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Executive Principal's Message

Dear Parents & Carers

As another term ends, I wanted to mention to you those things that you can do to support your child emerge from all the

disruption of the last few years in a positive way:

First, prioritise attendance.

Attendance at school has dropped nationally and this is worrying education leaders because all the research shows that there is a

direct link between attendance and outcomes. Every student needs to aim for 97% attendance across the year.

Second, encourage your son or daughter to read every day. This is a very powerful action. It increases their vocabulary, ensures that they can access the full curriculum and helps with analysing exam questions which can sometimes reach a reading age of 17!

Third, encourage participation in extracurricular activities. Again, the evidence is that those who belong to a club or do a regular extracurricular activity tend to be happier and more successful in

school. It doesn't matter what it is, just that they regularly do one extra thing that interests them each week.

This is my aspiration for our students – everyone here all the time, everyone a reader and everyone participating in the wider life of the school. Your support with any or all of these would be much appreciated.

I hope you have a good Christmas and a happy and healthy new year.

Best wishes,

Mr A. Crofts
Executive Principal

Christmas Jumper Day

On Thursday 7th December, Quest staff and students took part in Christmas Jumper Day to raise money for Save the Children and what a range of Christmas attire there was to be seen! We had Christmas hats, dinosaurs, Christmas socks, Christmas cardigans and much more! In total, we raised £136.70 which will go to this amazing charity and the work they do to provide for children both at home and abroad. Thank you to all of those who participated and donated money to this worthy cause!





Message from Head of School

Dear Parent/Carer,

I hope this letter finds you well. As ever, it's been a busy term at The Quest Academy, packed with engaging activities. It began with Open Evenings and our Academy at Work tours. A heartfelt thanks to our students whose conduct and enthusiasm at these events splendidly showcase our daily achievements.

We've had several key events, including the Year 7 Settling-in Evening, Curriculum Evenings for Key Stages 3 and 4, and parents' evenings. Your participation is highly appreciated, and I trust

these events were informative and beneficial.

Our students have been involved in a variety of enrichment activities – from sports achievements and theatre visits, to university and careers excursions. Their hard work, creativity in workshops, show rehearsals, talks, and awards events have been commendable. These experiences not only reflect their dedication but also leave lasting impressions.

A special mention to Year 7 for their exceptional start, showing remarkable curiosity and a zest for learning. Years 8 and 9 have

progressed notably, while Year 10 and 12 have made a strong start on their examination courses. Years 11 and 13 have completed their mocks, with Year 11 gaining valuable insights from our mock results day.

Please note, the academy reopens on Monday, 8th January, with a slightly later start time of 9.10 am.

As we approach the break, I extend my warmest wishes for a wonderful holiday and a prosperous New Year.

Mr T. Beecham
Head of School

Jack Petchey's Speak Out Challenge – year 10

Jack Petchey's
"SPEAK OUT"
Challenge!

On Thursday 20th November and Friday 1st December, 60 of our students got to take part in workshops developing their speech writing skills.

There were some great passionate speakers on several subjects and the workshop leaders found it difficult to choose some overall winners.

One of these students will be chosen to represent Quest Academy in the Regional final on March 7th. Students were very positive about the experience saying they had developed their confidence and were much better equipped to present their ideas to an audience. It was great to see and hear such creative and confident speaking from so many of our Year 10 students.

We are really looking forward to being involved in the regional final!

"House News" Enrichment

During our "House News" enrichment club this term, students in years 7-9 have researched, written and edited news articles about topics close to their hearts. This has included the wider issue of knife crime and violence (in Croydon & neighbouring boroughs) and other newsworthy topics like canteen menus, toilet on-call rules and student wellbeing, to name just a few.

The students have also taken part in lively debates in response to current affairs news articles.



Rewards Evening

On Wednesday, December 13th, we were thrilled to host our inaugural rewards event of the year, a vibrant celebration dedicated to acknowledging the exceptional commitment and conduct of our students. This event was an ode to those who've demonstrated stellar attendance, with 97% or more, and exhibited outstanding behaviour, accruing a mere 7 points or fewer.

Why such emphasis on attendance and behaviour, you might wonder? Well, these pillars are the bedrock of success, paving the way for a promising academic journey and a brighter future. Attendance isn't just about being physically present; it's a testament to dedication, responsibility, and a thirst for knowledge. Similarly, exemplary

behaviour showcases discipline, respect, and an understanding of the positive impact it can have on one's environment.

Studies have repeatedly shown the correlation between attendance, behaviour, and academic performance. It's not coincidental; it's a direct link. Students who attend regularly and maintain a commendable conduct tend to excel not only in their academics but also in their personal growth. Each day in class is an opportunity—a chance to absorb new information, engage in discussions, and grow intellectually. Likewise, positive behaviour fosters a conducive learning atmosphere, benefiting both individual students and the collective educational experience.

Now, looking ahead, our next event promises to be an exciting interhouse quiz competition. Invitations to this exhilarating contest will be extended based on attendance and behaviour during the upcoming



Building Student Confidence on the Road Through Cycling Lessons

This term we have been learning how to cycle safely on and off the road. Students have:

Established Road Awareness – signalling, recognising hazards, anticipating traffic movements and gaining confidence.

Mastered Cycling Techniques – maintaining steady balance, smooth turns, controlling speed and braking.

Built Self-Confidence – the students have become more proficient in cycling skills and have acquired key life skills in road safety. This self-confidence transfers into other aspects of their lives, promoting overall self-assurance and independence.

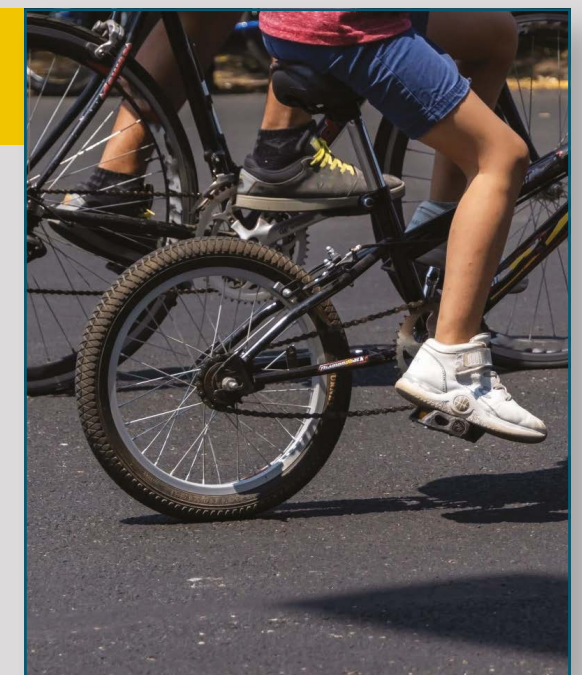
Sessions have taken place on the school premises, on the quiet roads around the school and finished with our off-road trip around Lloyd Park which proved to be great fun if a little muddy!



spring term. It's an opportunity for students not just to showcase their knowledge but also to celebrate commitment to their education and the values that will serve well beyond the classroom.

We're immensely proud of our students who have excelled in attendance and behaviour. Their dedication is commendable, and it's the foundation upon which your future triumphs are built. So, as we step into the spring term, let's continue this journey together – striving for excellence, nurturing positive habits, and embracing the opportunities that await us.

Congratulations once again to all our deserving recipients, and to everyone else: let's keep aiming high, showing up, and embodying the very best of what our school stands for.



A Level Geography Trip to Minehead



Day 1

After a 4 and a half hour journey we arrived at Nettlecombe Court. After getting settled, we headed into Minehead to be introduced to place geography in the field. Having looked at narratives, 8 ways of thinking and mood mapping we undertook mood mapping in two locations in Minehead. Back at the centre students had a GIS workshop using the data they had previously collected to look at trends. After dinner SM taught us how to play Ligretto- a game that became competitive very quickly!

Day 2

After breakfast we had a briefing before heading to Porlock bay to look at coastal processes. Students undertook beach profiles and sediment analysis at two contrasting locations to look at the effect of

longshore drift along the coast. Back at the centre we had a session on statistical analysis looking at how data can be analysed using Chi Squared and Mann Whitney U tests. During the evening we played Ligretto (again) and started our championship.

Day 3

We were focusing on coastal management today so after our briefing we headed back to Minehead. We looked at the management that had been implemented before trialling some field techniques. Students did a cost benefit analysis, bi polar survey, flood risk mapping and Hudson's equation. After some free time and clotted cream fudge acquired we drove back to the centre. Back at the centre students started to work on their field questions and

methodologies ahead of collecting their data the following day. They worked incredibly hard until 9pm sorting out data collection sheets, risk assessments and making sure they were ready. After a few rounds of Ligretto (where Miss Berry added 100 points to her total) it was time for bed.

Day 4

Today was the most important day- students were collecting data for their individual NEA. They spent 6 hours in Minehead collecting questionnaires, narratives, footfall data, environmental quality surveys, rurality surveys, clone town surveys, mood mapping and field sketches. It was important they collected enough data to be able to answer their fieldwork question. We were very lucky with the weather- the sun even made an appearance! On our return to the centre students collated their data. It was then our final night of Ligretto with Miss Berry taking the crown with a whopping 477 points. SM in 2nd place, SM in 3rd place and KB in 4th place.

Day 5

After packing up we had a final session looking at coding and deciding which statistical tests students would use to analyse their data before our drive back to school. It was a pleasure to take the students to Minehead- they were a credit to the school and I look forward to reading their completed coursework in a few months time!

Geography Field Trip

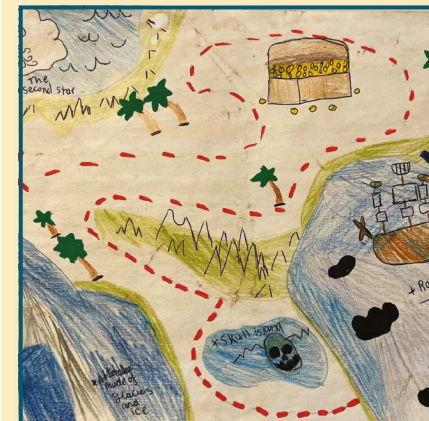
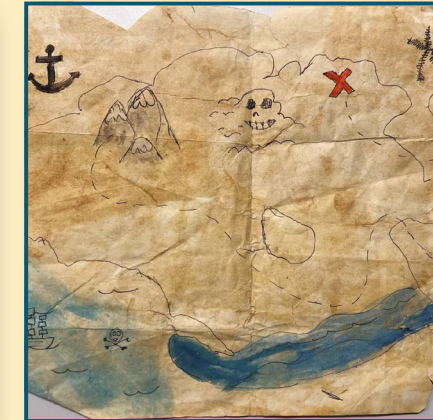
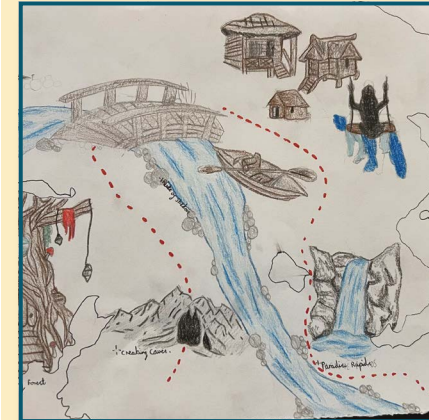
Year 11 geographers went to Walton-on-the-Naze on Thursday 7th and Friday 8th September. We were collecting data on our hypothesis, "Hard engineering is effectively controlling longshore drift".

The group visited the managed and unmanaged sections of the beach to compare the two sites. Students carried out a groyne profile and two field sketches. Students worked incredibly hard despite the heat.

Back in the classroom they will present their results and either prove or disprove their hypothesis. Well done Year 11 – a fantastic start to the year!



Geography Department update



This half term Year 7 have been looking at map skills. This is a very important skill for students to learn and is one that features throughout the Geography curriculum. Within this topic we have focused on scale, grid references, height on a map, field sketches and map symbols. As part of this topic students created their own treasure maps. They will then add features such as north arrows, scale bars and grid lines to make their map replicate an OS map.

Year 8 have been studying Africa and how diverse the continent is. Students started by looking at misconceptions across the continent before zooming in on countries such as Nigeria, South Sudan and Ghana. They have also focused on current issues such as desertification. This topic has linked well to previous learning as it has allowed students to

apply their knowledge from our previous topic on development to different countries across Africa.

Year 9 have been studying population issues. As part of this topic students looked at different types of migration, how population data can be presented (population pyramids) and how populations change over time (demographic transition model). We have then focused on China and India's population policies and students will be evaluating the success of these policies.

Year 10 have been studying the UK's economy. They have looked at the impact of the industrial revolution and the growth of the tertiary and quaternary sectors. They have looked at the improvements to industry, transport links and science and business parks. Year 11 have been studying coasts. Firstly they

looked at the processes that affect the coast, before applying this to the landforms created and the need for management strategies. They have focused on the Dorset Coast, looking at the landforms present along this stretch of coastline and how the coastline has been managed to reduce the impacts of erosion.

Year 12 have been focusing on urban landscapes and urban climates in human Geography. They have been focusing on the different types of urban landscapes such as fortress developments, cultural and heritage quarters and edge cities. They have then been studying Las Vegas as a post modern western city and comparing the characteristics of Las Vegas to those of London. In physical geography students have been focusing on hazards. They have been studying wildfires and examples of multi-hazardous zones, in particular focusing on the Philippines. The Philippines experiences earthquakes, volcanic eruptions and tropical storms. Students have been considering the nature of these hazards and how the development and economy of the Philippines plays a role on the impacts and management of this.

Year 13 have been focusing on their NEA coursework. This is worth 20% of their A Level grade and is an independent piece of work. Students firstly decided on an area of interest and created an investigation question. They then collected their data on a week's residential to Minehead.

On their return to school they have been carrying on with their investigation focusing on secondary data collection, methodology and data analysis. Their write up will be due in the new year.



Teknika Pro: Quest First Term Update



It's been a mixed start for the Quest U18 football team this season. With a stretched squad plagued by injuries we've gone into most games bare bones with a resilient and positive mindset. We've had extremely tough but exhilarating games.

Some of our games have had incredible score lines with us winning 5-0, 8-1 and 8-4 to name a few.

Out of the 14 boys currently on the programme, four have made their debut for the Chipstead U18 team as well as two current Year 11 students, Oscar Pegler and Tequaniel Palmer.

Jayden Elliott is currently top of the assist charts with 9 assists in 20 games and Alfie Paine is current top scorer with 10 goals in 20 games.

Hopefully the second half of the season is even more positive than the first with many more games to play and competitions to compete in!

7th November 2023 – Roehampton University London

We arrived at the main entrance and were taken to the Portrait Room, where we enjoyed a talk about Roehampton University, and all the courses on offer. The ambassadors introduced themselves and we were so surprised to see one of our Quest students helping out and chatting about what she studies at the university. Frankie Cummings left Quest in July 2021, she mentioned that she had been on the Aim Higher programme and how it helped her. It was great to see her, and our students were full of questions.

The ambassadors were extremely helpful and went out of their way to accommodate us right to the end of the day.

The taster session was on Law, during which a barrister who gave the talk introduced us to many different aspects of the law. Our students were fully engaged, particularly those who are keen to study law at university.

Frankie, our Lead Ambassador, then took us on a tour around the campus, which included student accommodation, the diner, the library (which is over three floors!), the chicken coop and several other departments.

All the Quest students were impressed with how the ambassadors talked to them and this made them feel at ease. Students mentioned that they didn't know that universities included the fun events as well. They enjoyed the day and want to see what other universities have to offer.

Important dates for your diary

Year 7 Parents Evening
Thursday 18th January

Year 11 & 13 Mock Exams
22nd January to 2nd February

Academy Production
6th, 7th, 8th February

Year 11 Parents Evening
Thursday 29th February

Quest6 Parents Evening
Thursday 7th March

Quest6 Internal Interviews
Tuesday 12th March

Year 9 Options Fair
Wednesday 13th March

TERM DATES

SPRING TERM 2024

Monday 8th January 2024 – Thursday 28th March 2024
Half-Term -

Monday 12th February – Friday 16th February
Easter Holiday - Friday 29th March – Friday 12th April

SUMMER TERM 2024

Monday 15th April 2024 – Friday 19th July 2024
(Monday 6th May – Bank Holiday – Academy closed to students)

Half-Term - Monday 27th May – Friday 31st May

End of Summer Term - Friday 19th July

Summer Holiday -

Monday 22nd July to Friday 30th August