

MESSAGE FROM THE PRINCIPAL



Dear Parent / Carers

As we draw near to the end of what has been a quite extraordinary term I'd like to start off by praising your son or daughter for the resilience they have shown over the last four months. Who would have thought that when the academy was forced to partially close on 20th March it would be September before we as a community would be back together again and even then in a way of operation that is likely to be very different to how it was back in March? All of the WLA community have had to make adaptations over recent weeks, as our educational and pastoral model very quickly evolved into a virtual one and your roles as parents and carers evolved to become temporary members of the teaching profession – it's very nearly time for you to stand down from this but I would like to say a huge thank-you for all that you have done in continuing to play your part in maintaining the education of your son or daughter, so that

when the academy re-opens on September 7th the learning gaps will be as small as possible.

Throughout the last four months, there has been a lot of concern and talk of the impact the school closure will have had on young people – in terms of 'lost' learning or damage to their future opportunities, some even going as far as to say there will be a 'lost generation'. Whilst I in no way underestimate the impact of the pandemic and the impact, in one way or another, that it has had on all of us, I think comments like this do a disservice to the students of West Lakes Academy. They have risen to the challenge of home learning, worked exceptionally hard, achieved hand in rates far in excess of nationally reported figures, and, from my conversations with Year 10 and Year 12, are looking forward to putting on their academy uniforms, returning to the normality of academy life and interacting with their peers and getting back to the WLA way – and we can't wait to welcome them in for this on September 7th!

I would normally at this time of year be reporting on Leavers' Ceremonies, Proms, Annual Reward Ceremonies and various other special events that traditionally take place in the summer term – sadly these events were unable to take place and denied some of our students a rite of passage that is a vital part of their growing up – we will do all we can to ensure these events happen when the time is right but they will return better than ever next year! This newsletter would also normally contain reports and information about all the other exciting events that go on in the summer term, but sadly these couldn't happen either. Our students have been working extremely hard however and I wanted to share with you the fantastic range of work that has been produced during the school closure – WLA students really are outstanding!

As is normal at this time of year, we sadly say goodbye to several colleagues within the academy as they move on to pastures new. Mr Bradshaw, Mr Beach and Mr Graham are leaving the science department to take up new positions, whilst Mr and Mrs Blackhall are departing to enjoy a well-deserved retirement. Miss McCormick leaves the English department and Miss McCabe departs to take on a new role. I would like to extend my sincere thanks and gratitude to all departing staff who have made a huge contribution, in some cases over many years to both the academy and the wider community. We wish them well in all they do, and they will always be a part of the WLA family. Despite the sadness of their departure, we have recruited some outstanding replacements and I look forward to introducing them to you next term.

I would finally like to wish you and your families a restful summer break – we all want things to be back to normal as soon as possible and so will need to continue to engage and follow the government guidance and advice in order for this to happen as soon as possible. As Mr Johnston stated in an earlier letter, we will be in touch in August to explain how the academy will operate in September so please keep an eye out for our communications.

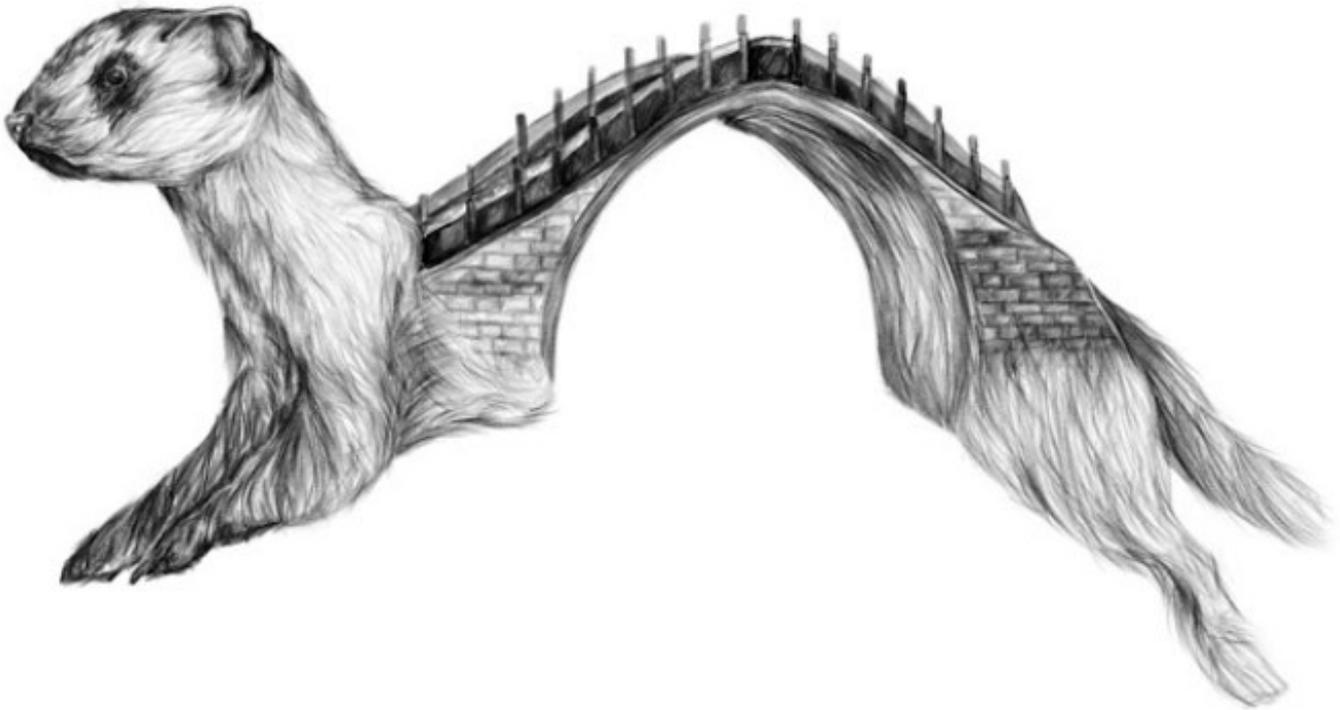
Best wishes,

James Jackson

Principal

West Lakes Academy

Art



Christina Smith, Year 10

Christina produced the top piece of work in response to an artist study on Redmer Hoekstra. Extending her skills and knowledge, Christina initially produced a pencil drawing, but went on to teach herself how to adapt her talent and transfer her ideas into a different medium. Such beautiful work and a fantastic, resilient attitude. You can view more of Christina's work above and linked [here](#).

English

Blayne has produced an outstanding big write. This is only part of his answer - he went into so much depth and detail. This is certainly a top level response (level 6) as it is so exploratory. Well done Blayne!

Blayne also provides an additional idea on what the language could suggest - ensuring he keeps focused on the task, too.

In Poppies, Weir presents conflict as unnecessary and destructive through the poem using a dramatic monologue to highlight the impact of war upon an individual and to highlight the futility of war. This can be shown throughout the poem as Weir describes a mother's experience of losing her son using the quote 'steeled the softening of my face' and 'spasms of paper red'. This shows that the mother is putting up a mask that makes her look strong whereas inside she is facing pain and suffering reinforcing the idea that war has a damaging impact upon soldiers families and not just the soldiers. Additionally, it could also suggest that when she was their while her son walked out the door she was prepared to let him go but as time passed she slowly started to miss him and deteriorate without him. This idea again reinforces that idea that war has a massive impact upon a lot of people even those who do not partake in physical warfare but they have to go through a battle with their emotions. Firstly, the use of the verb 'steeled' is used to describe the mother's face as she was watching her son leave to go to war. 'Steeled' connotes preparation which implies that the mother of the soldier loved her son so much like anyone and she didn't want to see him leave so she had to prepare to let him leave as he would be doing it for their country. It also suggests that she had to control herself as in the poem it goes on to say how she refrained from doing these things that she did when her son was younger.

Not only does Blayne provide an alternative 'denotation', he also links it to the focus of the task!

He also ensures to put the word he has chosen into context before providing connotations to allow analysis.



Blayne's Big Write

Blayne Moorhouse, Year 9

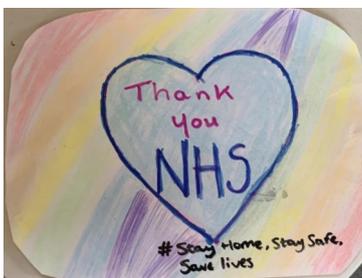
Since I began teaching Blayne at the start of Y9, I have seen him make such progress in English. Blayne's resilience and work ethic are inspiring. He will always ask the right questions in order for him to better understand what he needs to do to improve his work, and to challenge his knowledge further.

Going into lockdown hasn't changed anything for Blayne (well, that's certainly how it appears!) as his attention to detail and diligence has never faltered. Additionally, I have seen him make so much progress during lockdown with his analytical skills; I have been blown away by his insight into the GCSE poetry we have been studying and the manner in which he articulates his ideas. Blayne has not allowed lockdown as a barrier to his learning; he has used it as a platform to succeed. This is something he should be so proud of - I know I certainly am. - Miss Capstick

More examples of outstanding student work in English, including Blayne's full project, can be found [here](#).

Personal Development

Ms Walter would like to thank students for their outstanding efforts towards their weekly wellbeing tasks. Well done everyone!





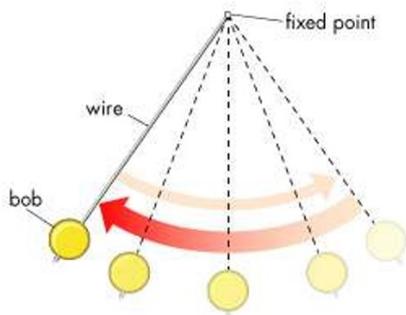
Food Technology



Jaelan Charters, Year 7

Jaelan completes so much work and with such enthusiasm and commitment, he is a total superstar, a future chef in the making and a great role model for others too. I love seeing his work and happy face. Even as I write this, I can see he has sent me his work for this week (only two days after it was released) and attached all of his photos of his Monster Food Challenge (see above). We launched our food technology Instagram account at the very start of lockdown. Every week students from all year groups get involved in their assignments, practicals at home, and making wonderful creations under their own steam. Even the teachers and staff are involved in sharing all of their amazing dishes and recipes; it's been inspiring and a great honour to be a part of. - Mrs Harris

Engineering



Luke Tackley, Year 9

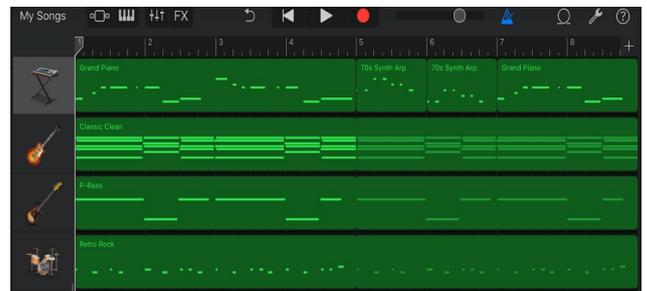
Luke was set the task to research manufacturing methods, which are used in industry to develop research skills and then to construct and carry out an experiment, which students will have to do independently in Year 11 for their final exam.

Luke has worked hard on all aspects of the work and he shown he can find information from a range of sources and present it clearly. He has carried out the experiment and produced results in line with expectations, which shows he was methodical in his approach to the investigation.

- Mr Gibson

View Luke's assignment [here](#).

Music



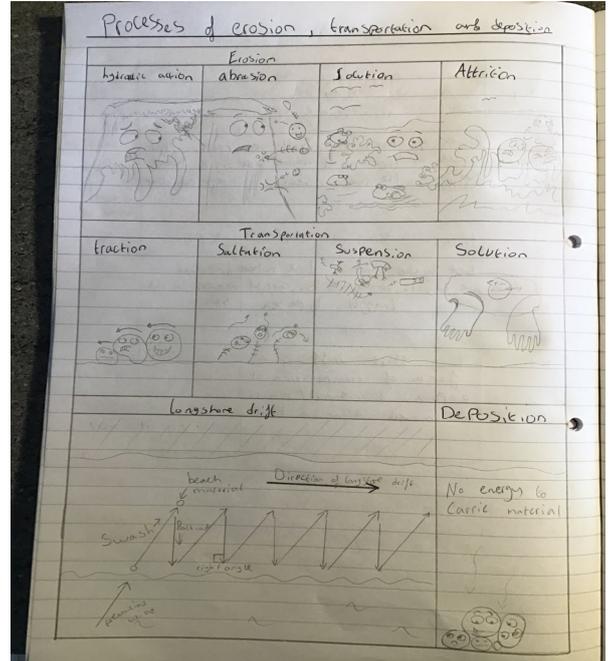
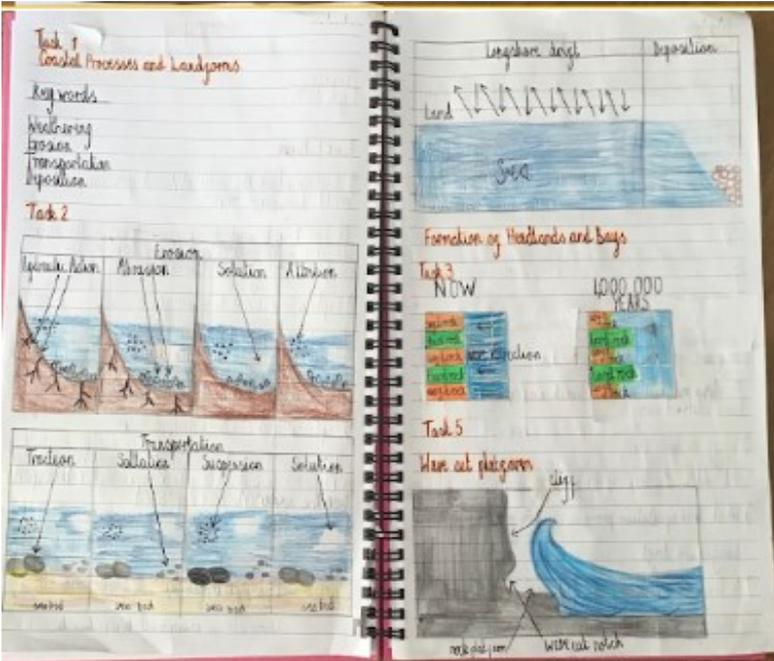
Mary Jane Cooper, Year 9

During the video game music project, students were given the task to adapt a short motif of music to fit with a changing scene in a video game.

Mary added chords and sped up the tempo of her piece before adding an improvised section in the second half to make it more contrasting to the original motif so that it sounded like a new scene with new surroundings. Mary also added a bass guitar line to add more depth to the sound and also quantized all instruments to make sure her notes played in time with the beat. - Miss Cheshier

To listen to Mary's project click [here](#).

Geography



Elijah Lee—Year 7 (top left) Sophia Conway—Year 7 (top right)

The quality of Elijah and Sophia’s diagrams to show the different types of erosion and the pride that they have shown in producing their work is outstanding. - Mr Thompson

Performing Arts

Ivy Leatherbarrow - Year 9

Excellent response to costume, hair and make-up research for the set text: War Horse, applied in the written exam. [View here.](#)

Georgia Parr - Year 10

This assignment covered many aspects found in Section A: War Horse. With high level example answers provided to support the response, Georgia produced work of outstanding quality, ensuring, even now in lockdown, that she is exam ready for May 2021! [View here.](#)

Maddi Hawthorne - Year 10 Students were given a piece of live theatre entitled ‘A Monster Calls’. Students were then given two questions (a production and performance question) choosing only one to base their

Costume - Character: Albert

- Albert as a young farm boy- Cotton shirt, tweed jacket, long socks, shorts, organic and common materials such as cotton used



their response on. Maddie's response was critical, engaging and enjoyable to read; highlighting very clearly that she had enjoyed the production. [View here.](#)

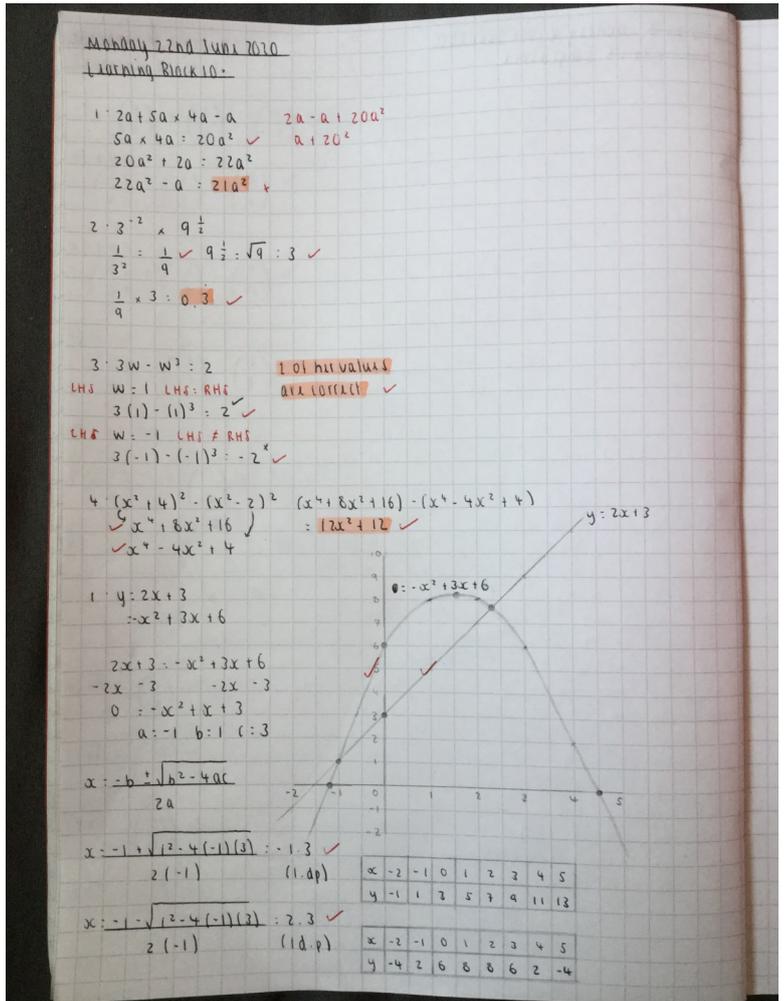
Corey Smith - Year 12

Students studying BTEC Level 3 PA have been doing some initial research and analysis into a range of practitioners and their repertoire for the exam based unit ‘Investigating Practitioner's Work’. Corey's response to the second question was exceptional, highlighting his natural flair for analysis and critique of a piece of theatre in relation to the key theme. Corey's research was detailed enabling him to reference strong links between professional critics, the practitioner and their rep. [View here.](#)

Maths

Faith Curwen, Year 10

Here Faith is attempting some difficult grade 7/8 work. What has impressed me is that Faith has fully engaged in this question and it is beautifully presented, so much so that I used it as an exemplar for the rest of the class.—Mr Moss.



Product Design

Arien Van Den Elzen, Year 9

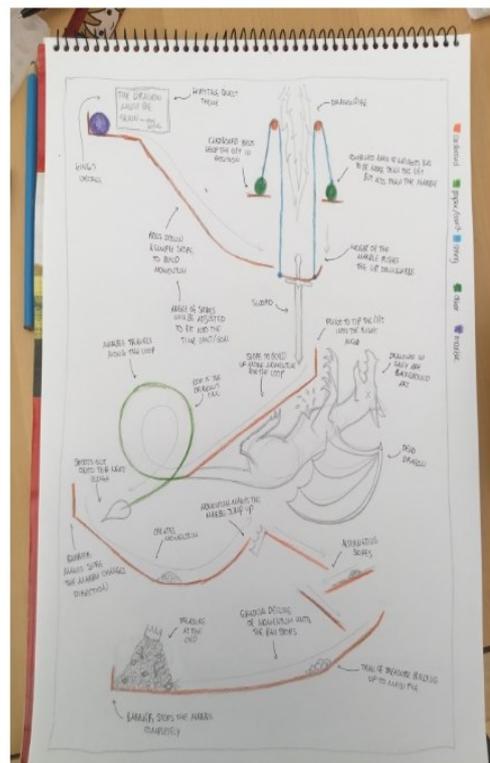
Arien has put her absolute heart into each piece of work she has completed. She takes her time to analyse the problem and come up with creative solutions around them. Her work is always professionally presented and she constantly uses her research to back up her projects.

Throughout the lockdown I have seen multiple outstanding pieces of work from her and I believe she deserves to have her work recognised.— Miss Brumwell

To see Arien's full project please click [here](#).

This should be your photos of your drawings and photos of early experiments

Sketch design



Religion and World Views



Year 7 Student

I have chosen this as an outstanding piece of work for the Religious and Worldviews Department, I set the students the task of creating entries for the NATRE Spirited Arts Competition. Students had to reflect upon the climate crisis and develop a piece of work on the theme God's Great Earth. This piece of work shows such fantastic reflection on the world that we live in. This student went above and beyond and created inspiring pieces of work. They have now been submitted to the national competition! Good Luck!

-Miss Stabler

French

Beth Nevinson (Y9) really blew me away with her pronunciation of the paragraph on holidays. Her accent was very clear and she spoke very confidently. A lot of work went in to pronouncing the words correctly. She has consistently worked well throughout home learning. ([Listen here.](#))

Katie Ellison (Y9) produced a great paragraph about the royal family. Only a few mistakes and lots of great language. Katie has also worked very hard throughout home learning. ([View here](#))

Rowan Walker (Y8) Learning a language by distance was always going to be difficult, but particularly hard for students to manage the speaking element. Rowan clearly listened carefully to video models and was able to produce a lovely video describing his music preferences. He has used a wide range of

vocabulary and included two tenses, with good pronunciation and intonation, not to mention impeccable music taste. ([Watch here.](#))

Georgia Parr (Y10) Students have to prepare speaking answers based on the topic of holidays, work covered in lockdown. The last question asks students to narrate and tell a story about a problem they've had on holiday. Georgia has used a wide variety of topic phrases and more complex structures. It is a fantastic demonstration of learning. ([View here](#))

Textiles

WEAVING CHALLENGE FOR TEXTILES! Some super creative year 7's are thinking outside the box with clever use of colour, shape and materials.



Year 7 Weaving Challenge: The students work above is all of an outstanding quality, they have been really creative and thought outside the box for the weaving task. They have been clever in their use of colour, shape and choice of materials. - Miss Warren

Library

PE

READING ACHIEVEMENTS
2019/20

Highest Year Group
Word Count:
Year 7 - **34,760,928**

Highest Class
Word Count:
8X1 - **10,906,663**

Highest AR Word Counts:
Oliver, Year 7 - **2,476,223**
Thomas, Year 8 - **3,284,674**



Consistent AR Quizzes **Beth**
completed during home learning: **Year 8**

Borrowed the Most Books:
Ashlee, Year 7

Katie Kinnear and Tess Bennett produce exceptional work all of time. Their quality of work and attention to detail has been outstanding, their work is always handed in on time and is completed to the highest standard.

—Mrs Purdham

