



June 2021 Newsletter



June Newsletter

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Head Teacher's Message

It is hard to believe that we have only been in our new building for a couple of weeks. It really does feel like home now!

As ever, even with the move, our three core values have really come to the fore:

Be kind - I would like to say a particular thanks to all of our parents and carers who have shown kindness to our local neighbours and local residents. We greatly appreciate your continued support as you encourage your children to take public transport. Thank you too for those who are using the park and ride scheme at Tesco. This is working well.

The students have shown a great sense of maturity – following feedback from Tesco – where regular customers felt a little overwhelmed by the sheer number of students visiting after school, they have really adapted well. Students are asked to support their community by waiting patiently to do their shopping and enter in smaller groups. This supports the hands, face and space messages which remain so important as cases of Covid continue to exist in our local area.

Be strong – Any change, no matter how exciting, can be challenging. Students, staff and families have adapted brilliantly. Whether that be finding their way to the building, or finding their way around the building. Students and staff have certainly got their step counts up! Adapting to new routines and meeting our high expectations in terms of behaviour and uniform have been met – we are very proud of our Bolder students.

Be brave – Our students have shown bravery as they have taken part in the new opportunities on offer. Large numbers are now participating in a wide-range of enrichment activities that are on offer. In the last two weeks alone we have had students filming with world class cricketers – Jofra Archer and Sarah Taylor. A new cheerleading group has been established and our students have participated in a Harlequins Rugby competition. We hosted visiting artist, Shona Watts, who has supported students prepare for an exhibition at the Tate and a WeJam music session where students were given a wonderful musical experience.

During a recent assembly and reward celebration events it was just so lovely to be able to gather as a community and celebrate all that has been achieved.

I can't wait to see what else the rest of this academic year brings.

Heidi Swidenbank

A Visit to Number 10

Ms Swidenbank and Mr Bones had the huge privilege of visiting Number 10 Downing Street at the start of this term. The invite was in recognition of the outstanding work that Bolder has done to support Covid efforts.



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Bolder in the Community

It's heartening to hear positive things about our school from the local community we serve. Here's a letter written to us recently by a member of the public:

Good afternoon,
I must congratulate you on the behaviour of your students. Driving along Syon Lane a short time ago, I stopped at two pedestrian crossings to allow some of your students to cross. Every one of them acknowledged me! I don't remember the last time this happened. They are a credit to you all.
I later spoke to a group of your students in Tesco's car park, and congratulated them.

Best wishes, Pat

Orchids!



The teachers and support staff have worked really hard in setting up the new school on time, so flowers from one of our Year 9 parents in support, are greatly appreciated.

Thank You!

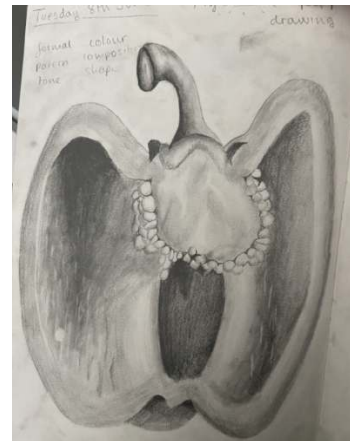
Art

Click [HERE](https://padlet.com/misshandleyart/bolderartgallery) to view Bolder Art Gallery!

<https://padlet.com/misshandleyart/bolderartgallery>

We have been adding new artworks from the Bolder community every week! Please continue to send your artwork and photography to Miss Handley to have your work exhibited.

7C and 7F have used all their drawing techniques so far to recreate tonal studies of peppers. A creative shout out to Gabi in 7F for making excellent progress and drawing the incredibly detailed pepper drawing below. Keep up the excellent work year 7! (From left: Gabi, 7F, Hanna, 7C)



Artist of the Month



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This month, our star artist is Dorin G in 8D. He has shown great strength in using his artistic flair to create exciting outcomes, particularly in this month's workshop partnered with the Thames Festival Trust. Well done Dorin, keep up the creativity!

Year 7



Year 8



Year 8 have been developing their mark-making techniques through sgraffito, an old technique used by artists to achieve fine detail by scraping through the upper layers of colour. Here are some examples. (TIP:

Year 9 - Thames Festival Trust 'Rivers Project'

Some of our year 9 and year 8 were lucky enough to take part in a workshop run by our partners Thames Festival Trust. They worked with an artist to use clay and sculpting materials to create outcomes inspired by our partner school's river in Kerala, India. They were particularly interested in the bright colours and details expressed through artwork in Hindu temples which line the river. Look out for their work on display outside the Tate Modern this September! (Sculptural head by Duru, 9B)



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Modern Foreign Languages Korean

안녕하세요!! What a fantastic start to Korean this term – our Year 7 and Year 8s are loving finding out about the Korean culture and are getting really creative with crafts. This term they are learning about traditional Korean architecture and weddings. **감사합니다~**

Korean Traditional Bride and Bridegroom



Miss Farah Kader

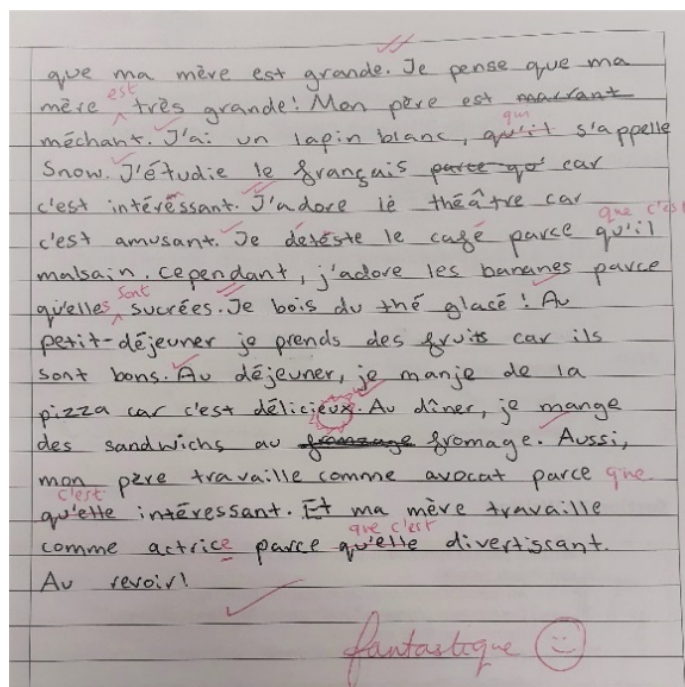
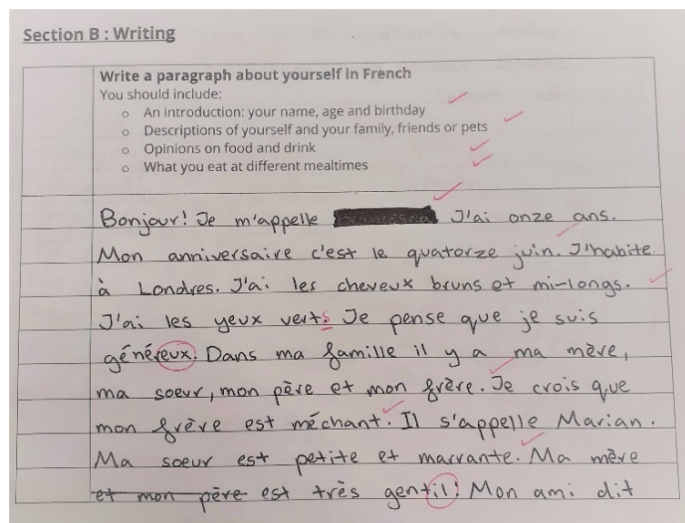
Head of French, Arabic and Korean Coordinator

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French

Soyez fort et courageux!

Our French linguists in Y7 have been brave and strong throughout lockdown and after – the proof is in the pudding! Y7 students are now able to write about a range of topics and use idiomatic expressions, showing off their fluency!



Miss Farah Kader

Head of French, Arabic and Korean Coordinator

Spanish

Over online learning, students revised for their final year exams, reviewing vocabulary from Cycle A – C.

Students also learned some very practical Spanish skills by continuing with their virtual trip to Madrid with the BBC's "Mi Vida Loca" Interactive episodes. Students learned about landmarks in Madrid, how to book buses in Spanish as well as lots of new vocabulary! The feedback from the students was overwhelmingly positive as you can see from below!

What did you enjoy about these episodes of Mi Vida Loca? What did you learn about Madrid? What new Spanish words did you learn?

Responses:

I enjoy how it's very interesting and entertaining but I learn stuff at the same time I learned that Madrid has lots of nice shops with jewellery and necklaces, I learnt that busy is 'ocupado'. 'Cuando' is when and 'lo siento' is sorry.

It was fun looking at new landmarks and time.

I learnt about the market and sites in Madrid and also learnt a lot of new words.

I learnt about the attractions the little market and the big market and new words like Llega or Billente. The show is always interesting.

What I enjoy about these episodes is that you never know what happens and it feels like you are actually there.

I learnt how to ask for certain things such as how to get a necklace or bracelet and how to ask for tickets.

For Cycle D, students in year 8 and 9 have been learning how to speak about clothes in Spanish and year 7 have been learning how to talk about food.

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Me llamo Sofia y tengo doce años.
Mi cumpleaños es el veintisiete de enero.
Soy muy artística y pienso que
soy simpática. Mi madre es muy
* simpática y bonita. ¡Me encanta!
Mi padre es terca pero me
encanta. * Tengo ~~3~~ ² hermanas y son
molestos. Soy una gemela. Mi gemela se
llama Daanya. En casa tengo un gato que
se llama Simba.

~~Yo~~ ¡Bebo Sprite porque es delicioso!
El agua mineral es también sabrosa y
sana. ~~Como~~ Desayuno cereales o
tostado con chocolate o miel. ~~Cen~~
el arroz y el pollo. ~~Almuerzo~~ también
el pollo y arroz y ensalada verde.

Ullamo Ana. Ella es divertida. Me gustaría
un serpiente porque es interesante. Me gusta
el chocolate porque es delicioso. Me ~~gustan~~
encanta el pollo porque es sano. Odo
los tomates porque son asquerosos. Me
gusta la leche porque es rica. ¡Que
maravilla! Me parece que mi amiga
le odia las ~~manzanas~~ ^{las manzanas} porque son
sanas. ~~Desayuno~~ Desayuno los huevos porque es sano.
Sano. Almuerzo ~~las~~ ^{la} hamburguesas porque
~~son~~ es dulce. Ceno el pollo asado
porque es gracioso. Seamos honestos
no me gusta bastante las manzanas!

¡Hola Juanita! Creo que estás bien.
Primero voy a hablar sobre yo. ~~yo misma~~
Me llamo Alice y tengo doce años.
Mucha gente dice que soy una persona
muy gentil y interesante. También, quería
hablar que tengo el pelo ~~castaño~~ ^{castaño} y
bonito como el chocolate caliente y los quesos,
ardidos como mi tortuga graciosa.
~~Entonces~~ Que yo ~~soy~~ ^{soy} ~~sopa~~ ^{sopa}, yo soy
noble pero mi madre piensa que soy

Since being back in the classroom, we have been impressed with students' confidence when speaking in pairs as well as how they use EQUATACO to extend their sentences and include a greater variety of language in their writing. We would like to congratulate more but here are some examples by Ahmad (7C), Mithra (7C), Sofia (7B) and Alice (7B).

¡Hola Diego! Me llamo Ahmad y tengo doce años.
Mi cumpleaños es el ~~dieciocho~~ ^{dieciocho} de octubre.
Tengo simpáticas y gracioso. Mi hermano ~~yo y yo~~
es simpático pero es ~~no~~ ^{no} gracioso. Tengo dos hermanas que
se llaman Elizabeth y Cleopatra. ~~El~~ ^{El} Cleopatra es simpática
pero Elizabeth es muy terca. Mi padre y madre es simpático
y mi madre es muy graciosa. Tengo un gato y es
muy pequeño. tengo el pelo negro y tengo dos ojos marrones.

Me encantan el pollo y el arroz. el pollo es picante y
el arroz es muy sabroso. ~~Abs~~ ^{lo} me gusta ~~el~~ ^{los} ~~hamburguesas~~
porque es muy sano para ~~odio~~ ^{odio} las hamburguesas
porque es malas.

Desayuno los cereales con la fruta y almuerzo
el arroz porque es sabroso. ~~comiendo~~ ^{comiendo} el pescado
porque es sano y sabroso. Ceno pinchos porque
es muy picante. ¡Adios Diego!

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Maths at Bolder

UKMT National Challenge

Before half term, 40 students from Year 7 and 8 competed in the National UKMT Maths Challenge. They completed a series of questions online, competing against schools across the UK. They showed fantastic strength and resilience to answer such hard maths questions, and even volunteered to stay in during lunchtime so they could maximum their learning time. All of our students did brilliantly, but particular mention goes to those who won prizes:

Bronze Award

Y7: Cooper, Fathima, Alex A, Krystian, Raaghav.

Y8: Haya, Amy C, Abdisalam, Zuzanna, Mantas.

Silver Award

Y7: Momchil, Xoïs, Jack

Y8: Katie P, Athena W-B

Gold Award:

Y8: Calum W

Congratulations to Calum who, upon receiving the Gold Award, qualified for the next round of the challenge. He competed on Tuesday and we look forward to hearing how he did!



Here's a picture of our 2 highest scorers, Jack and Calum.

A massive well done to everyone from Ms Jones

Maths Shout Outs

Mrs Palumbo

Aini M For an excellent score on her Maths health check and for her thoughtful insights during maths lessons.

Joshua J (8E) For being brave in Maths lessons, and attempting challenging questions.

Suliemman T (9B) For showing strength and bravery in Maths lessons by listening to the viewpoints of others and politely offering alternative solutions to mathematical problems.

Miss Sebe

Jaime-Leigh G(9Y2) For working incredibly hard and completing all tasks and extensions in class.

Luqman A (9X2) For significant improvement in his attitude to learning in Maths lessons

Elena Murcia (8X2) For engagement and participation during the lessons and hard work in completing all tasks set.

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Athena C (8Y1) For regularly asking questions and going above and beyond to complete her work to the highest of her ability

Mrs Arlow

Gabrielle O (Y9) For being brave and always trying her best and volunteering answers.

Ms Jones

Jack (7X1) Continues to be brilliant in maths and is really excelling and contributing more. He did brilliantly in the UKMT National Maths Challenge, getting the best score in his year!

Lishay (7Y3) Lishay has been asking fantastic questions and asked for help when she needed it, showing bravery and strength in maths!

Cormac (7Z2) Cormac has started contributing a lot, being brave and answering questions in class. He has really improved since we've been in the been building!

Mr Sandhu

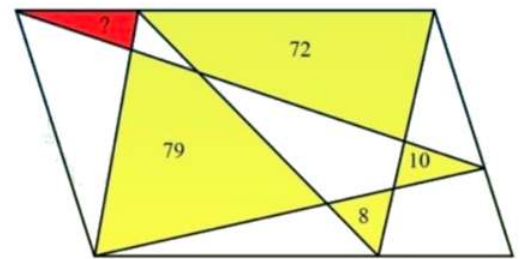
We would particularly like to expand our nonfiction sections.

Ruwaida A (7X2) Ruwaida has worked extremely hard in mathematics, her positive attitude towards her learning and her enthusiasm makes the lesson more of a pleasure to teach.

Anya R (7Z1) For being extremely responsible and for being one of the very few pupils that I can rely on. She never misses an opportunity to be kind and always comes to my rescue should I be in need of assistance.

Now, a maths challenge from Mrs Palumbo:

Find the area of the red triangle.



If you know how to find the area of a parallelogram and a triangle, you can do this!

Believe in yourself and have a go!

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Bolder Sports

It has been lovely to welcome you all back and to see you enjoying the new sports facilities. So far this year we've seen over half our students taking part in school sport before or after the school day. This is fantastic! If you haven't signed up for a sports club it's not too late to do so. Please use this form below.

<https://forms.office.com/Pages/ResponsePage.aspx?id=-XQot2SOk0SoWtIAk7-d4rl81awjKEpBmeT-sMKM9bNUN05CNFZJU0IWN1BFSENXWEhaVDIXOVJUSS4u>

PE Kit Reminder

All kit needs to have the Bolder emblem.

To wear on your top half: polo shirt as a minimum, rugby top and or jumper if you are cold.

For your bottom half: shorts, skirt or tracksuit bottoms. PE socks (navy blue with the gold trim) for all activities and are the only socks that should be worn for PE. If you want to bring a spare pair of socks to change in to after PE to support with your foot hygiene you can, particularly as it's getting quite warm outside.

Football boots must be worn when having lessons on the field to support safety as the grass can be slippery even in dry weather. For lessons inside and / or on the MUGA you should wear trainers, not VANS, Converse or plimsol sole shoes.

For September, please ensure your trainers have a non-marking sole so we can all help to keep the sports hall in an excellent condition.

Dynamos Cricket

Thursday 10th June saw Jofra Archer and Sarah Taylor (two World Cup cricketers) come to school to meet some of our students. In partnership with Sky and England Cricket they helped to film an advert for Dynamos Cricket. The students had 5 fabulous hours with Jofra and Sarah taking part in lots of different cricket skills.



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Touch Rugby Competition

On the 16th of June a group of 17 Key Stage 3 girls travelled with Ms Haynes and Mr Pierre to Twickenham Stoop for a 'Touch' rugby tournament hosted by the Harlequins Foundation. Bolder entered two teams and the girls were amazing, overcoming nervousness as each game was played. The teams won and drew the majority of their games. A special shout out goes to Ellie M in 9E for being Kind, Brave and Strong all day.



Mr Pierre.

**MIDDLESEX CRICKET**

INCLUSION SUPER 1s
ALL ABILITIES AND DISABILITIES, MALE AND FEMALE
ARE WELCOME TO JOIN THE SESSIONS.

**FREE CRICKET
SESSIONS
FOR AGE 13-25**

VENUE: Cranford Community College
High Street, Cranford
Hounslow
TW5 9PD

DAY/ TIME: Saturdays 10:30-12pm

COACH CONTACT: *Stefan McKenzie*

Email: Stefan.McKenzie@middlesexccc.com

Phone number: 0795 806 8253



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Interact@Bolder by Nabiha A and Duru A (Year 9)

At Interact@Bolder, we have been looking at how we can help our local community and our international friends. The Interact@Bolder Group is supported by Chiswick and Brentford Rotary Club, who sponsor the Club.

This year has been a frustrating one because of the limits of Covid closure. We have been working on the following projects:

Hounslow Community Food Box

The project involved us working alongside the school council to conduct a survey about food banks in our area, the results of which were then reported back to not only improve the experience of those using the facilities, but reduce the stigma around food banks. The questionnaire involved enquiries about the usage of food banks around our school, and possibly our immediate community.

It was insightful to be able to get a perspective on how Covid-19 has impacted families and the experiences of anyone who may need financial support. In the future, we hope to be able to visit the Hounslow Food Box in order to get further insight on how it functions as an organisation and form an eventual relationship. We thank everyone in Year 7, 8 and 9 for being so helpful with the survey and giving us such detailed and thoughtful answers.

Namanga School Kenya



This school is based on the border of Tanzania and Kenya. It has limited facilities and equipment with only 2 computers, both of which are not for the students and a very limited number of books. We are looking to

support the school by providing exercise books and writing equipment.

We have been looking at how we can provide support for the school, however the distance and costs of cargo makes sending physical packages very expensive.

Pedro Duque School, Madrid Spain

Coming up with more charities we can help support throughout the school year has been another project we have been working on, we will hopefully see more mufti days and fundraisers happening in the next academic year.

Music

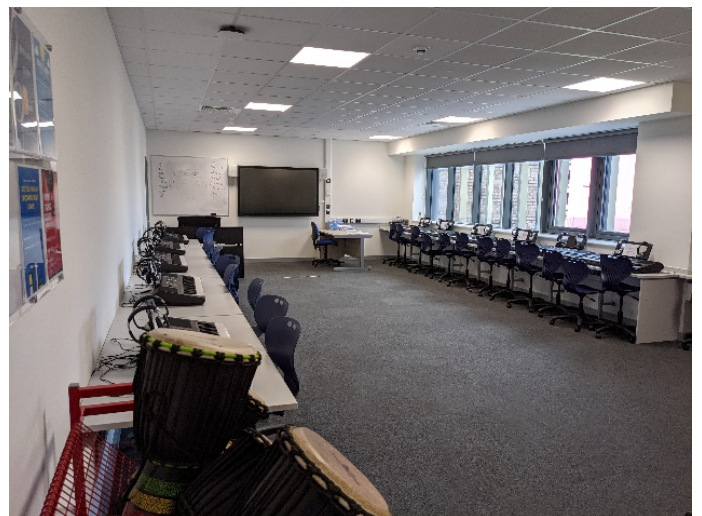
Instrument Lessons

If you are interested in your son or daughter studying a musical instrument inside school with a qualified instrument teacher – a fantastic opportunity afforded to all students – then complete the online form below to add them to the waiting list for lessons. Details of lessons can be found on the form, and queries can be directed to Mr Taylor (rtaylor@bolderacademy.co.uk)

The Music Facilities

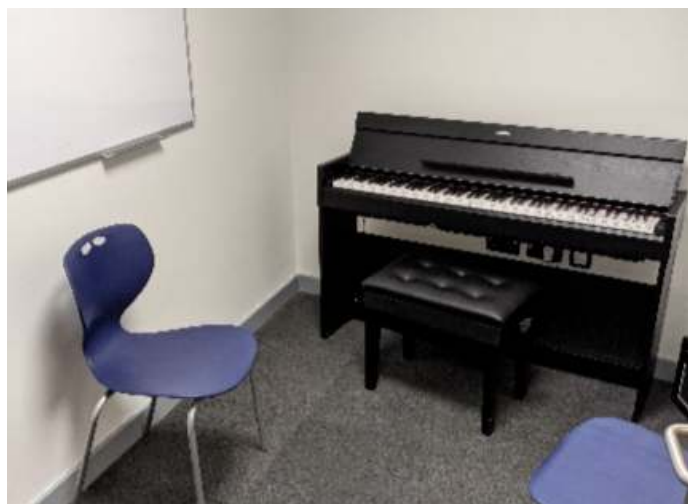
It has been absolutely fantastic to welcome students to the new music department with two purpose built rooms and three break-out practice spaces. Practice rooms are being used before and after school, during break times and at lunchtimes.

Pictured below – the new music classroom, practice room 1 (“the band room”) and practice rooms 2 and 3 (piano rooms).



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We also have worked on building an international relationship with the Spanish school Pedro Duque. Through Ms. Ventura we have recently have had the opportunity to personally send letters to the school, introducing ourselves as members of the Interact@Bolder Club. Our aim will be to get to know them and their community and find out ways we can help as a committee and as a school.



Extra-curricular – Music!

The new building and extra space has allowed for us to hugely expand our extra-curricular offer for all students. Please see below for a full list of clubs and groups on offer. Those that are yellow/gold are brand new!

	Before school	Year 8 Lunchtime	Year 7 and 9 Lunchtime
Mon		Year 8 Choir (115)	Guitar Group (113) Open to all guitarists and bassists, working on guitar music from Django to Slash
Tue	Theory exam drop-in session - grade 1 (113) For help with theory grade 1 exams or to learn music theory	Year 8 Band (113)	Year 7 and 9 Band (113)
Wed	Theory exam drop-in session, grade 2-5 (113) For help with theory grade exams from grade 2 and above	Year 8 Keyboard Club (113)	Music Tech Club (115) Computer suite for use of music software and learning music production
Thu		Year 8 Bolder Bohemians (113) Folk Band	Open Mic (Atrium) Sign-up before or on the day to perform in the Atrium at lunch. Music and poetry welcome.

For help with theory grade exams from grade 2 and above

Computer suite for use of music software and learning music production

Album of the Month

Every month we are selecting a seminal album based on its production values or contribution to the development of modern music. The first album is....



Mr Taylor's review: "Trip-hop at its absolute catchy best. Portishead released Dummy in 1994 and it took trip-hop from underground clubs to mainstream overnight. Certified triple platinum, and certified by the music department as an album well worth a rotation.

"If you can only hear one song from this album, it should be Glory Box."

[Spotify link to the album](#)

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WeJam Day

The music department invited WeJam into the school on 16th June. 40 students from year 8 took part in a whole-day music activity culminating in an end of day performance to other year 8 students in the main hall.

After a year of no performance opportunities for students, it was great to have them performing again on the big stage!



Bolder Buskers

We have been enjoying the tones and tunes from our students during lunchtime breaks.

Any students who would like to entertain at lunchtime, please approach Mr Williams and Mr Taylor.



Buses to Bolder – Support needed.



We are delighted to have moved to our new school site, and are working hard to make it a fantastic experience for all. We're also very happy to see that many of our students are choosing to travel by public transport.

Our staff take great care to oversee students' safe arrival and departure from school, and we've noticed that there have been some issues with overcrowding at the local bus stops and buses are very congested at peak times. We are actively seeking support from our local council and Transport for London to help with this.

We have requested that Transport for London (TfL) look at increasing bus services to and from our school via Syon Lane.

It would greatly help our efforts if all of our parents could write to TfL and the local council to support us with this initiative – we have drafted a letter below that you can use if you like to make this easier. Please send it to the following:

Transport for London – fill in the online form at <https://tfl.gov.uk/help-and-contact/contact-us-about-buses>

London Borough of Hounslow – send an email to Zahra.Ali@hounslow.gov.uk

Thank you for your support!

Kate Biant

Business Manager

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Learning Resource Centre

How to borrow a book:

Our students have really been enjoying our new Learning Resource Centre. We have over 40 students signed up to be our Bolder Bookling Librarians!

- Manga and graphic novels – 2 week loan
- All fiction and non-fiction – 3 week loan
- All hardback books are for reference only – please read these in the library
- You can also borrow laptops in the library at lunchtimes.

Please sign up for the Library Clubs – there is a sign up sheet in the library:

Monday lunchtime – Chess Club

- Monday
- Tuesday lunchtime- Bolder Book Club
- Wednesday lunchtime - Chess Club
- Thursday before School - Chess Club
- Thursday lunchtime - Creative Writing Club



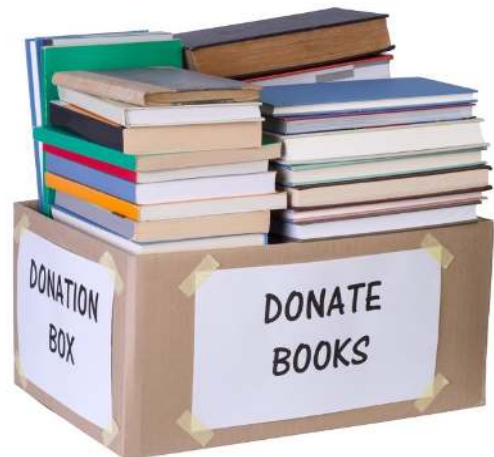
The new Learning Resource Centre – The Bolder Library!



Our Manga, graphic novels and diversity section has been our most popular!

Miss Richardson

Having a clear out? Donate Your Books



If you are having a clear-out, please think of us and donate your clean, age appropriate books to our Learning Resource Centre so that we can share them with our students.

We are looking out for nonfiction in particular.

Many thanks, The Library Team.

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Computing at Bolder

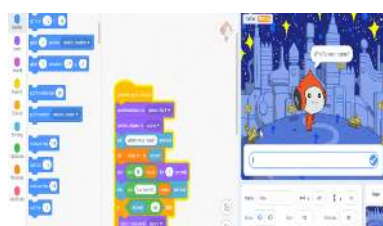
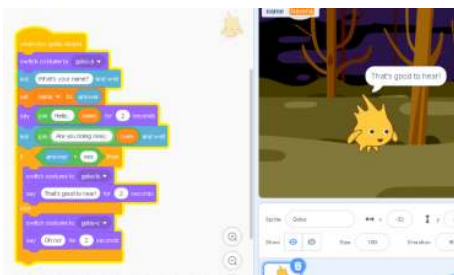


As we move towards the end of the year we want to celebrate the strong efforts students have put into their lessons and assessments.

Students across each of the year groups have worked hard to develop their computing knowledge and practical skills.

Year 8s have continued to develop their software skills using Excel, and Year 9s developed their python programming and understanding of algorithms through exploring sorting and searching algorithms. Whilst, a difficult concept we were very impressed with how every single year 9 demonstrated bravery and resilience in completing these tasks.

For our Super Teach online lessons, students learnt a little about machine code and applied their learning to create Chat Bots on Scratch. We were positively overwhelmed with all the submissions demonstrating a high level of pride and effort here. We hope you enjoyed the challenge!



details please do see Miss Tough.

Year 7 demonstrated their presentation skills, by applying their learning to a revision PowerPoint. We congratulate all students for their submissions but offer a particular well done to Amelia S (7B), Georgia H (7E), Francesca S (7E). These students worked especially hard in applying the strong presentation skills learnt this term. Students included a range of content from each of the cycles with relevant images and diagrams, applied transition and animation effects, a consistent colour scheme/layout and efforts to ensure high legibility.

Accent Catering @ Bolder



We're delighted to be working with Accent Catering who are providing our break and lunchtime services. Student and staff feedback has been fantastic with many choosing to take up the provision. Accent have done an amazing job settling the team into our new fantastic facility here – we are very proud of the service and quality of food provision at Bolder which is absolutely worthy of our beautiful new Café.



You can find our exciting new menus [HERE](#).

We're considering introducing a breakfast service to our break and lunchtime services in September, and we are keen to understand your view and whether this is something you'd be interested in the school offering to students. Please complete our very short survey by clicking on the link on the next page so that we can assess interest in launching this initiative.

Parent/Carer Breakfast Service Survey

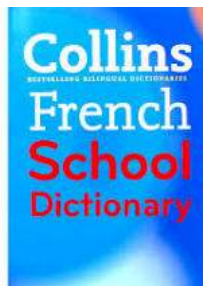
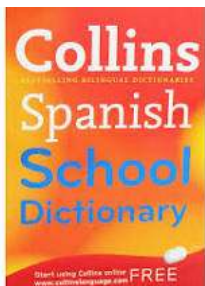
Please can you click on the link below to give us your views. <https://forms.office.com/Pages/ResponsePage.aspx?id=-XQot2SOk0SoWtIAk7-d4g9y5Y73dyZGnMab3QagqF5UQIhYT0IPUzjRSENMS1RQOEYwVDVON>

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Modern Languages

A reminder that we really encourage you to bring your own French or Spanish dictionary into school to look up new words in language lessons. It is also a great tool to support you with homework.

The Works is still selling them for £2 – highly recommended for BRAVE students who want to get really STRONG in their vocabulary knowledge!



Ms Mitchell

Top Tips: Tackling Online Hate

WhatsApp groups, Snapchat, TikTok We are aware that many students are using social media and unfortunately not always appropriately. So as always we encourage and remind students to be kind, both in person and online and urge them to report concerns to a trusted adult – e.g. Mr Walthaus, Miss Knights, Mr Ackie or Miss Hernandez or a parent/carer if you are at home! Students have explored how things may not be as they seem online – perhaps through photo-editing, misleading posts/advertisements, catfishing etc. We really do urge everyone to apply their learning to their real life experiences with online.



Social Media – Parent/Carers Use

We understand that it is important as a parent group to share information. However, we please ask that to support the Bolder community, student and staff wellbeing, feedback is shared in an appropriate way and directly with the school. This way we are able support one another and any concerns can be addressed more effectively.

Science at Bolder



Congratulations to the following Year 7 students for their fantastic entries into the Bright Ideas Challenge:

- Raaghav P
- Ali A
- Muhsin K
- Sreehari N
- Anya R
- Julia S
- Hanna B
- Talha A
- Alice N
- Amelia S
- Sofia S
- Annika T
- Poppy T
- Fathima A

Jack Petchey Achievement Award

Congratulations to the following students who have won the Jack Petchey Achievement Award. They will receive £250 to spend on whatever they like for the school.

Ruwaida, 7A

Ruwaida always goes above and beyond to help her peers. During online learning she would continuously offer support to members of her form in completing tasks and would consistently congratulate other people when they had done good work.



In school, Ruwaida has recently supported a new girl in her form in settling in and has helped her in a variety of ways.

Finally, Ruwaida will always go above and beyond in a number of lessons by completing challenge tasks and additional work to really go above and beyond. She is always willing to help others online and in class. She has been a big support to new students. She goes above and beyond to complete work.

Talha, 7A

From the moment Talha joined Bolder he showed a fantastic attitude with strong efforts in completing individual projects to develop his skills and knowledge during lockdown. Since at Bolder his high work ethic has continued with Talha often engaging in extra opportunities and challenges.

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Talha's work is consistently high quality, and he shows bravery with his resilience to keep motivated even when he is not initially successful. Talha went above and beyond in lockdown, recording a podcast about the Black Death and what he had learnt in his own time. This took inspiration from Dan Snow's History Hit podcasts and showed that Talha has gone above and beyond.

Talha is a valued member of the Student Council and he was very proactive with organising competitions and making suggestions during School Council meetings.

Hanna, 7B

Hanna is extremely committed to the school and the values. She has been a fantastic Library assistant and is always offering to help other students and teachers. Whenever she has done her library duty, she is always on time and always goes above and beyond. She enters all of the house competitions and tries so hard in all of her subjects. She is a wonderful and kind student who we are very lucky to have here at Bolder.

Hanna is a committed and hard-working student, frequently demonstrating the Bolder Values. She shows strength and bravery with her frequent contributions in lessons and participation in extra challenges and competitions. She recently won an award in an external competition for her efforts. Moreover, she demonstrates kindness with her patient support and reassurance as she assists her peers who find some content more challenging.

Hanna is one of the first to offer a smile and to volunteer her help and produces work of great quality consistently.

Haris, 9B

Haris continually goes over and above in history. He has an intense love of the subject which translates into his history lessons in which he always tries his absolute best.



Additionally, inspired by a module we studied on the causes of WWI and links to the Balkans, Haris took a very academic history book, 'The Sleepwalkers' by Chris Clarke, out of the school library to read in his own time. This book is very long (approaching 700 pages) and very academic, with a reading age far above Haris'. However, Haris has always been keen to push himself, and also learn more about an aspect of history he is particularly passionate about.

In his assessment on the unit, Haris produced an outstanding piece of work showing exceptional progress compared to his work in year 8. He also referenced his reading from 'The Sleepwalkers' in his assessment.

LGBT+ @ Bolder by Mia 8B

What is it like going to an inclusive school? Its great! Everyone feels welcome and accepted. I know many people who are part of the LGBTQ+ community and they feel safe to be who they are. The teachers are incredibly supportive, friendly and they don't judge anyone no matter what.



Some celebrities who are part of the LGBTQ+ community that I look up to are Brigitte Lundy-Paine (from Atypical and Bill and Ted Face the Music), Shannon Purser (from Stranger Things), Kristen Stewart (from Twilight and Charlie's Angels), Andrew Scott (from Sherlock), Tessa Thompson (from Thor and Creed), Sam Smith (sings Stay with Me and Too Good at Goodbyes), Halsey (sings Eastside and Graveyard), Brendon Urie (sings High Hopes and Me) and Angelina Jolie (from Maleficent and Tomb Raider). There are many more, they are just a few of them!

Personally, I am straight but I have many friends who are part of the LGBTQ+ community and I love them just as equally as my other friends as I don't care about who they're attracted to because it doesn't change their personality or who they are.

This past year has been tough for everyone with COVID-19 and the multiple lockdowns, and I think we can agree that everybody's mental health has been challenged. One of the main reasons mine has is due to the lack of being able to see my family as we went from seeing each other every month to only seeing each other over zoom. Another reason is due to the worry of catching and spreading COVID to my loved ones.

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Everyone I've talked to have been incredibly supportive of the LGBTQ+ community, but unfortunately with positive people come homophobic, biphobic and transphobic people. Luckily, my friends and I haven't heard any comments or slurs, but sadly it is a common thing in other schools/on the streets and everywhere you go. It's disappointing what the world has come to, people should be able to love who they want to and should be able to be who they are without getting judged by others. We are all humans.

I think that all schools should have a School Diversity Week to show the students who are part of the LGBTQ+ community that they are just as special, amazing and equal as everyone else at the school. It would also show them that it's okay to be themselves and that they are just as loved as everyone else at the school. School Diversity Week would help introduce the different genders and sexualities to students at the schools. It would help students to understand their peers who are part of the community and it might help them to find out who they are too.

Bolder has helped me and other students with their wellbeing by raising awareness on mental health issues and bullying. They spread awareness by putting posters up around the school, mentioning it during assemblies and have positive activities and activities to do with wellbeing during activity week. These really help to spread awareness as they show people that they should think before they say anything, not to bully anyone, to check up on your friends and makes people aware of issues that affect people around them.

My message to teachers who haven't yet shown support to the LGBTQ+ community is: show your students some support, it costs nothing and it shows them that it's okay to be themselves and just because they have different interests in people or a different sexuality than another person, it doesn't make them any less normal or human. This would really help an LGBTQ+ student as it would help them to feel loved for who they are.

Bolder English

As always, the English department want to develop passionate student readers – and there is no better place to do so than in our brand new Learning Resource Centre!

Students are welcomed and encouraged to borrow a book of their choosing from inside! And there is a lot to choose from. Miss Richardson has been working extremely hard to ensure our book shelves are full of books that would appeal to all readers. From graphic and manga novels to nonfiction.



Here are just some of the fantastic books on offer:



We would also encourage you to take a look at Miss Richardson's new feature – teaching students to never judge a book by its cover! Simply see if the description of the book appeals to you and then give it a go!



Finally, we would like to remind students, parents and carers that Bolder Academy continues to support online reading through our E-Platform site:



FIND E-BOOKS AND AUDIOBOOKS ON OUR EPLATFORM WEBSITE
[HTTPS://BOLDERACADEMY.EPLATFORM.CO/](https://bolderacademy.eplatform.co/)

- Borrow Ebooks for up to 2 weeks at a time.
- Borrow Audiobooks for up to 2 weeks at a time.
- Borrow Accelerated Reader books at your book level.
- Download the [EPlatform App](#).

Username: Your school username
Example: HPo19
(The first part of your email address!)
Password: library1

A **Bolder** future awaits...

Student Voice



Points of View from our Students

**Dear Department for Education, by
Weronika S**

I am writing to the Department for Education as I believe that you should make it compulsory for schools to teach more diverse History, such as Black History, LGBT+ History and more.

One reason for this is that children can feel empowered and motivated, knowing more about their history and origin. This is as in History, we have learned that black people weren't treated well, same for those part of LGBT+ communities. Just learning this can make children part of those communities feel sad and even nervous, knowing that discrimination happened in the past and still happens nowadays. However, teaching more about those specific groups in History, and how they have gotten to where they are now, could fill kids with motivation.

This is as they see that although those communities have faced a lot of discrimination, they have fought to make the world a better place and have a better life for those communities, and they have improved because of that. Once children in school learn more about this, they could become more confident with their History and feel empowered.

Another reason for this is that it could change the way people think and feel about certain communities (and even themselves) after they see what those people have been through and how they fought for a better life. For example, Stephen Bourne (who works as a voluntary independent advisor to the local police and is a historian who has written many books about black and LGBTQ+ history) has claimed that he has seen gang crime and knife crime common with youths, and most commonly black youths.

Bourne claims that some of those people may have been deterred from that kind of lifestyle if they had a better self-image.

One of those factors are origins, History, and Bourne believes that with a better understanding of one's community and past, people may strive to have a better lifestyle. Teaching people about more diverse History could give others a better self-image and help decrease the amount of discrimination to certain communities.

Therefore, I believe that it should be compulsory for schools to teach more diverse History. As it can help children feel more confident, improve self-image and even decrease discrimination towards communities.

How can social media be used to increase political participation? By Duru A

Political Participation can involve voting, helping in a campaign or cause, petitioning or protesting. In the previous decades, a steady decline of such participation had been observed, dropping from 79.8% in 1959 to a mere 59.4% in 2001. However, these figures have increased significantly over the years, reaching an all-time high of nearly 85% as early as 2014.

It is widely regarded that social media was, in fact, what caused such increase as the data aligns with the beginning of widespread use of more advanced devices and the means of communication they provide. Social media is, especially for those who are relatively younger in age, the greatest source of any type of information, whether political or not. Although an older generation may not be as adamant on the usage of such platforms, the latter may be able to inform them and provide them with new means of communication and information.

Social media is a persuasive, easy way of sharing ideas that helps them gain traction rapidly. It is a great way to help people obtain an opinion on local, or even global issues and their impacts, being a vector in the devising of a solution for them. This can be observed in the Black Lives Matter movement, a decentralised (delegation of authority from one single group/person to regional and local authorities) network of activists who previously had no financial or political advantage.

The movement began simply through the use of the '#BlackLivesMatter', eventually becoming one of the biggest campaigns in the US. It is currently gaining even more momentum as new means of advertisement and funding are provided through the articles, videos and influencers on social media. Therefore, it is evident that advocating for an increase of political discussions on social media can be a great way to increase political participation not only for voting, but equality within society.

June Newsletter

Chess Club

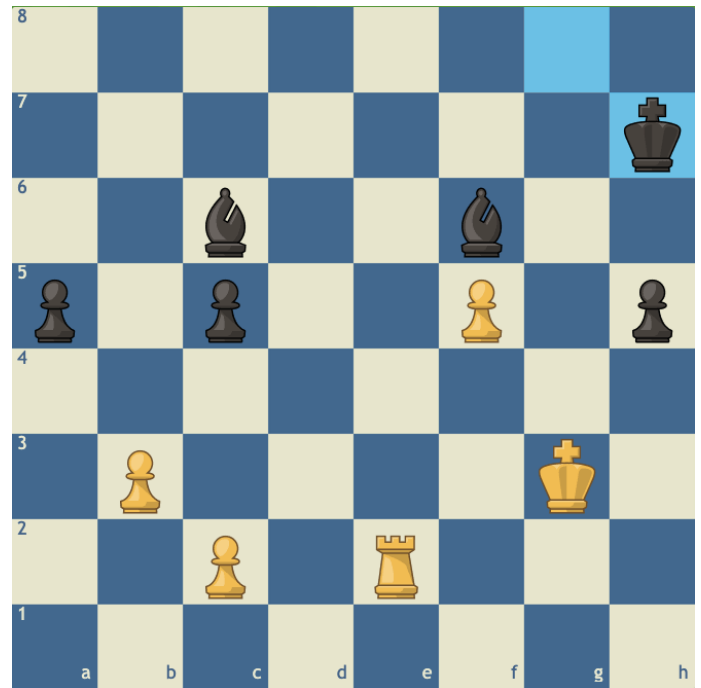
Bolder has a Chess Club!

Run by Mr Taylor, there are 3 sessions across the week - Monday and Wednesday lunchtimes are open for students to collect a board from the librarian and play a game in the library and Thursday before school, Mr Taylor will be running coaching sessions and teaching the basics. In honour of this new club, here are 3 chess puzzles to tease you. Answers in the next newsletter.



Puzzle 1 - Don't leave it hanging! (white to move, find 1 move)

Puzzle 2 - A double attack (white to move, find the next 2 moves)



Mr Taylor's Super Challenge

This one is rated 1100 ELO and above. See how many correct moves in a row you can find. Black to move. Black makes 5 forcing moves and ends up in a VERY strong winning position. If you guess 3 moves correctly, **there are 5 house points on offer.**



June Newsletter

New Bolder Web Site

We are very happy to announce the launch of our new web site please take a look and see what it can offer. Highlights are:

- HUB - Students and parents direct links
- Catering - Menus for the week
- Calendar – Key dates for the school Year (these dates can also be synced to your phone)
- Student Support – Extra Curriculum activities and After School Club Information

Uniform Donations



Uniform Donations!



We would be very happy to receive donations of any unwanted or outgrown school uniform items.

We are particularly in need of larger sizes for our older students!

**To donate, please ask your child to bring clean, good condition, uniform to the Main Office
Many Thanks!**

Introducing Miss Bennett - Administration Team

We are pleased to introduce Miss Joanna Bennett who has recently joined the Bolder admin team as a Receptionist and



Administrator. Miss Bennett lives locally and has two young boys. She has hit the ground running with the opening of our new school and has tackled the amazing challenges of Bolder with gusto. If you need anything from the Main Office, Miss Bennett will do her best to help.

Summer Activities

Have a look at these activities to keep you busy during the summer break.



For more details and

application link go to:

<https://mailchi.mp/ea7c3571b5cd/sschools-090621?e=09d7d4e021>

University of West London

The University of West London will be starting their Saturday Club once more. Art and Design virtual entries from this year will be showcased mid-June. This Autumn, the subject area will be, 'Writing and Talking'. Students will capture oral history through various mediums: ie filmmaking, photography and writing. See the website for more details and stay tuned for the sign-up dates.

<https://saturday-club.org/club/university-of-west-london-art-design/>

[University of West London - National Saturday Club](#)

June Newsletter

Mousetrap Theatre Group

TIME TO SHINE WITH SUMMER STAGE! Summer Activities

We strive to inspire, educate, and empower young people through innovative creative learning projects and unforgettable theatre trips.

The Art & Design Saturday Club at the University of West London delivers a range of exciting and engaging creative workshops exploring various art and design processes.



Donkey Wood Family Activities

Activity Title	Date	Time
Who lives here?	1/6/21	10.30—12.00
Boom! Discover the Mills in Donkey Wood	2/6/21	10.30—12.00
Mini beast Treasure hunt	4/6/21	10.30—12.00
Treasure hunt : Ponds	2/8/21	10.30—12.00
Go Find It—Donkey Woods Scavenger Hunt	9/8/21	10.30—12.00
Pond and river minibeast craft and natural art	16/8/21	10.30—12.00
Story telling: Ponds	23/8/21	10.30—12.00
Where do I live?	25/10/21	10.30—12.00

Look out for family activities at other locations. www.lgoal.org

All sessions are free but it is **essential** that you register if you would like to attend. Social distancing measures will be in place to ensure that everyone is kept safe. Meet at the park entrance and look for the flag.

Meeting place: Donkey Wood, Baber Bridge, Staines Road, Feltham TW14 0HD

For more information: e-mail outdoor.learning@outlook.com

Phone Mairi on 07939001731

For more information about the project including conservation activities and walks and talks see:

www.force.org.uk or email info@force.org.uk

All sessions are free but it essential that you register if you would like to attend. Social distancing measures will be in place to ensure that everyone is kept safe. Meet at the park entrance and look for the flag.

Meeting Place: Donkey Wook, Naber Bridge, Staines Road, Feltham TW14 0HD

For more information: outdoor.learning@outlook.com

For more information about the project including conservation activities and walks and talks see: www.force.org.uk



ACTIVITIES FOR FAMILIES IN DONKEY WOOD

LEARN MORE ABOUT THE WILDLIFE AND HISTORY OF YOUR LOCAL WOODLAND SITE NEXT TO THE RIVER CRANE

We are grateful to the Hounslow Community Fund and the Environment Agency Rivers & Wetlands Community Days for their support.

FORCE
Friends of the River Crane Environment



H
Habitats & Heritage

LET'S GO OUTSIDE AND LEARN

DONKEY WOODS

MEET AT BABER BRIDGE ENTRANCE, STAINES ROAD TW14 0HD

ENJOY THE FUN OF SPENDING TIME OUTDOORS WITH YOUR FAMILY IN BEAUTIFUL WOODS

Free Sessions of Family Learning Fun

Maximum of 5 people / group

Social distancing measures will be observed strictly to ensure that everyone is safe.

Spaces are offered on a first come first served basis

Pre-book to guarantee your place!

Please note that adults must always remain with their children and are responsible for their welfare.

Visit our facebook page and website for updates

www.facebook.com/LetsGoOutsideAndLearn

For more information or to register e-mail :

outdoor.learning@outlook.com
Phone Mairi on 07939001731

H&K
PRESENTS


CALLING ALL QUAD SQUAD
AND INLINE DIVINE FOR AN
OPEN SKATE SESSION

GET YOUR SKATES ON

**EVERY SATURDAY
IN AUGUST**

6PM - 8PM

LAST ENTRY 7:30PM

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GUARANTEED | THE DOOR £5

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