



Newsletter



Volume 4

April 2025

Proud ambassadors for TfL: students educate each other about road safety

Just before Christmas, our TfL Pioneers presented road safety assemblies to all of Key Stage 3 (Years 7-9). Formerly known as TfL STARS, our pioneers are a small group of students who are advocates for safe, responsible and active travel. As part of this assembly, they introduced a competition, for all students, which fits in with TfL's wider campaign for road safety awareness; the competition was to design a road safety poster. Lots of our students entered, making it a very difficult competition to judge!

We have now finally found our three winners, whose posters were detailed, informative and eye-catchingly colourful.

Well done to all entrants!

Our winners:

- ★ 1st: Khairunnafisah S 7b
- ★ 2nd: Daisy B 7e
- ★ 3rd: Taylor C 8f



Mrs Oakley, Senior Cover Supervisor



The game is afoot! Local schools compete in Maths

On Tuesday 11th March, four eager Year 7s headed to Ruislip High School, to take part in the annual '24 Game Challenge' against nine other secondary schools in Hillingdon. The Year 7s had been practising the game during maths lessons, against their classmates.

Upon arrival, our group of four split into two teams - Team A and Team B. Once all the other teams had arrived, the rules of the challenge were explained. Both teams had the opportunity to take part in three rounds, containing ten questions each, which became increasingly more difficult as the rounds progressed. The aim of each round was to score as many points as possible which would then be totalled at the end to award prizes to the top three teams.

Each round included a different range of numbers. The first round focused on calculations involving single digits, followed by a round on double digits and the last set of questions included fractions and decimals too!

Both teams persevered and managed extremely well through each of the rounds: they were an absolute credit to the school! By the end, Queensmead (Team A), Guru Nanak, and Bishopshalt were in joint 1st place. This meant all three teams had to complete a tie-breaker question to qualify for first or second place.

Our year 7s successfully made it through to the final 2, beating Guru Nanak school with a second to spare on the final tie-breaker question.

A massive congratulations to the students who took part, for all their hard work and dedication, and for the commitment of all the students that took part at this event and for achieving 1st place out of the 20 teams.

Team A: Lakshan L and Mohan G

Team B: Swayzee P and Jacob C

Mrs Morrissey, *Teacher of Mathematics and Numeracy*
Coordinator



The majestic landscape of ICELAND

On 8th March, some of the Geography students took a four day trip to Iceland, to gain a better understanding of the landforms and processes they will study. During this time, we looked at a diversity of terrains, not only seeing the beautiful landscapes, but also how the local communities navigate the inevitable challenges posed by the environment.



As soon as we arrived at Keflavik International, we got on a coach, travelling around 40 minutes to our first destination, Continental Bridge, located in Reykjanes Peninsula of Iceland. This bridge crosses between the Eurasian plate and the North American plate.

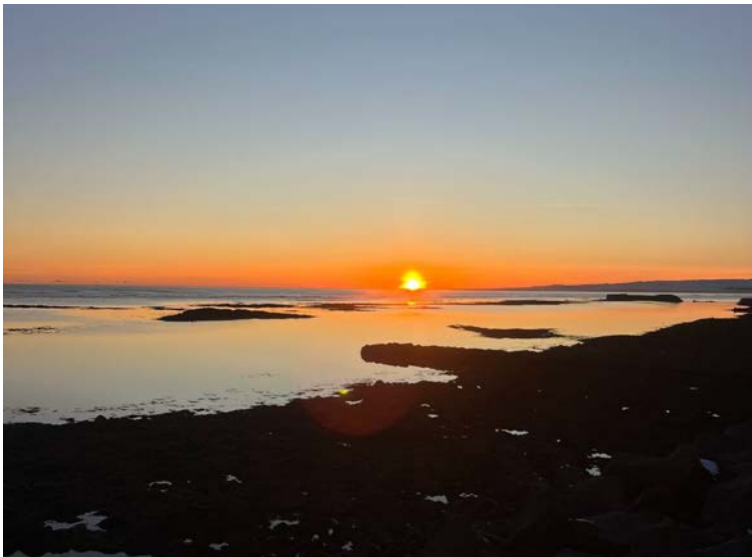


After looking at the two plates, we drove for around 10 minutes to a crater. A volcanic crater is formed when there are small eruptions of magma from the tectonic plates moving.

After we had finished looking at such stunning scenery, we drove to a hot spring. The smoke from the hot spring contains sulfur dioxide and carbon dioxide, causing it to smell awful, but the scenery was still very impressive. We then visited a beautiful beach, where we enjoyed time clambering over rocks on the beach, to see the ocean, but also got to see a 'stack'. Stacks are formed through a very long process. When a cliff erodes by hydraulic action, it forms a cave. The cave then erodes further, forming an arch, which, over time, collapses, leaving only the stack. Finally, the stack erodes into a stump.

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After visiting another hot spring, and enjoying a quick snowball fight, we got back on the bus, visiting a local shop to pick up snacks, before arriving at our hostel. We went for dinner at the local restaurant, greeted by a beautiful sunset!



And to make the first day that extra bit special, just as we were about to go to sleep that night, we spotted the Northern lights - they were so beautiful!

After such a fun-packed day, everyone enjoyed a well-deserved rest before waking up for day two. On day two we were greeted by a beautiful sunrise on the way to our first location of the day, Gullfoss waterfalls, where we talked over the process of how waterfalls are made. This area was an amazing opportunity to see a double-tiered waterfall and see landforms in rivers distinctly. During this, we were met with temperatures below -14°C ! We then went to the Geysir Centre, witnessing multiple geysers erupting, and finally visiting the Sky Lagoon. This was the highlight of everyone's trip; swimming in the hot water and enjoying a spa-like experience was a great way to spend a more relaxed day.

On Day three, we visited the LAVA centre located in Hvolsvöllur, Iceland. We learned about earthquakes - what it might feel like to experience one - and we got to explore the histories of the different volcanoes which have erupted in Iceland. The most recent eruption was Fagradalsfjall volcano, on March 19th 2021, which continued erupting for 6 months. From there, we went to the black sand beach, where we saw another stack and an arch. The black sand is caused by the amount of ash from nearby volcanoes. Next, we drove to Skogafoss waterfall and attempted to walk 527 steps which was very tiring, followed by a glacier formed by hundreds of years of permanent ice build up. Finally to conclude our Iceland trip we visited Seljalandsfoss waterfall which was very icy, and, despite being so cold, it was a beautiful way to conclude our trip.



Although it was only a short trip, we created amazing memories - not to mention the key geographical knowledge we will remember very clearly!

Oliwia G and Robyn L, Year 10 students

Celebrating Pi day: 3.14.25

On Wednesday 12th March, we celebrated Pi day (2 days early - it is officially 14th March or, as the Americans put it, 3.14). As in previous years, students were invited to participate in a competition to memorise and recite Pi to as many decimal places as possible.

As soon as the bell rang for 1.30 pm it became clear that many of our students were willing to rise to the challenge of the day. Some students brought along friends for moral support and they were invited to take part too, by completing some Pi-themed puzzles whilst they were waiting for their turn. Mr Thorne, Head of Maths, also participated in this year's event.

During the 30 minutes, 10 students confidently recited Pi in front of their peers. The winning student (also the current school record holder) managed to correctly recite Pi to 537 decimal places surpassing the previous result of 423 decimal places! This really is a phenomenal achievement.

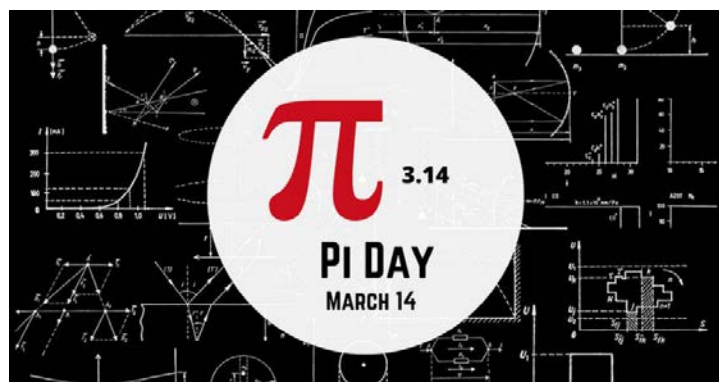
It has been a pleasure to collate all the results and I must congratulate all students that participated. All students will receive a certificate of participation and Edulink points. Special prizes have been awarded to students who correctly recited Pi to at least 30 decimal places.

The top 5 results were:

Name	Year	Number of decimal places
Lakshanth S	10	537
Mr Thorne		135
Vibensha T	8	56
Shruti A	8	49
Pahal G	8	33

We look forward to Pi day next year - will anybody be able to break the current record of 537 decimal places?

Mrs Morrissey, *Teacher of Mathematics and Numeracy*
Coordinator



Why shouldn't you eat too much pi?
You'll end up with a big circumference.

π

What is the official animal of Pi Day?
The pi-thon.

π

Journeying through the East End of London

Last week, our Year 10 geographers visited Brick Lane and Spitalfields Market, in East London, to examine urban areas, considering how and why quality of life can vary.

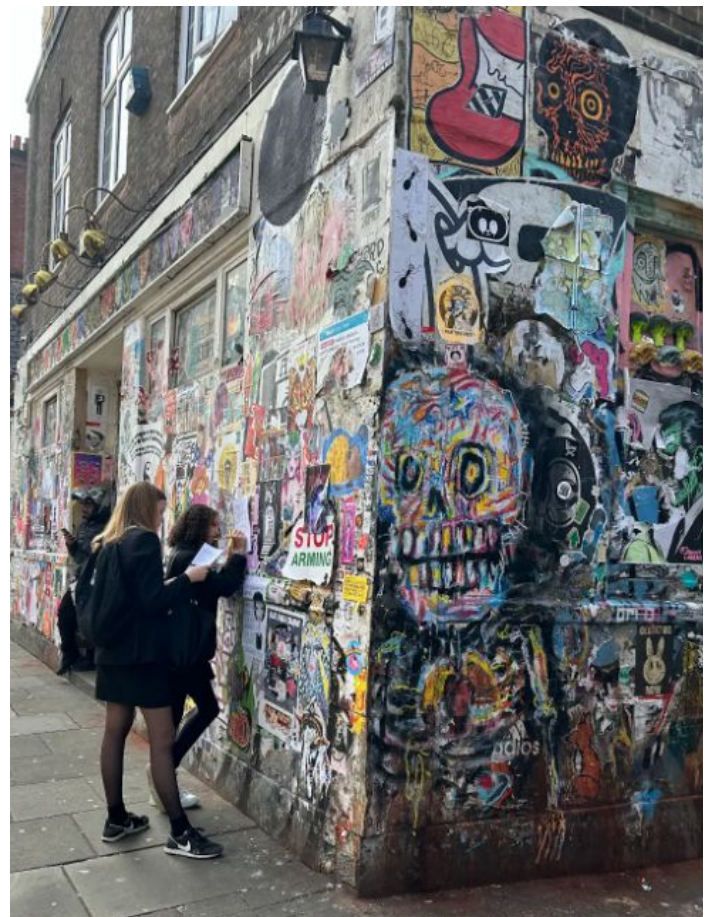
As part of their fieldwork, Year 10 carried out environmental quality surveys, in addition to interviewing the local people about their views on the quality of life in the area.

The first location they visited was Brick Lane. They had walked from Liverpool Street Station and were able to see the stark difference in the environment within minutes. The huge amounts of graffiti, litter, and poor quality buildings in Brick Lane are a huge contrast to the second location of Spitalfields Market.

At Spitalfields, the Year 10s found that the quality of the environment was much higher and many people had commented on the positive atmosphere within the area. However, through their interviews with residents and people visiting the area, Year 10 discovered that many felt that Brick Lane had a stronger sense of community and culture.

Overall it was a very successful two days and the Year 10 geographers were able to put their fieldwork skills to the test.

Miss Logeswaran, *Teacher of Geography and Head of Year 7*



Exploring future career paths: work experience

During the February half term, I did my work experience placement at Roxeth Library. Initially, I wasn't really expecting it to be particularly relevant to my future career ambitions but surprisingly I learnt a lot in my time there.

I chose the library as I'm familiar with working there; previously, I spent time volunteering there for my Duke of Edinburgh award and I loved the environment and atmosphere so much so I decided to do my work experience there as well.

Day one was definitely a challenge as it was quite different compared to the volunteering I had done before. I spent most of the day getting used to how things worked, and, as there was so much to learn and keep track of, it felt quite overwhelming at times. My first task of the day was to reorder the books in the children's section - they were in absolute chaos since it was the start of half term! Later on I got to help with a craft session for younger children which was the most enjoyable part of my first day.

I have to be honest, the six-hour shifts seemed very long. It was pretty hard to stay motivated at first, and I felt like I was wasting my half term away without really making much progress at anything. When I got home I was absolutely exhausted and I was quite apprehensive about going back.

Day two and three were fairly uneventful, and I began to improve at the tasks I was given which helped to make me feel a lot more confident, especially when handling the database. The staff were incredibly patient and welcoming, which made it easy to ask for help, which I think was the main reason I improved so fast.

During the time there, I got to connect with so many different people visiting the library. It was so interesting to hear about their daily lives, and very fulfilling to help them with whatever they needed. But I was still finding it difficult to stay motivated.

However, by the last two days, I had fully settled in and they ended up being my favorite part of my placement. I got to help with another craft session and did some colouring with a few children that came to the library. I was also able to work at the staff point for the first time and by now I was pretty good at using the database.

I had grown to really enjoy the experience. Every day was tiring, with far more work than school, but it was so fulfilling. Looking back, I'm really glad I stuck with it.

I would definitely recommend doing work experience. It's so rewarding and it's genuinely so much fun to connect and give back to the community.

Nesara A, Year 11 student



A journey through history: from Kraków to Berlin

Over February half term, 37 GCSE and A Level History students went on a trip to Berlin and Kraków for five days - five days filled with experiences to learn about WWII and the Cold War.

The trip started with a harrowing visit to Auschwitz, where we were all confronted with the reality of the Holocaust. Here, the students saw the piles of shoes and suitcases that had once belonged to the victims of the Holocaust. This set the tone for the trip, offering an extremely valuable insight for all the students. The visit to Auschwitz on day one then made our meeting with a Holocaust survivor on day two even more meaningful. As a survivor, Lidia Maksymowicz, described her experiences in Auschwitz at age three, the students were able to envisage the areas of the camp she was describing.

Whilst the talk from Lidia was the most moving part of our second day, we also experienced the Wieliczka salt mines on day two. These salt mines date back to the 13th century, and had the most beautiful carvings throughout. Reaching 136m below the ground, we saw the most stunning underground chapel that had been carved into the mine. For many students this became the highlight of their trip.

Arriving in Berlin on day four, we set out on a walking tour of the city. Our guides, Georgia and Ryan, led the students around the city, visiting different sites which told the story of Hitler's rise to power, touching on many of the key events studied as part of the GCSE study of Weimar and Nazi

Germany. Both guides were full of energy and their enthusiasm for knowledge was contagious; the students felt confident to ask insightful questions throughout the tour. Berlin also gave the students a chance to develop their understanding of the impact the Cold War had on Germany, with students visiting both the DDR museum and the Spy Museum. In the DDR museum, students explored what it was like to live in East Germany, seeing their clothes, cars and even an apartment! The Spy Museum was another hit, with students competing in the laser maze, code-breaking challenges and crawling through hidden vents, perfecting their spying skills. The guides at both museums helped students connect what they saw to what they had learnt in the classroom, truly bringing history to life.

Many memories were made during the trip and several students have already said they are planning to go back to the cities again to explore the history even more!

Miss Hornal, *Teacher of History*



Experiencing live theatre, to inspire our drama students

On Thursday 27th February, a group of our Year 9 Drama students went on a school trip to see the comical production of 'The Play That Goes Wrong' at the Duchess Theatre in London's West End.

The students enjoyed the comedic timing of the actors and the immersive nature of the performance, with actors interacting with the audience in the interval to create even more hilarity.

All students were excellent ambassadors for the school and have subsequently showcased their learning of comedic acting in our recent Drama lessons, demonstrating all the practical skills they took away from the performance. With such promising actors amongst our student body, we look forward to our next school production!

Mr Taylor, *Head of Performing Arts*

THE LONGEST RUNNING COMEDY IN THE WEST END



Our local MP meets the Post-16 Student Leadership Group

On Friday 28th February, local MP for Uxbridge and South Ruislip, Danny Beales, visited Queensmead School. Having attended Deanesfield Primary school as a student himself, he was delighted to be back in the local area to observe some of the fantastic work that goes on at Queensmead.

Danny was given a tour of the school site by members of our Student Leadership Group, which included seeing much of the remedial work which has recently been completed following the substantial flood damage that occurred in the autumn term. Then the student representatives were able to sit down with the MP, to discuss their current concerns for the local area: namely the constant heavy traffic on Queens Walk, both before and after school, on weekdays, questioning him about future traffic planning for the area. The students were also keen to ask about plans for Hillingdon Hospital, in addition to his views on the assisted dying bill.

We would like to thank Danny for his time and for providing such an insight into his work as a newly elected Member of Parliament, and for his honesty and transparency about his plans for the current parliament.

Mr Briggs, *Assistant Headteacher*



As the spring term draws to a close, we are thrilled to share the remarkable achievements and projects that our students in the Design Technology (DT) and Home Economics department have accomplished. Let's take a closer look at each year group's journey!

Our students developed both theoretical and practical skills essential for cross-curricular learning - they crafted a noteholder, using timbers and chisels, using and developing literacy and maths skills to measure and mark out

Year 8 students have immersed themselves in the natural world and biomimicry, working with metals, timbers, and computer-aided technologies. Focusing on polymers and electronics, they designed a hand-eye coordination game, incorporating various materials tailored to specific age groups.

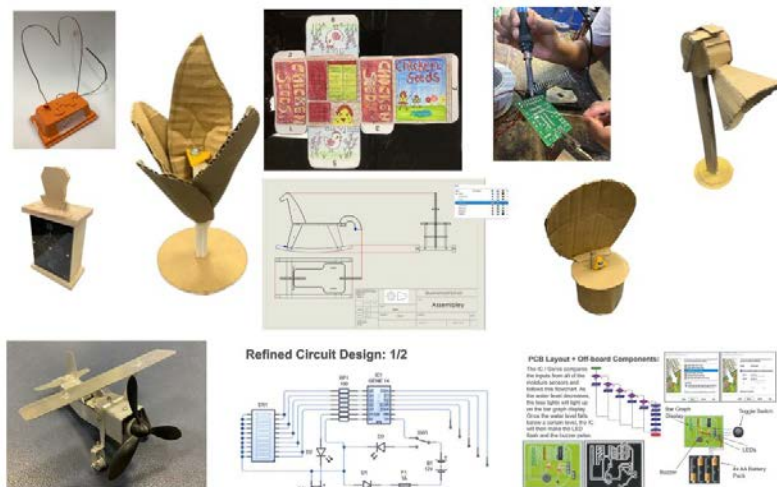
Exploring potential options for GCSE, student tried a new area:

- In **DT**, students designed and manufactured a multi-purpose clock, inspired by a 20th century style.
- **Engineering** students focused on material processes and origins while mastering practical skills such as cutting and shaping metals.
- In **Graphic Communication**, students explored components of graphic design through three mini-projects in illustration and packaging.

Our Year 10 students have made significant progress in their GCSE journey, diving into resistant materials, CAM technologies like laser cutting and 3D printing while honing their design skills through digital and analogue mediums.

Across all three courses, Engineering, Product Design and Graphics, students have completed their practical coursework! Although we can't showcase this just yet, due to exam board regulations, stay tuned for future issues highlighting their impressive work!

Our students have been researching electronic components and circuits, developing sophisticated moisture sensors. Learning to programme, they have shown resilience in the face of iterative design, constantly improving their circuits to make them sophisticated. Alongside this, the Engineers have completed their second practical assessment by building planes in their teams. It has been wonderful to see them working collaboratively, using industry standard processes, such as the centre lathe and milling machine, to fabricate multiple components.



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Over in Textiles, our Year 7s have been creating monster-inspired keyrings, using basic hand embroidery, such as running stitch and blanket stitch.



Year 8 have been working on a project called, 'Communication'. They have been making cushion covers, inspired by the concept of communication, using both hand, and machine, embroidery.



The 'Day of the Dead' has been the inspiration for Year 9, who have taken the Mexican celebration to influence their designs for drawstring bags and slippers. The students have been using more ambitious forms of hand embroidery, and using more creative techniques on the sewing machines.

Meanwhile, Year 10 have been learning to apply a broader range of more challenging techniques, pooling all of their knowledge and developing new techniques, to create some wonderful and bespoke design pieces, all in shades of blue.



In Food, year 7 have been creating a range of dishes, from scones, to stir fry, while learning about food hygiene, ingredient storage, and health and safety protocol for food preparation. Year 8 are learning advanced culinary skills, whilst preparing a range of dishes from across the globe: from pies and pasties, to Thai curry and tacos. Meanwhile, homemade cheesecake and calzone pizza were just two of the delicious creations from the kitchens of Year 9, as they learned about food hygiene and safety.



Our exam classes have been cooking up a storm, across Years 10, 11 and 12: they have either been developing culinary delights for their final showcase, or developing technical skills alongside ambitious three-course menus.

