



NEWSLETTER 4th November

MESSAGE FROM MS SMYTH, ASSISTANT DEPUTY HEAD

In Lynn Crilly and Natasha Devon's book 'Fundamentals' they address the necessity of creating 'high self-esteem environments' where we reward effort and completion and not focus solely on outcomes. Children with high self-esteem gain an acceptance of what their strengths and weaknesses are. They have more accurate perceptions of themselves and realise that it is ok to be different. Research conducted by the charity 'Young minds' maintains fostering and creating environments where a person's resilience is developed is the key to developing self-esteem. This can be achieved by providing opportunities to;



- Communicate well with others
- Solve problems
- Act independently
- Manage negative feelings and move on from them
- Be proud of their achievements

In this week's newsletter I want to focus on the importance of our students accessing the leadership opportunities that we have at school that contribute to Mount House being a 'High self-esteem environment'. Student leadership and the soft skills required to flourish as a leader are present throughout the school day and it is my goal that all our students develop these and harness the self-esteem benefits.

Leadership and enabling student voice are an important part of student life at Mount House School. We want students to be able to;

- identify their own strengths and weaknesses
- reflect on how they can improve their own performance
- develop awareness of the challenges they will face beyond the classroom
- Log and track their individual leadership journey

Through the student leadership pathway, our students have the opportunity to take on positions of responsibility such as:

Student Councillors, Form captains, House leaders, Sports leaders, Peer mentors, Anti-Bullying ambassadors, Student led clubs and society leaders, The House of Equality, Speakers Corner and Community leadership: Library leaders, Hive helpers, Communication Café.



This pathway also includes opportunities to develop the various soft skills required to be a leader in the classroom, in their co-curricular clubs and in the leadership pathways sessions/evenings.

Next week we are launching the Mount House Leadership passport, a physical passport for all students that they will carry throughout their time at school. This passport will allow our students to reflect on their school leadership pathway, their contribution to school life and their personal development. This crucially provides our students with a voice and guide to map their progress and celebrate their achievements. They will do this alongside their tutor and this will allow their tutors, Heads of Year and Heads of House to keep track of their individual leadership aspirations and successes. They will gain stickers for their endeavours and reflect and set targets bi-annually.

Individual effort is tracked via their contribution and development in 4 key areas.

- Developing myself – e.g. Public speaking at assembly, form time etc
- Working with others – e.g. showing exemplary teamwork
- Whole school and community – e.g. performing at the summer concert
- Individual roles – such as head of house / form captain

How this passport works?

Each year you will reflect and track your progress across the 4 key elements of Mount House leadership.

- 1 Developing yourself
- 2 Working with others
- 3 Connection and contribution to the community
- 4 Leadership roles

You will answer a series of reflective questions and alongside your tutor you will set yourself some leadership goals.

Passport stickers

Throughout the year, you will collect leadership stickers.

You can gain these stickers

- in lessons
- in clubs
- from your form tutors and your HOY.

I am not under any illusion that student leadership is the panacea for all our student self-esteem dreams and the only cog in the creating of this 'high self-esteem environment'. There is much that we can all do in and outside of school. We all must focus on rewarding and praising effort and not outcome. It must come from the top down and we must model the behaviours ourselves - confidence, self-esteem, positivity, dealing with failure and 'bouncebackability'. We must have realistic expectations of young people and they must feel loved and valued by the significant players in their lives. I do hope that we can use the passports to develop their self-esteem, resilience and confidence and use them to form the basis of praising effort, setting goals to develop communication and allow each and every individual to be proud of their achievements. This will allow them to develop awareness of how to face and overcome personal challenges.



WEIRD WRITINGS FOR HALLOWEEN

Over the first half of the term, Year 9 studied Victorian ghost stories in English. They have read ghost stories and learned about how the genre developed in the nineteenth century. They have also written their own creative writing. Below are four extracts from four students' work, which I think you will agree captures the genre perfectly.



I started to drift in out of reality and my head was frozen with fear. I felt uneasy. The hairs on the back of my neck prickled with dread, and cold sweat dripped from my face. I started to hear a sinister voice calling my name louder and louder as time progressed. Blood was pounding in my temples and it was becoming more unbearable by the second. Suddenly, I felt a bony hand slither around mine.

Tara Porter

We walked along the darkness of the what seemed like earth, the doors to his hotel were open. With black suited staff walking around with trollies carrying suitcases and all sorts of stuff. The staff were all reanimated corpses, mindless, silently working away. The hall was lit with an enormous chandelier.

Oscar Michaels

The thunder clapped once more, the figure of a woman was outside with her hand against the glass. She started to bang on the glass, "help me please!" She screamed again, "please help me, please!" The thunder clapped once more and she was gone.

Temi Yussuff-Shittu

It is now the 17th of December. And I have been trapped in a room with no escape for two days. I miss Roselyn. I hope she's ok. I am writing this on a scrap of paper. I have searched up and down this room, and there is no way out. There's a blood-stained mattress in the middle of the room and a black phone in the corner of the room. There is one window; too high for me to reach even if I jump.

Amelia Murty

HALF TERM ENRICHMENT TRIP TO BERLIN – 18-21ST OCTOBER

During the half term break, Mrs Richardson, Mr Phillips and Mr Mather led a group of Mount House students and one Mount House parent on a trip to historic Berlin.

Our hotel was situated in the former East Berlin and very close to the longest stretch of what survives of the infamous Berlin Wall. Wasting no time after our arrival, the group ascended the TV Tower in Alexanderplatz. 368 metres in height, this impressive structure, built between 1965 and 1969, offers wonderful views of Berlin and its surrounding area.

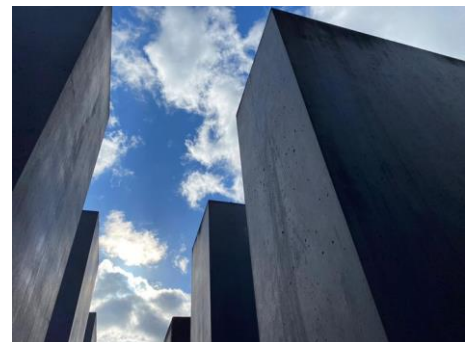
On the first full day of the trip, the group were treated to a walking tour of many important locations. Mrs Richardson and Mr Phillips explained the significance of each site and we were certainly grateful to Mr Mather, who enthusiastically took on the role of digital map reader! Among the many locations visited was the Berliner Dom (Berlin Cathedral), which is situated on an island in the River Spree. Entombed in the Cathedral are the former kings of Prussia and emperors of Germany, including Kaiser Wilhelm II.



We also spent some time at the Brandenburg Gate, which during the period from 1961 to 1989 marked the division between East and West Berlin. The group then ventured to the Reichstag Building, the seat of the German Parliament to see the spectacular glass dome which was designed by the British architect Norman Foster. Our walking tour included a stop at the Soviet War Memorial, which remembers the 20 million Soviet soldiers

and citizens who were killed in the Second World War.

Staff and students were then able to pay their respects and were given time to reflect at the Holocaust Memorial to the Murdered Jews of Europe. The Memorial consists of a 19,000-square-meter site covered with 2711 rectangular concrete slabs of varying height and arranged in a grid pattern. It was a very moving experience for all.



Our walking tour concluded with a visit to the Memorial of German Resistance, which remembers those Germans who had the courage to stand up to Hitler and the Nazis. The building was originally a German military headquarters which survived the war intact. Colonel Claus von Stauffenberg, who attempted to assassinate Hitler in the 20 July 1944 bomb plot, had his office there. The centre also has exhibits documenting the Edelweiss Pirates, and also the White Rose group which saw young Munich university students publish

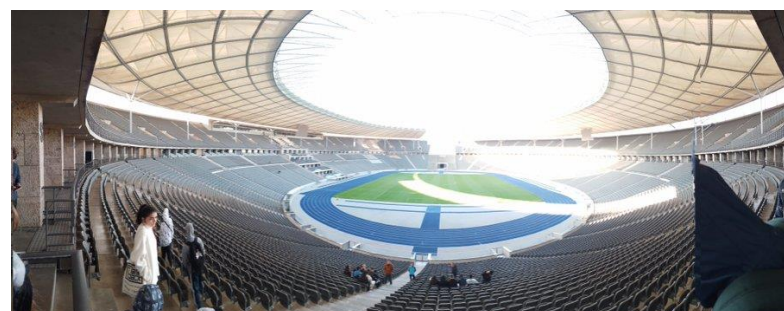
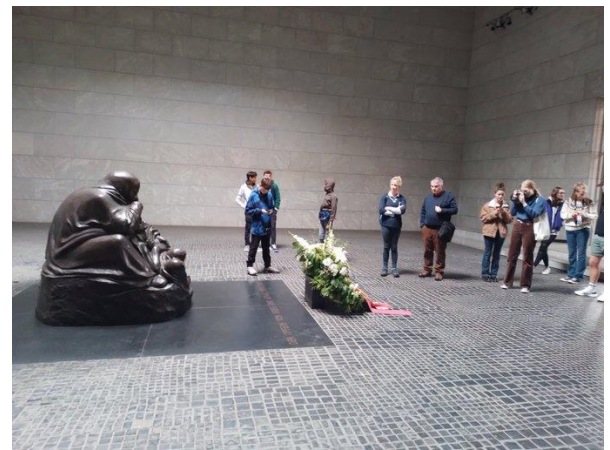
and distribute pamphlets attacking Hitler and the Nazis, and for which many of them faced execution.

Day Three included a morning visit to the Olympic Stadium. The stadium was used for the 1936 Berlin Olympics when American sprinter Jesse Owens won four gold medals in front of Adolf Hitler. The stadium was subsequently refurbished and hosted the 2006 World Cup Final between France and Italy.

In the afternoon, the group made their way by public transport to the Topography of Terror, a museum and memorial to the victims of Nazi rule. The museum stands on the former site of the Gestapo and Reich Security Office. The museum opened in 2010 and examines the history of the location as well as the institutions of terror of the Nazi government and the crimes committed all over Europe.

Our final destination for the day was Checkpoint Charlie, the famous crossing point between East and West Berlin when the city was divided. Little now remains of the actual American check post but there is a small replica hut in the middle of the road.

The tour concluded with an evening quiz with various items of confectionary awarded to the victors!





TRIP TO CADBURY WORLD, BOURNVILLE – 10TH OCTOBER

Year 10 and 11 Business students visited Cadbury World near Birmingham to learn about the operations and history of the heritage chocolate brand. After wandering through the main attraction which detailed the origins of the company and its unique ethos of social responsibility, together with a cup of molten milk chocolate with delicious toppings, we attended an hour-long talk from a Cadbury marketing expert.



We learnt that everything we learn in GCSE business is an integral part of real businesses such as Cadbury. From the marketing processes such as market segmentation and market mapping used to develop new products, to the sensitivity to consumer trends such as veganism and the drive to minimise plastic packaging. Here are some of the things we found interesting:

“I found the story of how Cadbury bought and merged with various companies to become the company of today really interesting” (Lillie)

“He talked about everything we have studied in marketing; market maps, product differentiation and social and ethical trends” (Emily)

“I liked the talk we had from the Cadbury marketing man. He told us that it is possible to trademark a particular shade of purple” (Pantone 2865c) (Shamira)

“I liked the free samples and prototypes of their chocolate” (Aaron)

“I found the discussion about how the packaging Cadbury uses is inclusive of all people interesting. For example, many vegans do not like too much plastic and this is reflected in Cadbury’s vegan bar wrappers” (Rocco)

“I liked learning about how they made the chocolate” (Philip)

Ms Wong, Mr Boonzaier, Mrs Gur, Mr McCormick and Mr Peara accompanied the students on this trip.



PE

Core PE

All PE Groups have now moved on to a new unit of work and are either taking part in HRE (Health Related Exercise) or Table Tennis.

Games

This week there have been some disruptions to the games programme due to the hall being out of action for the Year 11 and Year 13 mocks and staff absence at the Golf Club. This meant that the games programme was centred around team sports with a focus on teamwork. It was great to be able to watch girls in Years 7 – 10 take part in netball and boys in Years 7 – 10 take part in football. The PE Department are looking forward to the House Competitions in both sports which will take place later in the year. The Year 12 students took part in a planned walk through the woods with Mr Mather and Miss Buckland which they thoroughly enjoyed.

Athlete of the week:

Year 7: Leo Baynes

Year 8: Fleur Cowie

Year 9: Alican Mayil

Year 10: Anna Collington

Upcoming Fixtures

08.11.2022 - ISA Badminton North London (Years 7, 8, 9 & 10 Boys), Away

09.11.2022 - ISA Hockey (U15 Girls), Away

10.11.2022 - Rose Netball Festival (U13 Girls), Away

11.11.2022 - Panathlon Xtend (Multi-Sports Competition)

Smiths & schoolwear

FROM £17.50

MOUNT HOUSE SCHOOL
GIRLS SPORTS SHORTS
 OPTIONAL FOR GIRLS

SHOP NOW AT WWW.SMITHSSCHOOLWEAR.CO.UK

Dear Parents,

Please note that there is a new option for shorts.

These are available for purchase from our uniform suppliers Smiths Schoolwear in Cockfosters.

CO-CURRICULAR PROGRAMME

It was great to see so many of our students taking part in the co-curricular programme, making decisions to develop new and existing skills across a range of activities before half term. Having carried out a review of the clubs that were being offered we have made a few changes. Some changes come from the request of students and others to facilitate increased opportunities within clubs.

Baking Club was a new addition to the programme and has been extremely popular. To facilitate the number of students that wish to take part in baking club whilst making sure that sessions are safe, a maximum of 16 students will be able to take part per session, students can only take part in one session a week and we have included a lunch time club for students in Year 7. Those who sign up for the lunch time club will follow the same programme as those attending the after-school clubs.

Form tutors have discussed the changes that are taking place with students and staff leading clubs will add students to registers should they wish to attend new clubs this half term. Please find a copy of the updated programme attached.

BAKING CLUB

During baking club this week students have been planning a 'Star Bake/Show Stopper' which they will produce during baking club in the week commencing Monday 5th December. The theme is 'Festive Celebrations.' We have seen and discussed some great ideas with students and have asked them to speak to parents so that you can support and help to plan what is realistic. The criteria can be found in the booklet attached to this newsletter. It is important to mention that elements can be baked at home and the final piece assembled at school.

The plan and list of ingredients for this half term can be found in the attached PP. Students can adapt recipes but must ensure that any additional/replaced ingredients will cook in time.

Due to the popularity of the club and the importance of safety we have introduced an additional baking club session for students in Year 7 during Wednesday lunch and we would encourage our Years 7 students to join at this time.



MATHEMATICIAN OF THE MONTH



Omar Khayyam

Born 18 May 1048 Nishapur, Persia (now Iran)

Died 4 December 1131 Nishapur, Persia (now Iran)

Omar Khayyam was an Islamic scholar who was a poet as well as a mathematician. He compiled astronomical tables and contributed to calendar reform and discovered a geometrical method of solving cubic equations by intersecting a parabola with a circle.

Omar Khayyam's full name was Ghiyath al-Din Abu'l-Fath Umar ibn Ibrahim Al-Nisaburi al-Khayyami. A literal translation of the name al-Khayyami (or al-Khayyam) means 'tent maker' and this may have been the trade of Ibrahim his father.

He received a good education in the sciences in the sciences and philosophy in native city before travelling to Samarkand (now in Uzbekistan) where he completed an important work in Algebra on which his mathematical reputation rests. In his treatise in Algebra he gave a systematic discussion on the solution of cubic equations.

Omar made such a name for himself the sultan invited him to Esfahan to undertake the astronomical observations necessary for the reform of the calendar. To accomplish this an observatory was built there, and a new calendar was produced known as the Jalali calendar. It was based on making 8 of every 33 years leap years. It was more accurate than the Gregorian calendar and was adopted in 1075 by the sultan. Philosophy, history, mathematics, medicine and astronomy are among the subjects mastered by this brilliant man.

MATHS PROBLEM OF THE WEEK

After playing 500 games, my success rate at Spider Solitaire is 49%. Assuming that I win every game from now on, how many extra games do I need to play in order that my success rate increases to 50%?

A 1 B 2 C 5 D 10 E 50

Solution in next week's newsletter

MATHS WORD OF THE WEEK

FACTOR A factor is a number that divides into another number with no remainder.

The factors of 12 are 1,2,3,4,6 and 12. What do you call a number with only 2 factors?



Art School below of Saturday Art classes
RTSY in Enfield is run by one of our parents,

Ms Vazquez. Please see poster for details of
Saturday Art classes

Music



It gives me pleasure to introduce Callum Smith, the new drum teacher at our school. Callum can teach you to play Rock, Pop, Jazz, Soul or Blues, to name a few styles. Whether you wish to progress through drum kit grades or simply learn your favourite songs, Callum is looking forward to providing fun and exciting lessons within the music department.

As well as teaching, Callum plays all over the UK, as well as overseas with many different pop, function, jazz bands and spoken word acts. He holds a Music Degree (popular music) from BIMM London, and an Artist Masters (Jazz performance) from The Guildhall School of Music and Drama, which saw him gain two school scholarships towards his studies.

Please contact Mr Whitehouse to inquire about lessons with Callum, or any of the other peripatetic teachers.

SCIENCE

Please see the link below to read details of Aerospace Work Experience

<https://www.springpod.com/virtual-work-experience/aerospace-work-experience>

RTSY
The Creative School of Art

Myddelton House Gardens,
Enfield, EN2 9HG

Saturday Art Classes in Enfield

FREE TRIAL LESSON - GET IN TOUCH

Infants Art course (age 4-9)
Juniors Art Course (age 10-14)
1hr 30mins / Every Saturday

07581489377
rtsy.contact@gmail.com
rtsythecreativeschoolofart.com



FINAL ST MARTHA'S MASS AND LUNCH

For the attention of teachers or old girls of St. Martha's

The attachment details the final Farewell & Thanksgiving Mass at the Church of Our Lady & St Vincent in Potters Bar, followed by a lunch at the St Martha's Convent House. Sister Irene Brogan, the former St Martha's RE and Ceramics teacher will be hosting, with Sister Cecil Archer, the former headmistress of the senior school coming up from Rottingdean and Sister Cristina, the former headmistress of the junior coming over from Ealing, for the events. A number of former teachers will be present as well.

UPCOMING EVENTS

Monday 7th November – Sixth Form Experience Day

Monday 7th November – Ski Trip Meeting

Friday 11th & 18th November – Year 8 Parents' Coffee

Morning Friday 9th December – Year 9 Parents' Coffee Morning

Friday 9th December – FOMH Christmas Fair

Wednesday 14th December – End of Term