2% of students who stated they enjoy reading 'Very much' were working 'above expected level' compared to 8.1% of students who said they enjoy reading 'Not at all'.
- 37% of students who said that they enjoy reading 'Not at all' were 'below expected level' compared to 2.4% who enjoy reading 'Very much'.
- 95.8% of students who answered that they enjoy reading 'Quite a lot' were working 'At expected level' or 'Above expected level'

Another study asked students

about the characteristics of a person who reads often. The two most common answers were that reading was for “old people” and for “people with no friends”. An enormous blow to a number of All Saints staff who consider themselves to be young, popular and certainly identify as Readers – with a capital R! So, where does this reputation come from? Why are many students so reluctant to settle down with a good book? Perhaps we need to accept that many students do not find reading easy and when something isn’t easy, it becomes highly unlikely that a student will voluntarily choose to spend one hour a day reading.

The aim is to work hard to identify students who are finding reading difficult and work relentlessly until they are comfortable reading for pleasure and see themselves as Readers – with a capital R! Staff will strive to show students that reading is an enjoyable, worthwhile and rewarding pastime. A student that reads 20 minutes every day will hear 1.8million words per year, will have read 608 hours between Y7 and Y11 and will score better than 90% of their peers on standardized tests.

From September, Y7 will be reading *The Giver* in their reading lessons, Y8 will read *1984* and Y9 will read *To Kill a Mockingbird*. Challenging texts chosen to stretch students and introduce them to a world of new ideas and fresh vocabulary.

After Christmas, they will read three more. We are also beginning a partnership with Book Clubs in Schools. Every Y7 student will experience being part of a small book club that is run by our Y9 and Y10 students. The ambition is that they will read and grow with confidence together both as Readers – with a capital R – and as leaders.

This isn’t just about guiding students to achieve outstanding results, it’s about opening their eyes, expanding their experiences, sparking their imaginations and helping them to become intelligent, empathetic human beings who live life to the full.

Put out into the
deep water and
let down your nets
for a catch.

Luke 5:4



The Edge

ALAN

L GIB

AMERICAN ROYALS

SALLY GARDNER

Learning Resource Centre

Another part of the school that has seen significant changes over the summer is the Learning Resource Centre. A world away from the outdated image of libraries as dark, dingy, unwelcoming spaces, where unloved books gather dust on shelves, for many students at All Saints, the LRC forms the vibrant centre of their school experience. A place where they can go to stimulate, indulge and ignite their imaginations. Situated on the first floor of the main school building it provides a pleasant, bright and spacious environment for students to read, access computers and study. Returning students will have noticed a new layout in the LRC where computers have been lined up to facilitate teaching and tables have been rearranged so students can complete independent study. The English classroom at the back of the facility has also been revamped. In addition to promoting reading for pleasure, the LRC supports students and teachers with learning across the curriculum. Stock is regularly refreshed with new and exciting titles and authors and the space is open to students before and after school, as well as during break and lunchtimes.

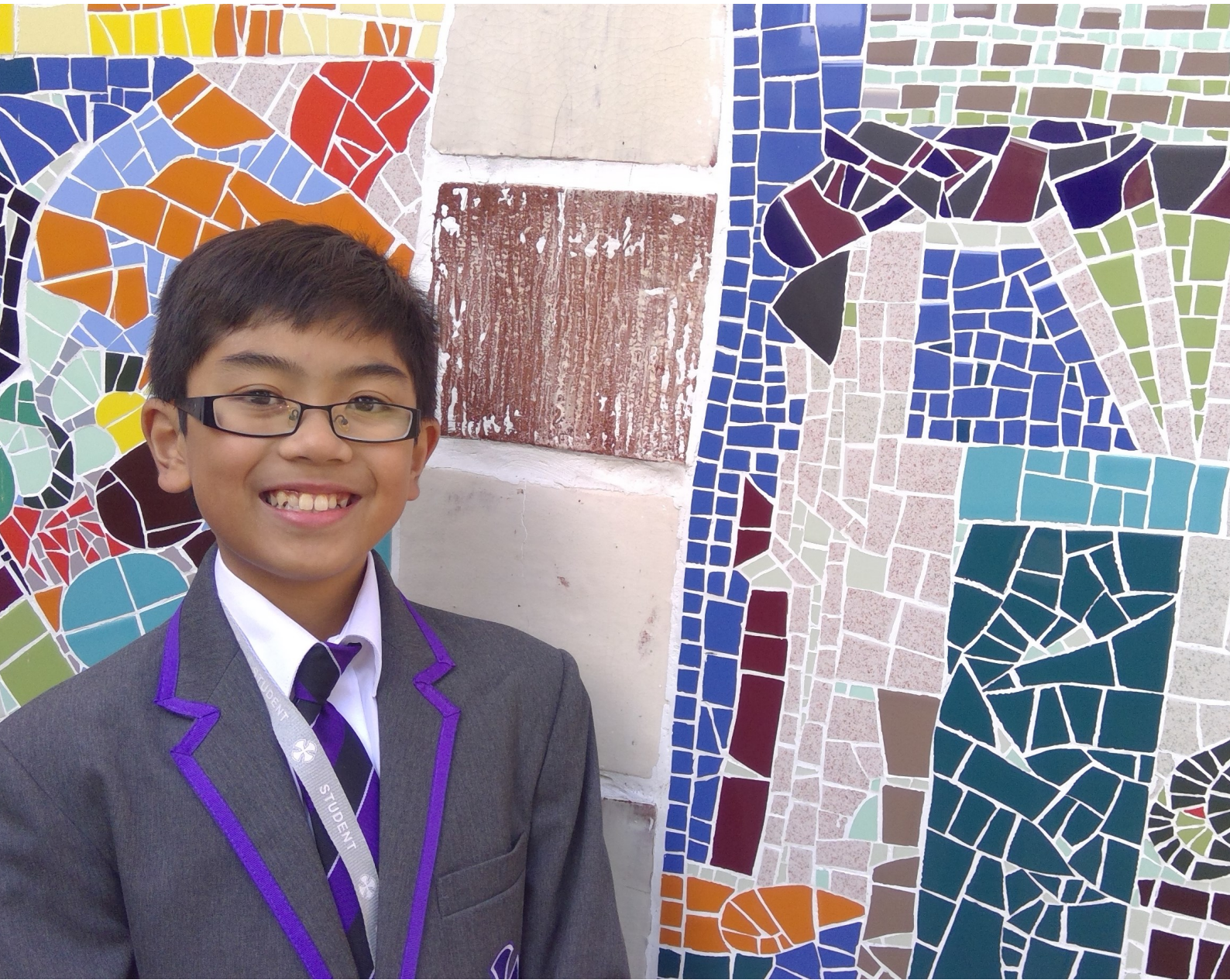
There are over 9000 books to choose from, across a wide range of genres and authors, including graphic and manga books. Boasting such a wealth of literature, the LRC perfectly compliments the new reading

lessons at All Saints and supports our overarching ambition to boost reading ages, literacy, and ignite imaginations. But it's not just books, the LRC is also the place where students go during their English lessons to take part in *Accelerated Reader*, an online reading programme designed to improve their reading age via a series of quizzes and specially recommended content. There's also eBooks and audiobooks to enjoy, magazine subscriptions, comfy seats to relax in, thirty computers and a printer – all available to help students complete their homework in a quiet and peaceful environment.

Ms Juskaityte is our librarian, and the manager of the Learning Resource Centre. In addition to the day to day running of the LRC she is kept constantly busy compiling recommended reading lists for students and runs fun competitions and events throughout the year, particularly in the lead up to the ever-popular World Book Day. She keeps a student wish list where the school's most insatiable readers are able to request new resources. During lockdown students suggested Comic books were something they enjoyed reading and they would like to see in the LRC, these were promptly ordered and are already proving very popular.

The smooth running of the LRC is greatly helped by a team of enthusiastic and





dedicated Student Librarians, whose responsibilities range from helping manage the issue desk to shelving books and helping with stock maintenance. These positions are much sought after and highly prized. As demand for the roles always exceeds the places available, students need to fill in an application form and apply to join the team. Only the most passionate book lovers need apply. One of the student librarians is [Ianne Carlo Lavapie](#) in Y9 who is interviewed below.

Can you describe your role within the LRC?

In the LRC we issue books, help out year seven students on computers, order new books that everyone requests, ensure the shelves are properly organised, and return used books to the shelves.

How did you end up doing this role?

I ended up doing this role because I saw many people going to the library, it seemed to be the place to be! Particularly for the Y10s! I saw a poster saying "*Library Assistants Wanted*" and decided to give it a go. There was an application form where you needed to answer questions and I got the job! I was surprised and delighted to learn that I was the only the second Y7 student to work in the library at the time.

What's the best thing about it?

There are two reasons, firstly, all my friends are there which I find surprising because I didn't actually think they would be interested. I suppose that a love of reading can bring people together. Secondly, the best thing about the LRC is Ms Juskaityte . We have interesting conversations, she interacts with everyone and makes the LRC a fun environment spend time in.

Why do you volunteer?

I volunteered because I love helping people and I love reading books. It seemed like the perfect fit. For me, the job is the best way to socialise because it's like a meeting point but at the same time an opportunity to help and read!

What are you reading at the moment?

I'm in Y9 so we're all reading *To Kill A Mockingbird*. I'm really enjoying the book and I'm delighted that we now have a dedicated reading lesson. I deem it an essential part of our education. For pleasure, I'm currently reading *Harry Potter and the Prisoner of Azkaban*. I am determined to read all the Harry Potter books once again as they are my favourite series of books.

Pastoral Care at All Saints

At All Saints Catholic College, we are dedicated to providing quality education and pastoral care for all students, especially for those who are disadvantaged. The theology for education at All Saints stems from John 10:10, "I have come so that you may have life, life in all its fullness." You can see and feel this fullness of life as you walk around our school building. However, in March due to the global pandemic, our school doors shut for the majority of students. Virtual learning from home became normality for us all. However, this was easier for some families than for others.

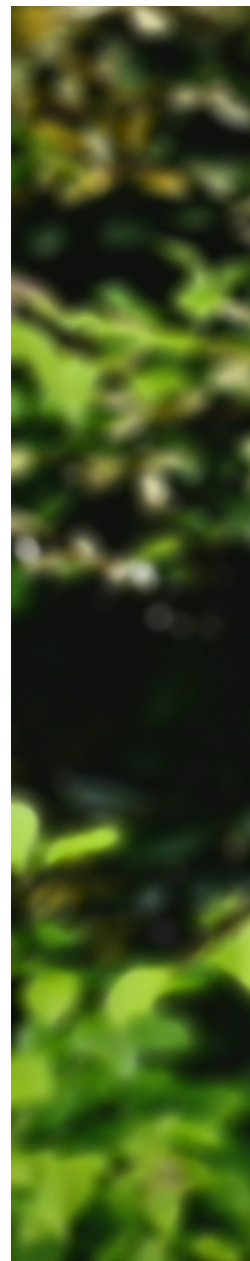
Staff at All Saints were vigilant in continuing the outstanding pastoral care over lockdown. Through weekly conversations with every parent, staff at All Saints were able to check in on their students and find out how they and their families were coping in such unprecedented times. These conversations brought to light the financial hardship of some families.

As a school, we believe it is our mission to support where possible. Knowing that some families were in precarious situations, Assistant Headteacher, Ms Mealy contacted local charities to see

if they could help. Thanks to generous charities such as The Catholic Children Society, Caritas and the Kensington Foundation, a total of £17,000 was obtained to those in need throughout our school community.

The funding was used to provide food vouchers, which were sent to individual homes. We were able to provide laptops for students who were not eligible for one through the Government Scheme, ensuring that their education is not hindered. Further to this, some families received financial support to cover rent and other bills. In these situations, it was vital that these families were able to receive some relief of pressure and anxiety that they may have been experiencing at that time. All families were incredibly grateful for the support that All Saints was able to provide.

The staff at All Saints Catholic College are aware of our mission. Our mission is to serve the students we teach. We are here to ensure that all students truly are able to experience the fullness of life, and this was not paused over lockdown.





Spotlight on the Maths Department

‘21st Century Maths’

The subject of mathematics is nearly as old as humanity itself. From the notched bones of early man and the clay tablets of Mesopotamia, through the revolutionary developments of Pythagoras and the ancient Greeks, right up until the audacious and sometimes devastating discoveries of the 20th Century – mathematics has been at the centre of how civilizations think, communicate and operate. Across the centuries, it has been fundamental to crucial advances in science, engineering and philosophy.

The word itself – mathematics – comes from the Ancient Greek ‘mathema’ meaning ‘that which is learnt’. Indeed, one of the two main schools of thought in Pythagoreanism was known as the ‘mathematikoi’ which at the time meant ‘learners’ rather than mathematicians in the modern sense. The Ancient Greeks understood mathematics to be a subject that ought to be studied dutifully and appreciated that the skills required to be a great mathematician must be carefully cultivated over time. They recognized that this not only required dedicated, willing students, but moreover, it would necessitate passionate and inspirational teachers.

History is littered with such figures, great mathematical minds whose theories are still

studied today – from Plato and Pythagoras, Diophantus and Descartes, to Galois and Godel – all of whom must have been outstanding teachers. However, the great names of the past mean very little to the students of today. They require fresh inspiration – a new generation of teacher that can demonstrate the importance of the subject in the world today. Step forward, the All Saints mathematics department.

The subject may be old as time, but the teachers at All Saints are young, energetic and ambitious. Bringing with them a wealth of skills and experience from inside and outside of the classroom. They’re a close knit, dedicated team, determined to share their passion with students and inspire a love and aptitude for mathematics that will stand the test of time.

I joined them for a cup of tea and shone a spotlight on the maths department.

Ms Vojvodic – Head of Maths

This academic year we have brand new schemes of work, which coupled with our crystal clear, holistic focus for how mathematics is to be taught across all year



groups. The lessons are laid out in a simple and structured way. There's a formula to every maths lesson – allowing students to arrive in the classroom knowing exactly what to expect. The structure is always the same and I think this really helps with their learning.

We've introduced a greater emphasis on modelling, and on differentiation within the modelling, allowing us to teach the students as individuals. This high level of differentiation in the classroom allows us to continue to push the most able students whilst offering extra support to those who require it.

We're also focusing heavily on puzzles and challenges. There are challenge cards for every single lesson. And of course, we do lots of problem solving. I believe strongly in the power of problem solving. Students who develop problem solving skills in maths can apply these same processes to solving problems in other aspects of their life – even outside of the classroom.

I've been here nine years and I've been Head of Maths for the past three years. As a department we've never been stronger or more powerful than we are today. We have a fantastic mix of established staff and new additions to the team. A wonderful blend of youth and experience. I'm absolutely loving leading this creative, front footed, diligent group of teachers. We're supportive of one

another and approach everything as a team. That teamwork makes such a difference. Everybody contributes such fantastic ideas and it's thrilling that we're big enough as a department to implement these ideas and make change happen.

During lockdown, my team worked as never before. I think that, despite those months being a difficult time for so many, it was a remarkable bonding experience for us as a department. We invested an awful lot of time in improving the schemes of work and I think that will have a big impact down the line.

Our aim is not just to be the best department in the whole school but to be the best maths department in the entire area. Our results have been steadily improving over the past few years, but with our new stronger department I think we will see some fantastic results soon. I'm looking forward to seeing the fruits of our labour in the very near future.

Miss Archer-Clowes—2nd in Maths

I've been have been at All Saints for a year. I have a Masters in Education and my Mum was a maths teacher so perhaps I was always destined to follow in her footsteps.

My favourite aspect of being a maths





teacher and something I'm keen to develop further is presenting students with real life situations. Putting the skills they learn in maths into context. Helping students to understand how to use maths in tangible real life situations. During lockdown I did a lesson with our departing Y11 students all about pay slips and taxes. They found this really useful and it was an eye opener for many of them. I'm keen to do more of type of work with our younger students. I don't want students to look upon maths purely as a subject, with little value outside of the classroom. I like the idea of using maths to teach students life skills. I believe it's important to relate the work students are doing in class to every day situations so that they see the value in it.

As a department we are rigorous in our testing but it's always done with purpose. We identify gaps and then we teach to fill those gaps. Given the situation over the past six months, it's inevitable that some students may have fallen behind or developed gaps in their learning. We want students to know that we understand this and that we're supporting them through it. By understanding what students don't know we can begin to fill the gaps in their learning.

It's an exciting time to be in the maths department and it's refreshing to be surrounded by so many female mathematicians. Traditionally I think, jobs in the field of STEM (Science, Technology, English and Mathematics) can be quite male dominated so I think it's fantastic for our students, particularly the young women in Y10 and Y11 to see the maths department full of female teachers. I'm keen to encourage and inspire them into careers in STEM. I'd quite like them to view me as a fashion icon too.

M. Ahuja

My role as KS4 Maths Co-Ordinator is to oversee the planning, with a particular emphasis on putting maths in context. This is to allow access to all abilities of students and also for them to consolidate mathematical concepts in a practical way. We want them to understand the everyday benefits of maths. As a result, students are extra motivated which further enhances their enthusiasm for learning. I have a particular passion for art, so I really enjoy making links to famous artist's work such as Leonardo Da Vinci's Vitruvian Man. It's always possible to present maths from another perspective.

Mr Ashford

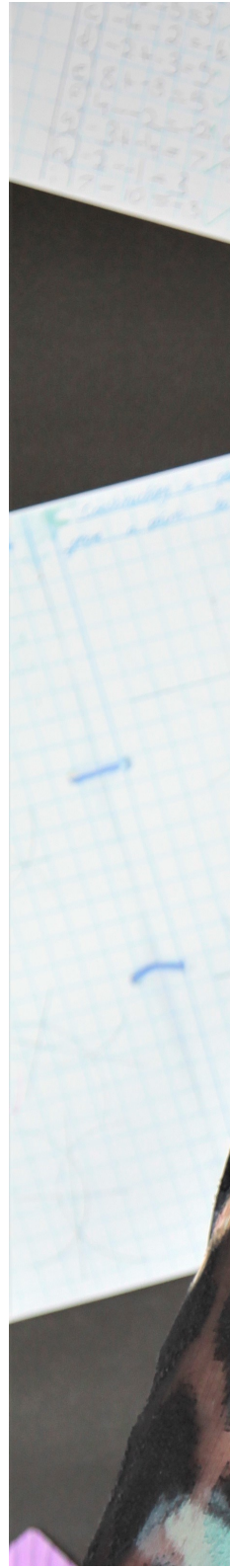
I trained as a maths teacher and began teaching in 1997. Back then, I also had designs on being held up as a fashion icon. I was famous for my complimentary shirt and tie combinations. Legendary in fact. I'd pair a blue shirt with a yellow tie or a green shirt with an orange tie. I drew the line at names of the week socks. These days I leave the fashion statements to Miss Archer- Clowes. Mathematics is absolutely my first love. I think you have to love it in order to teach it. I don't know a single mathematics teacher that doesn't feel the same way. I loved it at school, mainly because I found it very easy. I went on to study Mathematics, Statistics and French at the University of Sussex and Paris.

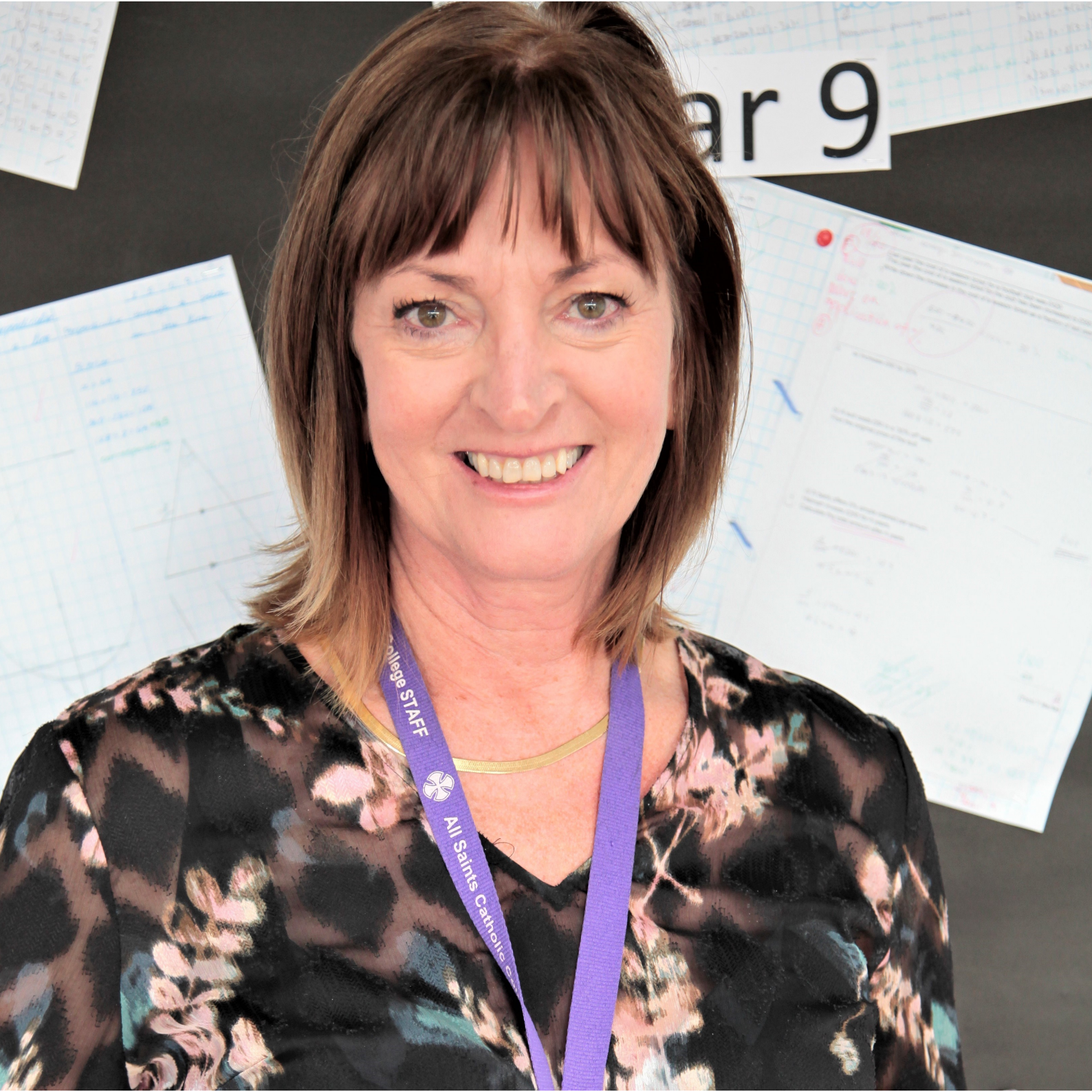
Away from mathematics I'm also an actor so I have a lot going on in my life. There are many different plates that I have to keep spinning in the air. I try not to talk about my acting career to the students but I think some of them know about my double life. I don't want to give anything away but if parents and students tune into a well-known BBC soap over the next few weeks they may well see a familiar face.

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Away from teaching, I also have another career as an actor so I have a lot going on in my life. There are many different plates that I have to keep spinning in the air at any one time. I try not to talk about my acting career to the students but I think some of them do know about my double life. Actors are often asked if we're "In anything at the moment?" and whilst I don't want to give anything away, if parents and students tune into a well-known BBC soap over the next few weeks they may well see a familiar face.

The maths department at All Saints is bigger and better than ever before. We're going cosmic. It can be really hard to find great maths teachers but we're the strongest we've ever been. We're also the youngest we've ever been, and yes I do include myself in that. Speak to anyone around the school at the minute and the maths department is





Year 9

College STAFF



All Saints Catholic

all they're talking about. A complete department, full of talent where there are zero weak links.

Miss Heggs

I'm new to All Saints and new to teaching. I'm a Teach First trainee and will be teaching maths here for the next two years...at least! I'm the baby of the department. I am absolutely loving being part of All Saints and relishing working in the maths department. The staff have been fantastic, affording me the same warm welcome as they might a new student. They've all been so supportive. I'm constantly motivated by those around me and feel very much part of a strong team. We mean business and I think the students respond to that. If I have a question or need some advice there are offers to help left, right and centre. In fairness, that goes across all departments but it's particularly the case in maths. At school, I was taught by a fantastic maths teacher who loved her subject and strived to get the best out of us, pushing and motivating each student, even when we doubted our capabilities. She'd be thrilled to know I was now teaching the subject she loved so much.

Ms Keith

I've been a maths teacher nine years, prior to that I was Director of Sales and Project Management for a UK manufacturing company, focusing on office interiors. Responsibilities included design, planning and selling. Following that, I worked in finance, helping to run a private leasing business. I have three children, all of whom have either attended or are still attending university. As a teacher I've been Deputy Head of Mathematics elsewhere and have taught both maths and further maths at A Level. I've also worked with more able students, taking them to Oxford University to attend rigorous mathematics workshops. At All Saints I work across Y7-10, teaching six classes this year. I'm also the Primary Engagement Director so many prospective parents may well have already met me. Those who haven't will no doubt meet me on open evening. I look forward to it.

Miss Stewart

My journey to becoming a mathematics teacher is an interesting one. I've always enjoyed mathematics but the girls at my school used to mock me for being



clever. I would work out the correct answers and then write them down incorrectly so that I could move down a set and be with my friends. A couple of years later, with GCSE's looming, I wised up and changed my attitude completely. I stopped hiding my passion and aptitude for mathematics and knuckled down. I ended up getting an A* at GCSE and went on to study it both at A Level and for my degree. I think mathematics is regarded as uncool, which I absolutely hate. It's our job as teachers to make it cool! That is my aim. I'd like to be All Saints answer to Rachel Riley. I'm new to the school and I'm absolutely loving it here. The staff are all so supportive and fully engaged in giving every student a first class education. I'm particularly passionate about algebra. Really, I should get a t-shirt saying – I love algebra. I find it incredibly satisfying and I love teaching it. It's challenging for students but I live for that lightbulb moment when something clicks and a student finally gets it.





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

John 10:10