

# THE LEIGH UTC

The Modular Magazine of The Leigh UTC and Inspiration Academy



WHAT'S INSIDE  
THIS ISSUE:

**Key Visits**

**Messages from  
Heads of  
College**

**Department  
News**

**Clubs**

**Assemblies**

**Wellbeing**

## MODULE 6 UPCOMING EVENTS

Years 7-9 MYP Assessment Week - 3rd - 6th June 2025

LAT Netball Tournament - 19th - 20th June 2025

STEAM Week - 23rd - 26th June 2025

Year 10 Work Experience Week - 23rd - 27th June 2025

Year 9 Community Project - 24th - 26th June 2025

Year 7 Parents' and Guardians' Academic Monitoring Evening  
- 26th June 2025

Years 7-9 LBC Day - 27th June 2025

Year 10 LBC Day - 4th July 2025

LAT Sports Day - 8th July 2025

Leigh UTC Sports Day - 18th July 2025

## TERM DATES

### **NEXT TERM - MODULE 6**

Start: Monday 2nd June 2025

Finish: Tuesday 22nd July 2025

### **AWARENESS DAYS - MODULE 6**

Pride Month (June)

D-Day Anniversary - 6th June 2025

World Oceans Day - 8th June 2025

World Refugee day - 20th June 2025

World Music Day - 21st June 2025

Women in Engineering Day - 23rd June 2025

# CONTENTS

Principal's Message	Page 3
Messages from Head of College	Pages 4 - 6
Key Visits and Events	Pages 7 - 18
Online Safety	Pages 19 -20
Department News	Pages 21 -37
Extra-Curricular Clubs	Pages 38 - 46
Student Voice	Page 47
Attendance	Page 48
Student Wellbeing	Page 49
Wellbeing at The Leigh UTC	Pages 50 - 51
Contact Us	Page 52

WHAT'S INSIDE  
THIS ISSUE

Key Visits p.  
no

Wellbeing p.  
no

Clubs p. no



# PRINCIPAL'S MESSAGE

## **Whilst Module 5 has been short in length, it's certainly been big in impact**

As we navigated through Module 5, the shortest of our academic modules with fewer than five full weeks, it is important to reflect on just how much has taken place in such a condensed period. For our examination cohorts, this module has marked the official commencement of the examination season. It is, of course, a time of heightened pressure and intensity, not only for our students but for their families and staff alike. Success during this critical phase relies not only on individual effort but on a collaborative approach. The continued partnership between home and school has been vital in supporting our learners to remain focused, resilient, and prepared for the challenges ahead.

The first week of the module saw us proudly host the second gathering of our Employer Focus Board, expertly coordinated by Mr Merry. Business engagement remains a cornerstone of our mission at The Leigh UTC, and it was a joy to witness regional industry leaders collaborating so constructively. Opportunities such as these are crucial as we continue to shape pathways that connect education with the evolving world of work.

In our second week, we were delighted to welcome students from our German partner school, who joined us to experience life at The Leigh UTC. Their presence brought fresh perspectives and cultural enrichment to our learning environment. A special thank you goes to Mrs Schackmar for her meticulous coordination of this visit and for ensuring our guests enjoyed a meaningful and inspiring experience.

You may also have seen the exciting news that The Leigh UTC received national recognition for educational excellence through an invitation to attend HM The King's Garden Party on 14th May. It was a privilege to represent our school community amongst such esteemed company from across the country. This prestigious recognition serves as a powerful affirmation of the dedication, innovation, and high standards that define our work at The Leigh UTC. It reflects the exceptional progress made by our students and our distinctive commitment to pioneering STEM education.

## **The Power of Environment and Shared Ownership**

Upon returning from the Easter break, staff and students were welcomed by the transformation of a key space within our school. The former 'soft seating' area has been reimaged into a vibrant, multifunctional hub. This thoughtfully designed space now supports dining, independent study, social interaction, mentoring, and collaborative meetings, a true reflection of our values in action.

As ever, thank you for your continued support. I look forward to sharing further successes as we journey through the remainder of this academic year.

Warm regards,

Kevin Watson  
Principal, The Leigh UTC



# MESSAGE FROM THE HEAD OF TURING COLLEGE



“WE CAN ONLY SEE A SHORT DISTANCE AHEAD, BUT WE CAN SEE PLENTY THERE THAT NEEDS TO BE DONE” - ALAN MATHISON TURING

## ALAN MATHISON TURING - COMPUTER SCIENTIST

### End of Module Reflections

As we move into the May half-term, the academic year at Leigh UTC is entering an exciting and pivotal phase. With exam season on the horizon, students are embracing the season with enthusiasm and focus. It’s a time of reflection, determination, and preparation, all while upholding the core values of Turing College.

For many, the upcoming exams represent a culmination of the hard work and dedication put in throughout the year. The commitment to academic excellence is evident in the relentless pursuit of knowledge, innovation, and personal growth. The values of resilience and collaboration shine brightly during this period.

Turing College's core values guide every step of our students' academic journeys. As the summer weather sets in and students prepare for exams, these values remain ever-present in the daily lives of the college community - *Creating successful, independent and respectful young adults with high levels of integrity.*

As exams wrap up and students head into the summer, there’s a palpable sense of pride in the air. Students have worked hard, stayed committed, and exemplified the Turing College ethos. The summer months represent more than just a break—they are a time for reflection, recharge, and growth in new ways.

The UTC Mission Statement, with its focus on fostering a culture of curiosity, academic integrity, and social responsibility, remains the foundation for everything our students do. With each passing day, the students of Turing College continue to shine, embodying the values and principles that will guide them as they move forward into their futures.

Kind regards,  
Mrs Pamphlett



# MESSAGE FROM THE HEAD OF UPTON COLLEGE



“EXCITED TO MAKE THE  
TREMENDOUS BENEFITS  
OF ROBOTICS  
UNIVERSALLY  
ACCESSIBLE” - EBEN &  
LIZ UPTON

## EBEN AND LIZ UPTON - INNOVATORS

### End of Module Reflections

Another vibrant and productive term at The Leigh UTC, as always we take time to reflect on the exceptional commitment shown by our students and staff alike. This module has been a strong reminder of what can be achieved when a community works together with focus, purpose, and heart.

Our students have demonstrated resilience and ambition, embracing every challenge thrown their way, not least as we enter the crucial exam season for Year 11, 12 and Year 13. I am proud of the continued dedication of staff, who continue to go above and beyond in delivering quality teaching and maintaining the professional, aspirational atmosphere that defines our academy. Our pioneering work with local and national businesses, continue to grow in strength and continue to offer our students real-world insight, enabling them to think creatively about their future pathways and careers.

We have had some deeply moving and thought-provoking assemblies this term focused on mental health and women’s rights, these stood out for their honesty, impact, and student engagement, sparking meaningful conversations that extended beyond the assembly.

As the summer term brings brighter days it also marks a significant time for our older students preparing for national exams. We wish all of them the very best, they carry with them not just knowledge, but the confidence and character nurtured through their time at The Leigh UTC.

Thank you to everyone, students, staff, families, and partners who have contributed to making this term such a success. We look forward to the summer term with excitement and pride in all we’ve achieved so far.

Kind regards,  
Mr Alamu



# MESSAGE FROM THE DIRECTOR FOR LEARNING FOR POST 16 - CLARK COLLEGE

“ONE DAY YOU WILL THANK YOURSELF FOR NOT GIVING UP” -  
YVONNE CLARK



## YVONNE CLARK - ENGINEER

### End of Module Reflections

As the final IB exams wrap up this week and our T-Level Engineering and Digital students complete their Occupational Specialism assessments, we are filled with immense pride and optimism for our talented students. This remarkable cohort has demonstrated exceptional dedication and resilience throughout their challenging academic journey.

Their hard work is already translating into impressive future pathways, with university offers spanning prestigious institutions like Bristol's Neuroscience program, Kent's Business Management, Oxford Brookes' Automotive Engineering, Lincoln's Accounting and Finance, and Kingston's Law School.

Equally exciting are the diverse apprenticeship opportunities our students have secured, including roles with TeQniQ in Munitions and Explosives Engineering, multiple Amazon Digital Degree Apprenticeships, Cundall's Electrical Apprenticeship, Aston Martin, BMW Technician programs, Marine Engineering positions, EDF Energy's Health and Safety roles, and BAE Systems Engineering placements.

These achievements reflect not just academic excellence, but the incredible potential of our students as they prepare to make their mark in the professional world.

Kind regards,  
Ms Martin



# KCC ROAD SAFETY WORKSHOP

The Leigh UTC is committed to raising awareness of important events and the responsibility we have for each other in society and our local community. We are honoured to be able to host guests and speakers to help us with this cause.

On May 7th, students in Year 7 and Year 9 took part in Kent County Council's (KCC) engaging Road Sense presentations, designed to educate young people on the importance of road safety and responsible decision-making near roads.

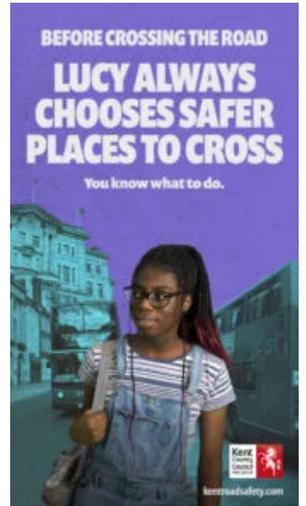
Following a successful pilot in 2023–24, the Road Sense sessions, delivered by KCC's expert Safer Road Users Team, have now been rolled out across schools in Kent. These age-appropriate workshops support key elements of the PSHE curriculum and aim to reduce risks faced by young pedestrians, cyclists, and passengers.

Year 7 students attended the *Still a Distraction* session, which focused on how everyday distractions, particularly from mobile phones, can compromise their safety when crossing roads or walking near traffic. For Year 9 students, the session *Good Decisions* explored the increased independence that comes with age and the importance of making safe, informed choices around roads and transport.

Each session encouraged active participation through discussions and scenario-based learning. Staff supported students throughout, helping facilitate a safe space for honest and thoughtful engagement.

These sessions are part of KCC's broader Vision Zero strategy, an ambitious plan to eliminate all traffic-related deaths and serious injuries on Kent roads. To measure the effectiveness of the sessions, students completed anonymous pre and post-session surveys to evaluate shifts in knowledge and awareness.

We thank the Kent County Council Safer Road Users Team for delivering such a valuable and timely programme. Our students left with a clearer understanding of the risks and responsibilities they face as road users, helping to keep themselves and others safe.



# BOXING 4 SCHOOLS CAMPAIGN

## Boxing 4 Schools: Empowering Students Through Sport

At The Leigh UTC, we continue to prioritise the holistic development of our students through targeted interventions that support both academic progress and personal growth. In Module 5, we proudly launched *Boxing 4 Schools*, a dynamic and innovative 5-week programme aimed at developing resilience, self-confidence, and emotional wellbeing in Key Stage 3 learners.

This carefully designed initiative sees 15 selected students from Years 7 and 8 take part in weekly boxing-based sessions, delivered every Friday by professional coach and founder of the company Wayne Llewellyn. These students were identified as individuals who would particularly benefit from an additional layer of support in areas such as self-esteem, emotional regulation, and social confidence.

One of the core aims of the *Boxing 4 Schools* intervention is to build students' resilience by engaging them in regular physical challenges and consistent routines. The structured nature of the sessions encourages persistence, goal-setting, and the ability to overcome setbacks, all essential traits for success in and outside of school.



Another key objective is to enhance students' self-confidence and belief in their abilities. By introducing them to new skills within a safe, supportive environment, the programme helps students discover strengths they may not have previously recognised, building a sense of personal achievement and pride.

The programme also focuses on improving focus, discipline, and coordination. Through learning the technical aspects of boxing and taking part in structured fitness drills, students develop better concentration, self-discipline, and physical awareness, with the idea being that these skills are then transferred directly into their classrooms.

Finally, the intervention provides a positive outlet for students to channel their energy and emotions. The physical activity involved promotes emotional regulation and supports mental wellbeing, while reinforcing the importance of self-control, respect, and focus in all aspects of life.



Each session is led by Coach Wayne, an experienced boxing instructor who is skilled at creating inclusive, engaging environments.

## BOXING 4 SCHOOLS CAMPAIGN

The sessions consist of pad work where the students work in pairs to develop striking combinations and coordination, shadow boxing which focuses on movement, balance, and self-awareness, circuit training where they use bodyweight exercises to build stamina, strength, and teamwork and finally skipping, skipping and more skipping as a challenging activity to develop rhythm, coordination, and focus.

Wayne also incorporates reflective discussions into each session, helping students understand how the skills they're developing in the ring such as perseverance, patience, and discipline for it to be applied in their everyday school life and beyond.



The engagement from our students has been outstanding. From the first session, participants have demonstrated maturity, energy, and a willingness to step out of their comfort zones.

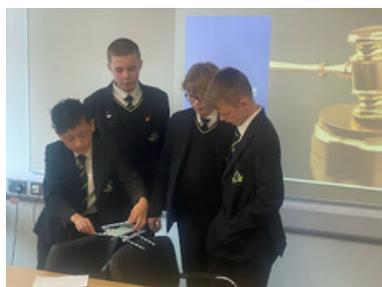
Students are showing greater self-control, improved focus in lessons, and an increased sense of belonging and achievement.



## STEM WORKSHOP AT THE LEIGH UTC

### Year 8 STEM AR collaboration with the University of Greenwich

The Leigh UTC is thrilled to be working with the University of Greenwich on a pilot STEM Project with a selection of year 8 students. Over the course of six, two-hour sessions taking place at the school and a visit later in module 6 to their University of Greenwich Medway campus the 20 year 8 students will be developing a deeper love and understanding of Science and Mathematics through hands-on, creative challenges. An example of one of the sessions involved our students designing and constructing bridges, followed by some impressive presentations where they showcased their communication skills and explained their engineering choices to the other students in the group and Mr Watson. The students displayed great team-work, problem solving and innovation skills and we cannot wait to see what else they can create and build upon over the coming weeks.



# AUSTRIA SKI TRIP AT THE LEIGH UTC

At The Leigh UTC we believe in the value of providing trips and other opportunities outside of the school environment, to help enrich their learning, broaden their horizons and shared experiences that they can benefit from both in and out of the classroom.

The Leigh UTC Ski Trip 2025 was a week none of us will forget. From the moment we departed Dartford and began our journey through Dover, Calais, France, and Germany, all the way to the snow-covered peaks of Austria. After arriving at our hotel and checking in, students headed straight into town to get measured up for boots, skis, poles and helmets ready for the adventure ahead.

Day two marked our first full day on the slopes. With two ski lessons for each group based on ability, the day was full of laughs, tumbles, and incredible resilience. Students learned the foundations how to turn, slalom, snow plough, and the ever-important “pizza, pizza, pizza” technique. Under a bright alpine sun, lunch was enjoyed out on the mountain, and the coach ride back to the hotel was unusually quiet, filled with tired but happy students.



By day three, confidence was growing. Andy in Year 12 stole the spotlight (and took out a fair chunk of the slope) when he wandered off and mistakenly tackled a blue run! He later claimed it was a red and that he only fell once, despite Mr Alamu witnessing his dramatic descent most of which was spent sliding on his face. The day continued with strong progression across all groups. Mr Arnould and Mrs Grimwade guided Mr Lawrence down his first blue run. What started with promise quickly turned to chaos as he lost control, unable to turn or slow down, and ended up rolling down the slope in a heap. Mr Arnould was in hysterics and Mrs Grimwade, ever the professional, captured it all on camera. The evening was topped off with a trip to an ice hockey match, where we watched Ekz smash SVS 8–2 in a thrilling final period. The Leigh UTC team led the chants and even returned with two hockey sticks gifted by players, clear proof of our loud and proud support.



Day four brought arguably the best skiing yet. Almost all of the beginner groups were preparing for their first blue runs, refining their turns and learning to engage their hips rather than relying on poor posture. Several students progressed into higher ability groups, showing the results of their hard work and determination. A new instructor joined the experienced group, bringing fresh insight and advanced techniques. In the evening, the group took a scenic walk to a glacier lake, followed by a few rounds of bowling. In true UTC fashion, some of us managed to catch another glimpse of the ice hockey final, conveniently located next door to the bowling alley.



# AUSTRIA SKI TRIP AT THE LEIGH UTC

On day five, the trip quite literally reached new heights as we travelled to the very top of the mountain, over 3,000 metres above sea level. The views were unforgettable, and students were in awe of the stunning landscape around them.

After another excellent day of skiing and personal progress, we wrapped things up with a tobogganing session filled with racing, laughter, and questionable steering. Some students were surprisingly competitive; others were surprisingly uncoordinated but everyone had an absolute blast.



The final day of skiing was both emotional and exhilarating. Every group made it to the top of the mountain to tackle a mix of blue and red runs. A real challenge came in the form of the Eagle section—multiple bumpy mini slopes back-to-back—which students navigated brilliantly.

The elite skiers attempted to show off 360-degree turns. Despite their confidence, Sam W, Mija and Dan all ended up in a snowy pile. Even Mr Arnould, self-declared “Ski King,” met his match and was caught on camera slipping dramatically, much to the students’ amusement.



As the final run came to a close, students said their goodbyes to the brilliant instructors who had supported, challenged, and encouraged them throughout the week. Boarding the cable car one last time, it was hard not to feel a little emotional. But this wasn’t a goodbye to Austria, it was a “see you later.” The memories made, the skills learned, and the laughter shared will stay with every student and staff member for years to come.



# EMPLOYER ENGAGEMENT AT THE LEIGH UTC

## Employer Engagement Update – Expanding Opportunities for Our Students

This module was no different for employer engagement. Starting off the module with our Employer Advisor Board meeting which was packed with new companies who are passionate about supporting our young people and their educational journey. It was a great pleasure for Tony from ASN to present at the meeting demonstrating how ASN had been able to maximise the government apprenticeship levy and how other companies could be doing the same.

There were first time attendance for many of the organisations, such as, D2 Integrated, European Springs and Pressing and Clancy who were very impressed with the dedication and commitment of the academy to provide such opportunities for the students.

**EUROPEAN**  
**SPRINGS & PRESSINGS**  
Part of Lesjöfors Group

Students presented and gave an account of their experiences at The Leigh UTC, which they would not have generally experienced from other mainstream schools. Following the meeting it has been agreed that there will be a “business partner” webpage created as part of our main website. This will give the students, parents and wider community the opportunity to learn more and have a great insight into the organisations that are supporting our students and giving them the meaningful opportunities to develop as future STEM professionals.

Use the QR code to view a video from European Springs and Pressing that gives an insight into the work that they do.



# EMPLOYER ENGAGEMENT AT THE LEIGH UTC

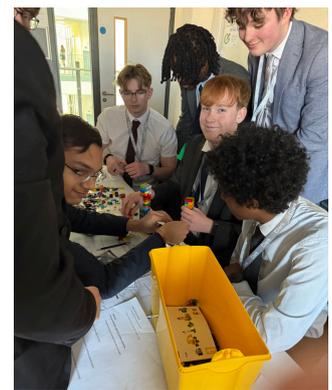
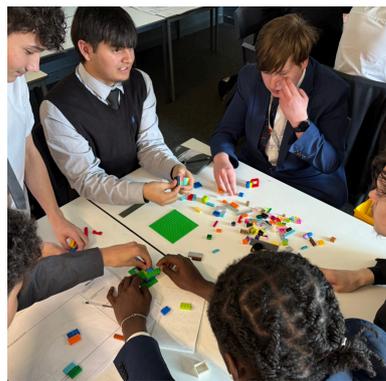
## Balfour Beatty - Talks with Year 12

The year 12 Engineering and D&T students had the opportunity to participate in a workshop held by Balfour Beatty at the academy.

The workshop was run by Rebekah Datt who is a social impact coordinator for the Dartford area. This gave the students a great insight into the work that Balfour Beatty does and how important their work is, especially in the local area. Rebekah presented about the employment opportunities at Balfour Beatty which a lot of the students were interested in.



To ensure that the workshop was fully integrated with engineering in mind, the students had to build a bridge out of lego that followed a very clear brief which meant that some of the groups were disqualified as they failed to comply with all elements of the brief.



Rebekah has given her insight to the event as well where she said:

*“It was my pleasure to introduce a cohort of Leigh UTC's engineering students to life at Balfour Beatty and set them a STEM engineering activity task! STEM sessions fuel curiosity and empower young people with problem-solving skills that shape the future. The activity we carried out encouraged curiosity and critical thinking whilst enabling creativity and innovation, as well as preparing young people for their future careers. STEM fields are shaping the future of technology, medicine, engineering, and beyond. Early engagement opens pathways to high-demand careers. I hope to see some of Leigh UTC's students employed at Balfour Beatty in the near future!”*

# EMPLOYER ENGAGEMENT AT THE LEIGH UTC

Our school's exceptional partnership with FM Conway continues to create valuable opportunities for students.

Recently, we welcomed Michelle Knopp from FM Conway who delivered an inspiring talk about this year's exciting challenge-designing the company's apprenticeship award trophies. This creative project allows our students to contribute meaningfully to an organisation that has consistently supported our school community. By designing these prestigious awards, our students are gaining real-world design experience while giving back to FM Conway, demonstrating the mutual benefits of this outstanding business partnership. The trophy designs will recognise the achievements of FM Conway's apprentices, creating a wonderful full-circle moment where our students help celebrate the accomplishments of other young professionals in training.



Our partnership with FM Conway extends beyond projects to focus on empowering our female students through the innovative STEM program. This unique initiative brings our Year 12 girls together weekly during PD time. FM Conway provides exceptional mentorship to build confidence and showcase diverse career pathways in traditionally male-dominated fields. The company's dedicated professionals offer invaluable guidance, connecting our students with real-world opportunities through site visits and hands-on experiences. These connections are transforming how our female students envision their futures in STEM careers. FM Conway's commitment to developing the next generation of women engineers, scientists, and technologists demonstrates their investment in diversity within the industry.

Through this supportive relationship, our STEM participants are gaining both the confidence and practical knowledge needed to successfully navigate their chosen STEM pathways beyond school.



# GERMAN LINK SCHOOL VISIT

## A Special Visit from Our German Link School – Strengthening International Friendships

For the fourth time, The Leigh UTC proudly welcomed students from our German partner school, the Geschwister-Scholl-Gymnasium in Aachen. A group of 37 German students visited us for the day, continuing to build the strong friendship between our two schools.

Geschwister-Scholl-Gymnasium  
Miteinander - Füreinander - Aufeinander zu



The day began with a warm welcome from Mr Watson, who gave the group a brief but informative overview of The Leigh UTC, its specialisms, and the unique learning environment we offer. His introduction set the tone for a day full of collaboration and cultural exchange.

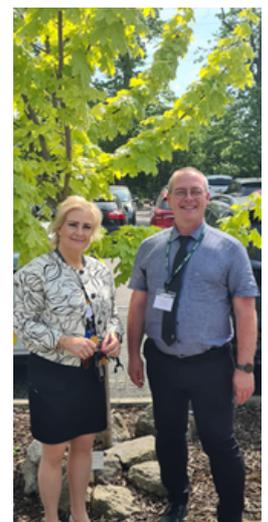
The visitors were then guided by our amazing German Ambassadors, who did an incredible job looking after the students, helping them feel comfortable and engaged throughout the visit. The German group enjoyed a tour of the school, exploring workshops, labs, and classrooms. They then took part in two hands-on workshops: one where they made traditional biscuits, and another where they built a wooden toy, a perfect way to showcase the practical learning we value at The Leigh UTC.

In the afternoon, the German students attended a variety of lessons in different subject areas, giving them a true insight into the daily life of a Leigh UTC student. One noticeable difference, no school uniform! This sparked lots of conversation and curiosity about school life in the UK compared to Germany.

A group of German students joined our Year 10 German GCSE class for a "speed dating" speaking activity, where both groups practised their German and English conversational skills. It was a lively and interactive session that helped build confidence and friendships.



As is tradition, a photo was taken in front of the tree planted during the first visit in 2022. The tree continues to grow, just like the connection between our schools. It was a day filled with learning, laughter, and cultural exchange. We are now looking forward to our return visit to the Geschwister-Scholl-Gymnasium in November and to continuing this wonderful partnership.



# ASSEMBLIES

Assemblies and celebrating awareness days are a vital space for discussion, reflection, and inspiration, giving students the opportunity to engage with meaningful issues. By discussing these topics, students can cultivate empathy, awareness, and a commitment to positive change. Assemblies are more than just presentations—they are opportunities to inspire action, encourage reflection, and empower individuals to make a difference in their communities and personal lives.

## **International Workers' Day: Recognising Contributions & Struggles**

On May 1st, *International Workers' Day* celebrates the rights, efforts, and achievements of workers worldwide. This assembly highlighted the importance of exploring the history of labor movements, the ongoing fight for fair working conditions, and the importance of recognising the contributions of all workers in society, discussing themes of perseverance, equality, and respect for diverse professions.

## **Mental Health Awareness Week: Prioritising Well-being**

On the week commencing May 13th - 19th, *Mental Health Awareness Week* encourages open conversations about emotional health. During this assembly it was important for students to be aware of recognising signs of mental distress, breaking stigma, and promoting self-care strategies. Our assemblies were powerfully led by Aaron in Year 12, who spoke passionately about the theme of “Community” for Mental Health Awareness Week.

Aaron reminded us how vital it is to feel connected to friends, family, and our school community. Whether it's checking in on someone, starting a conversation, or simply being present, small acts of kindness and support can have a huge impact on our mental wellbeing.



His message about third spaces was a real eye opener, highlighting areas to talk to people as safe places with neutral people such as the hairdressers to talk about your worries and concerns in a safe space.

## **International Day for Biological Diversity: Protecting Life on Earth**

Celebrated annually on May 22nd, this day highlighted the importance of biodiversity and conservation. Our assembly led by the science department, emphasised the interconnectedness of all living beings, the threats posed by habitat destruction, and ways in which students can contribute to environmental sustainability. Discussions in assembly also included climate change, endangered species, and the power of small everyday actions. Beyond its dedicated awareness day, biodiversity remains a critical issue year-round. This assembly offered deeper insights into conservation, the role of human activities and its impact on the planet, and practical ways students can help preserve ecosystems.

# ASSEMBLIES

## **National Walking Month: Promoting Everyday Movement**

May was National Walking Month, promoting the benefits of walking for both physical and mental well-being. Students were asked to consider how simple movement can improve concentration, boost mood, and reduce stress, including the impact of outdoor activity on creativity and overall health.

## **Understanding Expectations: Striving for Growth**

Expectations influence personal and academic development. Our assembly reaffirmed the Leigh UTC's expectations and professional habits for every student, championing resilience and discussed the balance students will need to cultivate to navigate expectations healthily while embracing personal growth.

## **Women's Empowerment: Championing Equality and Strength**

Empowering women means fostering opportunity and fairness. This assembly highlighted influential women in history and modern society, addressed gender equality challenges, and brought to light many personal, and moving life experiences of women past and present.

These real-life triumphs were a demonstration to our students of the importance to develop self-confidence, collaborative leadership skills, and the importance of immersive, inclusive and integrated communities.



Led by Miss Ajayi, these sessions have given our students the opportunity to reflect on the importance of *International Women's Day*, and to continue the conversation about equality and empowerment. Assemblies included powerful facts about the history of *International Women's Day* and why we mark this occasion every year. From the early 1900s to today, the movement has grown into a worldwide call to action for accelerating gender parity. The United Nations released an inspiring video to celebrate the day, entitled "*We are Power*" to view, use the QR Code here.



## **Social Anxiety (Years 9 & 10 Only): Navigating Social Challenges**

Social interactions can feel overwhelming for some students. Our assembly was led by guest speaker Emma Barbour and Mrs. Gilbey, who addressed and raised awareness of social anxiety, offering strategies for managing fear of judgment and building confidence in social settings.

## **Physical Fitness: Strengthening Body and Mind**

Physical activity enhances both physical and mental well-being. Our assembly explored the importance of movement, debunk fitness myths, and encourage students to integrate enjoyable exercise into their routines, to feel the mental, emotional and physical benefits of exercise - without feeling pressured to conform to stereotypes or a gruelling regime.

By discussing these topics, students can cultivate empathy, awareness, and a commitment to positive change. Assemblies are more than just presentations—they are opportunities to inspire action, encourage reflection, and empower individuals to make a difference in their communities and personal lives.

# CELEBRATING VE DAY

On 8th May 2025, we marked the celebration of VE Day with a poignant tribute led by one of our incredible students.

Stephan in Year 9 delivered a beautiful and moving reading to the school community, followed by a minute's silence as we paid our respects to those who fought for our freedom.

VE Day, or Victory in Europe Day, commemorates the end of World War II in Europe on May 8th, 1945.

This year marks the 80th anniversary of the events that Britain and its Allies participated in, which ended the Second World War in Europe.

It is a time to remember the courage, sacrifice and resilience of those who served and supported the war effort.

Stephan, a proud member of our Student Voice team, was the driving force behind this tribute. Passionate about the significance of this day, especially as his own ancestors fought for the country. Stephan approached our Senior Leadership Team to ensure the school marked the occasion. He read brilliantly and with great sincerity, making it a moment to remember for all of us.

Lest we forget.



# ONLINE SAFETY

At The Leigh UTC, we are dedicated to promoting safety and wellbeing both physical and in digital safety and ensuring that our students understand the legal and ethical responsibilities of their online presence. The National College have put together free guides – also available in podcast format, offering parents and educators expert advice on different matters that occur in everyday life and potential situations and how encouraging safe and sensible, responsible behaviours can help keep us safe.

## Road Safety Matters

In connection with our recent workshop this module on Road Safety hosted by Kent County Council, we're reminding all our students and families about the importance of staying safe on and around our roads. Whether walking, cycling, or travelling by car or bus, making safe choices can save lives. Let's stay safe, look out for each other, and make road safety a priority every day.

**10 Top Tips for Parents and Educators SAFETY ON THE ROAD**

Traffic-related incidents are a significant risk for young pedestrians and cyclists, so understanding road safety is crucial for children's wellbeing. While all road users share responsibility for keeping everyone safe, this guide offers strategies for empowering young people to navigate the roads confidently and responsibly.

- 1 TAKE PRACTICE JOURNEYS**  
Making regular journeys with children is a great way to help them stay safe, friendly and confident on the roads. Encourage them to take a walk to school or to a friend's house. Encourage them to take a walk to school or to a friend's house. Encourage them to take a walk to school or to a friend's house.
- 2 BE BRIGHT, BE SEEN**  
Visibility is lower during darker winter days, and children need to be seen from a distance. Encourage them to wear reflective clothing and accessories. Encourage them to wear reflective clothing and accessories.
- 3 EYES UP**  
Encourage children to look out and keep their eyes on the road. Encourage them to look out and keep their eyes on the road. Encourage them to look out and keep their eyes on the road.
- 4 LIMIT DISTRACTIONS**  
Where possible, devices like phones should be kept away from children when they are on the road. Encourage them to use their phones safely. Encourage them to use their phones safely.
- 5 SLOW DOWN**  
Discuss the importance of slowing down. Encourage them to walk or cycle at a safe speed. Encourage them to walk or cycle at a safe speed.
- 6 STOP BEFORE THE KERB**  
Teach children to stop before reaching the kerb. Encourage them to stop before reaching the kerb. Encourage them to stop before reaching the kerb.
- 7 CROSS SAFELY**  
Children should always find a safe spot to cross the road. Encourage them to find a safe spot to cross the road. Encourage them to find a safe spot to cross the road.
- 8 PARKED VEHICLES**  
Discussing between parked vehicles is a common sight. Encourage them to be aware of parked vehicles. Encourage them to be aware of parked vehicles.
- 9 REVERSING VEHICLES**  
Children must never cross behind a reversing vehicle. Encourage them to be aware of reversing vehicles. Encourage them to be aware of reversing vehicles.
- 10 WAIT FOR THE BUS TO LEAVE**  
When getting off a bus, children must wait for it to leave before crossing. Encourage them to wait for the bus to leave. Encourage them to wait for the bus to leave.

Meet Our Expert: #WakeUpWednesday The National College

## Online Safety tip of the week: Staying Safe While Making Friends Online

At The Leigh UTC, we believe in empowering our students to explore the digital world safely and confidently. As young people increasingly connect with others online, it's vital they know how to build healthy, positive relationships and how to protect themselves from potential risks.

Did you know that around 19% of children aged 10 to 15 in England and Wales have chatted online with someone they've never met in person?

We encourage our Leigh UTC community to explore this free guide which we also have posted on our social media feed and support our students in navigating online friendships with confidence, safety and happiness. Together, let's ensure our young people thrive both offline and online.

**What Parents & Educators Need to Know about MAKING FRIENDS ONLINE**

In today's digital world, it's increasingly common for children to form friendships with people they've never met in person. While online connections can offer children a sense of belonging, they also carry significant risks. Around 19% of children aged 10 to 15 in England and Wales have chatted online with someone they've never met face to face. This guide offers expert advice for parents and educators on helping children navigate online friendships safely.

**WHAT ARE THE RISKS?**

- ONLINE GROOMING THREATS**  
Children may be groomed by strangers, often using social media platforms to build relationships. Encourage them to be aware of grooming threats. Encourage them to be aware of grooming threats.
- EXPOSURE TO INAPPROPRIATE CONTENT**  
Children may be exposed to inappropriate content, such as pornography or hate speech. Encourage them to be aware of inappropriate content. Encourage them to be aware of inappropriate content.
- PRIVACY AND DATA RISKS**  
Children and young people often overshare personal details – such as where they live or their contact information. Encourage them to be aware of privacy and data risks. Encourage them to be aware of privacy and data risks.
- COMPROMISED PERSONAL SAFETY**  
Meeting an online friend in real life may place a child in a serious danger. Encourage them to be aware of compromised personal safety. Encourage them to be aware of compromised personal safety.
- PSYCHOLOGICAL DISTRESS**  
Children may experience psychological distress, such as cyberbullying, grooming or exposure to disturbing content. Encourage them to be aware of psychological distress. Encourage them to be aware of psychological distress.
- LONG-TERM REPERCUSSIONS**  
Children exposed to harmful online content may experience long-term repercussions. Encourage them to be aware of long-term repercussions. Encourage them to be aware of long-term repercussions.

**26 FRIENDS ONLINE NOW**

**Advice for Parents & Educators**

- TEACH SAFE ONLINE HABITS**  
Help children understand how to use privacy settings, protect their personal information, and report any concerns. Encourage them to teach safe online habits. Encourage them to teach safe online habits.
- KEEP CONVERSATIONS OPEN**  
Let children know they can talk to you about their online life. Encourage them to keep conversations open. Encourage them to keep conversations open.
- ENCOURAGE REAL-WORLD CONNECTIONS**  
Support children in building friendships through school, clubs, hobbies and activities in the real world. Encourage them to encourage real-world connections. Encourage them to encourage real-world connections.
- USE PARENTAL CONTROLS**  
Parental control settings on devices, games and apps can help manage content. Encourage them to use parental controls. Encourage them to use parental controls.

Meet Our Expert: #WakeUpWednesday The National College

# ONLINE SAFETY

## Online safety tip of the week: Minecraft

Still the world's best-selling game, Minecraft continues to capture the imaginations of millions, including many of our students at The Leigh UTC! With the Minecraft movie released in April, the game is seeing renewed interest, but with its creative freedom and online features come a few risks for young players.

That's why we're sharing a free guide from National College, designed to help parents and educators keep children safe while they explore and build. From avoiding online bullying and chat risks to preventing unintended purchases, this guide offers practical tips while still celebrating Minecraft's educational value.

**What Parents & Educators Need to Know about MINECRAFT** (PEGI 7)

Still the best-selling game of all time, Minecraft is a bastion of creativity and community, with hundreds of millions of players building and crafting in its vibrant endless world. The popularity of Minecraft among gamers of all ages means it's important to remain informed about the game, including how to play it safely and whether it's suitable for the children in your care. That's why we've created this guide explaining the risks associated with Minecraft and how to ensure a purely enjoyable gaming experience.

**WHAT ARE THE RISKS?**

- SCARY ELEMENTS**  
While Minecraft can be seen as a kind of digital LEGO, certain game modes involve characters accompanied by eerie sound effects. These can be the focus of online pranks, where stronger players, possibly trying to be annoying, in-game chat and their avatars - although the content is quite benign and free from any real depiction of violence.
- GRIEFING**  
Some players in Minecraft take pleasure in deliberately damaging or destroying other players' creations. This behaviour, known as 'griefing', is a form of bullying. It's difficult to manage their time because they're not even being paid servers to host their creations. Some players may not even be aware of what's going on in their world.
- ADDITIONAL PURCHASES**  
Minecraft is available as a free trial on a number of devices, however, the full game requires a one-off purchase, which is typically around £15. All other players have the option to buy additional cosmetic upgrades or additional services. Some players may not be aware of what's going on in their world and up to you to ensure that you're getting the most out of your purchase.

**Advice for Parents & Educators**

- CHOOSE THE RIGHT MODE**  
Selecting Creative or Peaceful mode allows children to get on with building without having to contend with enemies. It's also a great way for you to get used to playing the game with them, before the difficulty level is turned on. This allows you to work together on a long-term project, creating something special without the threat of enemies and creatures attacking you or damaging your building.
- HOST A PRIVATE SERVER**  
The easiest way to find a safe server for children to play on is to make one yourself. Having it on your own server means you have full control over it, unless you've been given the address and password. A private server also lets you control who is allowed to access it - both anyone who shouldn't be there. This is the preferred option for parental controls in Minecraft, hosting a private server, however, will cost a monthly fee.
- TALK ABOUT STRANGERS**  
At some point in their lives, almost everyone will make contact with a stranger online. Talking to children about online strangers is essential, and having a plan for dealing with any hostile or difficult people, it's important that a child knows what to do. Parents should have these conversations with their children, but they should also be able to help them if they do encounter a problem.
- RESEARCH CONTENT CREATORS**  
Much of Minecraft's early success can be seen in the passion for players who don't know where to start. Thankfully, there's a wealth of material online and YouTube that can help you find the best of the best. Some of this content may not be appropriate for children, so you should consider watching it yourself first.
- PLAY MINECRAFT WITH YOUR CHILD**  
As a creative building tool, Minecraft makes it great fun for children to learn and construct. With building accompanied by imaginative landscapes, much of the learning with it can be done in a safe and fun way. However, you should consider which game mode is appropriate for the child in your care.

**Meet Our Expert**  
Lloyd Coombe is the author of the Daily Star, and has worked in games media for more than 6 years. A long-time gaming enthusiast, he has a special love of a more subtle side of online safety for children of all ages.

#WakeUpWednesday The National College

## Online safety tip of the week: Violent Content

Around 70% of teenagers say they've seen real-life violence on social media in the past year. Violent content online isn't just something young people are occasionally stumbling across - in many cases, it's becoming a routine part of their digital world. From fights and stabbings to toxic ideologies, disturbing videos are often just a click away on social media or group chats.

This week's #WakeUpWednesday guide highlights the unseen risks this poses to children's mental health, sense of safety, and social behaviours. With insights from a leading expert, it offers practical ways for parents and educators to respond with empathy and support; not punishment or panic

**What Parents & Educators Need to Know about VIOLENT CONTENT ONLINE**

Around 70% of teenagers say they've seen real-life violence on social media in the past year - often from as young as primary school age. Just 5% actively seek it out; most encounter it through group chats or social media algorithms. From fights and pranks to hate speech and graphic media, exposure to violent content online is more widespread - and more harmful - than many adults realise.

**WHAT ARE THE RISKS?**

- MENTAL HEALTH AND TRAUMA**  
Children and young people report feelings of worry, guilt, shame or fear after seeing violent content. Not every exposure has such effects, but for those with existing vulnerabilities or past trauma, the impact can be more severe. Many also feel pressure to 'keep up' with content to fit in with friends, even when they find it distressing.
- DESENSITISATION**  
Older children may become numb to violent content after years of exposure, believing they're unlikely to report it. Younger children are more likely to report it - usually because they don't believe anything will be done or because they're afraid of being labelled a 'snitch' by their peers.
- BEHAVIOUR CHANGES**  
Exposure to online violence can lead to fear and avoidance behaviours - such as skipping school or skipping friends. When children see weapons used in videos, it can heighten their perception that the world is unsafe and, in some cases, increase the likelihood they'll consider carrying a weapon themselves, such as a knife for protection.
- HARMFUL IDEOLOGIES**  
Violent content online may overlap with racist, misogynist or other hate extremist ideas. These messages can influence others or drive children on to sites to gain income, popularity or notoriety. Over time, this can influence their attitudes and beliefs among impressionable viewers.
- ESCALATION AND PARTICIPATION**  
Violent videos often go viral quickly. What begins as an online argument can spill into real-world fights - which are sometimes filmed and shared on gam sites or social. Some children even seem to enjoy or reward violent content themselves to gain attention or boost their reputation.
- DISPROPORTIONATE IMPACT**  
Not all children are affected equally. Those who are neurodivergent or have mental health issues, or who are more vulnerable to the effects of online violence, it's essential to consider wider support - including home life and access to safe spaces - when looking about potential harm.

**Advice for Parents & Educators**

- CREATE SUPPORTIVE SPACES**  
Many children feel adults are too busy or won't understand their world. To help them feel safe, encourage conversations about what they're seeing. If they don't want to speak to you directly, gently signpost towards trusted services they can turn to for support.
- AVOID HARSH RESTRICTIONS**  
Fear of punishment is a major reason young people stay silent about what they're seeing. To help to encourage them to speak up, ensure children that you can speak openly and that asking for help won't get them into trouble.
- KNOW WHAT'S ILLEGAL**  
Some violent content is simply upsetting, while other examples may be criminal or a safeguarding matter that needs reporting. Help children understand the difference between the two and the role of social media reporting procedures. A useful resource is <https://www.theguardian.com>.
- UNDERSTAND TECH AND TRAUMA**  
Older children may already know how to block accounts or avoid triggering content. Help younger or more vulnerable children learn these tools and encourage them to take steps to reduce their exposure. Teach techniques that help them process distress - building resilience and emotional literacy for both online and offline life.

**Meet Our Expert**  
Dr. Holly Pease, James is the founder of Online Media Law UK and a leading UK expert in digital safety, media law, and young people. Her PhD investigates children's content usage of the internet. She works with schools, businesses, and universities to provide digital training education on the internet, legal, and ethical considerations for the digital age. Visit [www.onlinemedialaw.co.uk](https://www.onlinemedialaw.co.uk) for more.

#WakeUpWednesday The National College

## DEPARTMENT NEWS - ART

**Year 7:** This module, Year 7 has been exploring tone and form through portraiture. Currently, students are gaining an understanding of both tone and form by creating net shapes and constructing these in pairs. Later, they will apply this knowledge to their portrait work.

**Year 8:** Year 8 has been working on an exciting Pop Art project, exploring popular products and themes around consumerism. They have done a fantastic job creating mixed media Pop Art advertisements, well done, Year 8!

**Year 9:** Year 9 has been fully immersed in their War and Conflict project. Most recently, students have been investigating how symbolism is used in the anti war work of Picasso. They are now analysing works from Syrian Artist Imranovi and responding to his work through collage.



M. Dunster, Year 9



A. Raby, Year 9

**Year 10:** Our Year 10 students have been busy exploring new mediums for their Natural Forms project. They are developing impressive proficiency across a wide range of techniques, producing highly creative and skillful outcomes. Keep up the great work, Year 10!

**Year 11:** Have now completed their Component 2 exam and have produced some wonderful responses to their chosen themes and we are very excited to share these in the near future. Well done year 11! You should be very proud of your achievements.



K. Wilson, Year 11



F. Gill, Year 11



C. Kostoulia, Year 11

## DEPARTMENT NEWS - BUSINESS

As part of their BTEC Diploma in Business course, Year 13 students recently organised and ran a fantastic Comic Relief Football Tournament for Year 7 and 8 students in the IA Sports Hall. The event, held under the *Unit 4: Managing an Event* module, was a shining example of leadership, teamwork, and community spirit amongst the students from different year groups in the UTC.

With Comic Relief's message at the heart of the tournament, the Year 13 organisers took charge of every aspect; from planning fixtures and refereeing matches, to promoting the event and selling iconic red noses to raise money for the cause. Their professionalism and enthusiasm ensured a smooth, energetic and enjoyable experience for all involved. Year and 8 pupils eagerly participated, showing great sportsmanship and energy throughout the matches. Laughter, friendly competition and team spirit filled the sports hall, while the organisers managed proceedings with confidence and maturity.

The tournament successfully raised funds for Comic Relief, reminding everyone of the positive power of business and sport when combined with a good cause. A huge well done to the Year 13 students for hosting such a successful event, a perfect example of learning in action, and making a difference at the same time

### **Ola M - Operations Director**

'Throughout the planning and execution of the Comic Relief event, I developed a range of personal skills that were essential in ensuring the event ran smoothly. One of the most significant skills I developed was communication, as I had to coordinate with team members, staff, and students to ensure everything was in place.

I gained experience in clearly conveying information, whether it was assigning tasks, confirming team rosters, or addressing any issues that arose during the event. This helped improve my ability to communicate confidently and effectively with different people in a fast-paced environment.'



### **Chloe K - Human Resources Director**

'Teamwork played a vital role in the successful planning and execution of the Comic Relief event. From the beginning, each team member had specific responsibilities, ensuring that all tasks were completed efficiently. Some focused on organizing player selections, while others handled setting up the pitch, coordinating with staff, and ensuring all necessary equipment was available. By working together and distributing tasks effectively, we were able to avoid last-minute stress and keep everything running smoothly.'



# DEPARTMENT NEWS - BUSINESS

## Young Enterprise Greenwich Market Trade Fair 2025

On Wednesday 19th March, our enterprising Year 12 students took part in the Young Enterprise Trade Fair held at the iconic Greenwich Market. Competing against a range of schools from across South East London, our team proudly represented the school with their innovative product, the *Citrus Sprayer*, sold under their company name, *Citrus Spray*.

The day was a resounding success. From early morning setup to late afternoon trading, the students demonstrated outstanding enthusiasm, teamwork, and professionalism. They confidently pitched their product, a clever tool that transforms fresh citrus fruit into a convenient spray, attracting the attention of shoppers and judges alike.



Through strategic pricing, engaging demonstrations, and persuasive selling techniques, the team managed to sell the majority of their stock, earning praise for both their creativity and business acumen. The experience offered a fantastic opportunity to develop real-world skills in marketing, customer service, and entrepreneurship.

Well done to everyone involved, a proud moment for the school and a brilliant example of what young minds can achieve with hard work and innovation!



# DEPARTMENT NEWS - DESIGN & TECHNOLOGY

## Key Stage Three Design Classwork

Year 9 Eco House Design Project – Inspired by Glenn Murcutt.

In this project, our Year 9 students are learning about eco-friendly house designs by taking inspiration from Australian architect Glenn Murcutt, who is known for his motto “touch the earth lightly.” His buildings are designed to work with nature, using things like natural light, airflow, and lightweight materials instead of relying on lots of energy.



Students are using his ideas to help design their own sustainable houses. They are thinking carefully about how to make their homes good for the environment, using features like large windows, slanted roofs, open spaces, and raised structures. Along the way, they are building their skills in design drawing, 3D modeling, and making prototypes to test out their ideas.



# DEPARTMENT NEWS - DESIGN & TECHNOLOGY

## Key Stage Three Engineering Classwork

Key Stage Three have been learning about using metal and other materials and the equipment used to manipulate it into a product.

## Spot Welding Machine

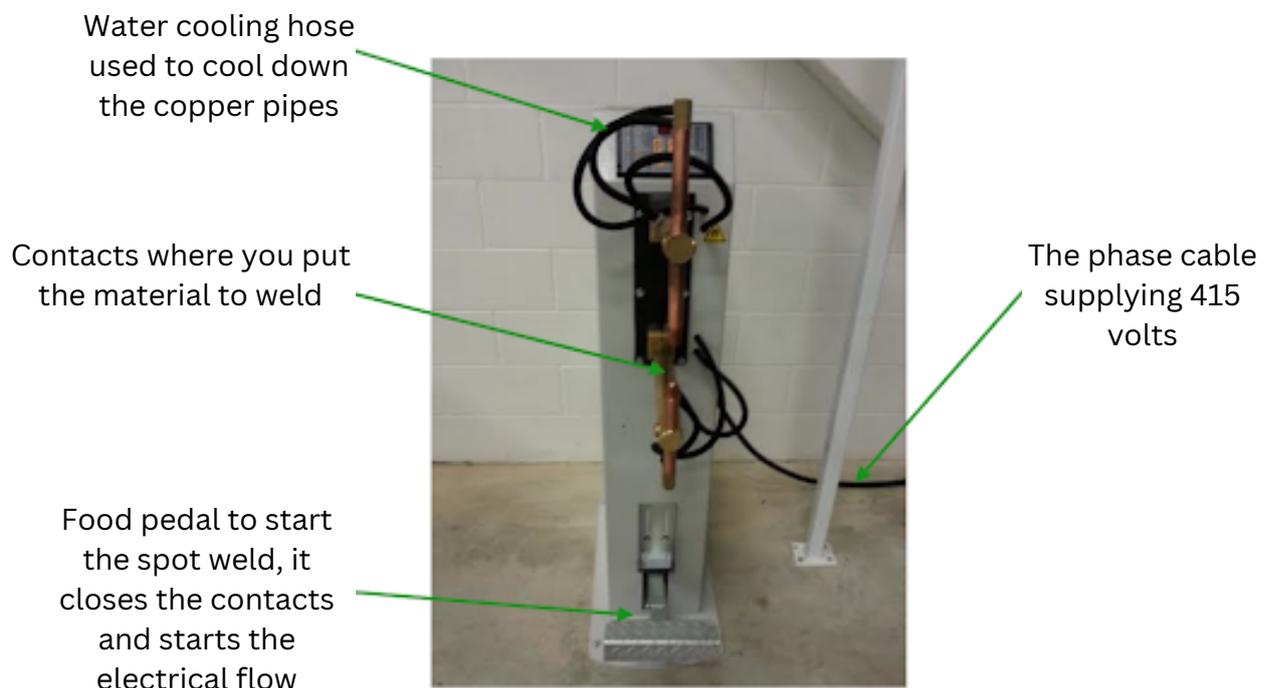
Spot welding is a resistant welding process used primarily to weld two or more metal sheets together. It is achieved by applying pressure and electric current to the spot-weld area. The required heat is generated by the metal's internal resistance to the electric current.

The electric current and pressure are applied by copper alloy electrodes, the tips are placed on the opposite sides of the metal pieces. The generated heat melts the metal while the pressure from the electrodes squeezes the molten metal to form a weld.



The process is referred to as spot welding because the welding method creates a tiny dot weld that looks like a SPOT. The weld created between the copper electrodes is also sometimes called a NUGGET.

Students are carefully taught the risks arising from using this equipment, the health & safety to observe while each student has a practice run prior to welding their project together.



# DEPARTMENT NEWS - DESIGN & TECHNOLOGY

## Key Stage Three Food Technology Class

### Meet the teacher: Ms Ogatimirin

I believe that cooking is an art. I'm here to help students discover their own creativity, build confidence and grow into the best versions of themselves. Teaching food technology isn't just about recipes and routines, it's about sparking a passion, encouraging independence and helping young people realise their potential both in and out of the kitchen. For me, If I'm not inspiring students to enjoy what they're doing and take pride in their progress, then I'm not doing my job! Cooking is truly about patience, then reaping the rewards from all the hard work. It's a process that teaches resilience, discipline and joy. It's a privilege to watch students grow in skill, mindset and belief with every dish they create.



### KS3 - Whisks, Wisdom & Wipe-Downs

This term, our Key Stage 3 students have been stirring up more than just delicious dishes, they've been learning what it truly means to be a confident, conscious cook. From understanding where our food comes from to exploring how our choices affect both our bodies and the world around us, students are beginning to see food as more than just fuel, it's a way of life! They've delved into food miles, transportation, and what it means to eat with both health and the planet in mind. From food choices to environmental impact, they're beginning to understand the journey from farm to fork.



In the kitchen, our young chefs are discovering the power of cleanliness, teamwork, and staying sharp (literally and figuratively!) They've mastered the art of "clean as you go", a skill that helps them multitask, stay organised, and work smoothly alongside others. "Cleanliness in the kitchen isn't just about tidiness, it's the first ingredient to a good meal." From baking oat cookies to crafting apple & berry pies and fluffy carrot cakes, students have begun their culinary journey with focus and care. With every stir, chop, and clean-up, they're not just learning recipes, they're developing lasting habits, growing in confidence, and becoming more independent.



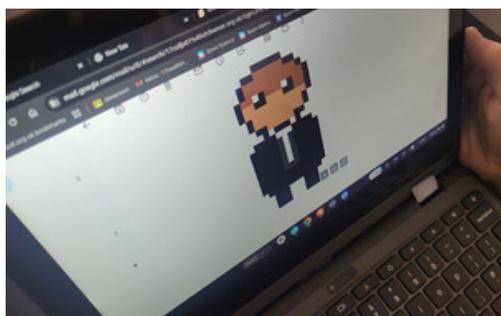
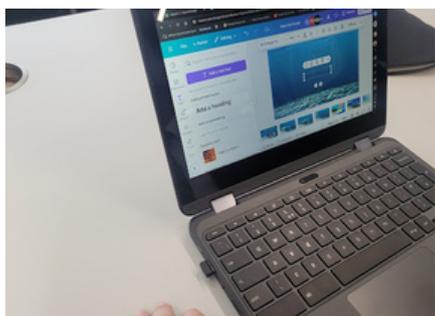
This is just the start. With new skills under their aprons and a strong foundation in place, our students are preparing for a future filled with opportunity, one delicious step at a time."



# DEPARTMENT NEWS - COMPUTING

## Computer Science

In this module, KS3 students are engaged in development and programming. Year 7 students are currently block coding with Scratch to develop an educational game raising awareness about sustainability and electronic waste. Meanwhile, Year 8 students designed a dedicated website page using HTML and CSS to promote the hiring of the UTC Sports Hall to potential visitors. Year 9 students applied their Python skills to create a language translation app as part of their MYP Criteria C assessment.



## GCSE

Students continue to revise for their exams. Revision sessions take place to ensure they gain the confidence, students have been focusing on their literacy development to support exam techniques. Computer Science Intervention hosted every Thursday afterschool in room 2.13.



## Sky up

To preview the creative iMedia course launching next academic year, a group of Year 9 students embarked on an inspiring visit to the Sky Academy Studios. There, they actively engaged in the filmmaking process, taking ownership of directing, editing, shooting, producing, and even acting in their own science fiction short. The experience extended beyond practical skills, offering valuable insights into the array of career possibilities within the industry and empowering students to consider their future aspirations.



# T-LEVELS AT THE LEIGH UTC

## Year 13 Students at The Leigh UTC Excel in T-Level Occupational Specialism Exams

This term, Year 13 students at The Leigh UTC have undertaken their Occupational Specialism exams—an integral component of the T-Level qualification. T-Levels are rigorous two-year courses designed in collaboration with employers to equip students with both theoretical knowledge and practical skills pertinent to specific industries. The Occupational Specialism segment allows students to demonstrate their proficiency in tasks directly related to their chosen field, ensuring they meet the industry-defined threshold competence required for employment.

Throughout these assessments, our students have showcased exceptional dedication and skill, reflecting the culmination of their two years of comprehensive study and hands-on experience. Their performance not only highlights their individual talents but also underscores the effectiveness of the T-Level programme in preparing students for real-world challenges.

We are immensely proud of our students' achievements and look forward to their continued success as they transition into their respective professional careers or further education pathways.



T - LEVELS OPPORTUNITIES AT THE LEIGH UTC

For more information about the T-Levels study programme, please email; [info@theleighutc.org.uk](mailto:info@theleighutc.org.uk)

# INVEST IN FUTURE TALENT BY MENTORING AT THE LEIGH UTC



**THE LEIGH  
UTC**

a school for 11-19 year old

## ***Inspire Future Talent***

Join us in shaping the future workforce at The Leigh UTC through our dynamic mentoring programme. As an industry mentor, you'll have the opportunity to develop rewarding relationships with young people, helping them build self-confidence, raise their academic aspirations, and explore exciting career pathways. Your commitment of just six one-hour sessions per academic year can make a lasting impact on a student's life, while also enhancing your own leadership and management skills.

## ***Make a Real Difference***

By becoming a mentor, you'll be matched with one or two students who are eager to learn from your professional experience. You'll guide them through engaging discussions about career aspirations, help them understand the world of work, and support their personal development through practical activities and real-world scenarios. Not only will you contribute to a student's achievements, but you'll also strengthen your connection with the UTC community and have the opportunity to influence the next generation of talent in your industry.

### ***Neil, a mentor of 6 years***

*"Being a mentor at The Leigh UTC has been incredibly rewarding. Watching my mentee grow in confidence and develop their career aspirations has been fantastic. It's a small investment of my time that creates a huge impact - seeing them connect their studies to real-world applications and begin to envision their future in our industry makes every session worthwhile."*

### ***James, a year 13 Engineering student:***

"Having an industry mentor has opened my eyes to so many possibilities I hadn't considered before. My mentor helped me understand how my UTC projects connect to real jobs, and their guidance has given me the confidence to aim higher. The conversations we have are always inspiring and have helped me plan my next steps after UTC."

## **BENEFITS OF PARTNERING WITH US**

- **Access Future Talent:** Engage with students trained specifically in the skills your industry requires.
- **Support Community Growth:** Play a role in preparing young people in Dartford for successful careers.
- **Business Network** - Connect with the UTC and other industry mentors, creating valuable relationships that can benefit both your organization and your professional network.

**Scan to visit our website**



Contact us at [Mentoring@theleighutc.org.uk](mailto:Mentoring@theleighutc.org.uk) to discuss how you can partner with us to support our T-Level students.  
The Leigh UTC, The Bridge, Brunel Way, Dartford, Kent DA1 5TF

# DEPARTMENT NEWS - ENGINEERING

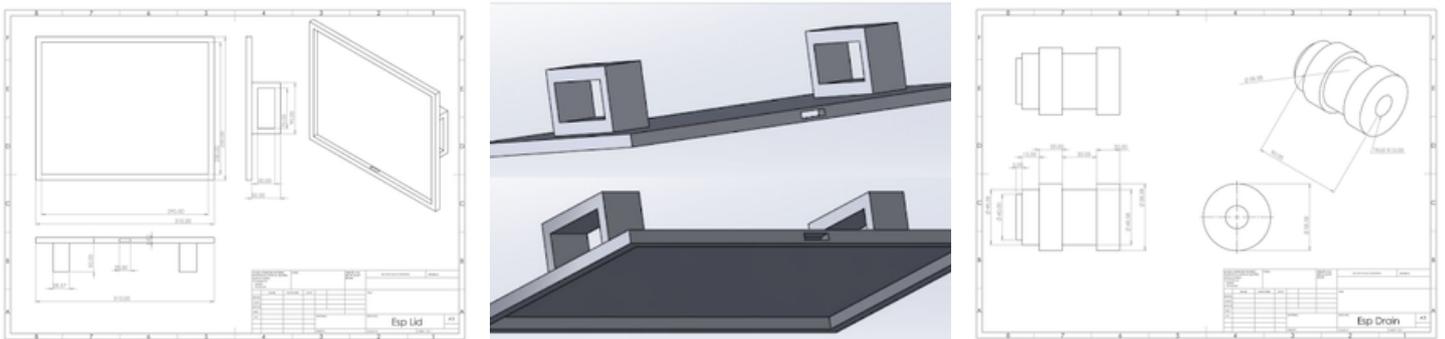
In Engineering, the focus this module has been the T Level examinations. Year 12 students recently completed their Employer Set Projects, and Year 13s are currently undertaking their Occupational Specialism assessments. While we are unable to provide feedback on the current exam content, we'd like to showcase examples of previous student work submitted for assessment.

## Year 12 Employer Set Project

Students were tasked with designing a cost-effective, oil-tight quenching tank to hold at least 20L, with a fitted lid and commercial drain, suitable for use beside a forge and incorporating a removable basket.

To begin, students conducted detailed research and compiled a report to support the development of their design ideas.

The project focused on three key elements: the main body of the tank, the lid, and the removable drain plug. Below is an example of one student's design solution for this brief.



## Y13 OS Exam

In Year 13, the Occupational Specialism examination spans three days, with students working on machines for up to six hours each day. They are required to manufacture components from technical drawings to tolerances as tight as 0.1mm, using milling machines, lathes, and CNC equipment. The skills they practiced included:

- Clocking a 4 jaw chuck in order to ensure a rectangular workpiece rotates centrally.
- Boring holes to within 0.1mm accuracy.
- Using slot mills to machine slots.
- Using inspection tools inspect work as it is being manufactured.
- Drilling on a lathe using a 3 jaw chuck.
- Cutting chamfers (45 degree angle) into a workpiece.
- Milling shoulders into workpieces.
- Drilling holes using a mill.
- Cleaning up and oiling work pieces to produce a rust free final finish.
- Assembling the manufactured parts.
- Using a range of industry standard inspection tools to inspect the work after manufacturer.

## DEPARTMENT NEWS - ENGLISH

### KS3

Key Stage Three have made an excellent start to their Summer Term learning. Year 7 have started their study of the war novel 'Soldier Dog' by Sam Angus, and are enjoying getting to know Stanley and his adorable dog Soldier. They have worked incredibly hard on their narratives in this Module, and produced some excellent stories about a soldier in the trenches.

Year 8 have started their study of the play 'Blood Brothers' by Willy Russell, and are loving sinking their teeth into the rough streets of Liverpool in the 1960's. They have written some fabulous narratives about living in Liverpool at this time, and are improving their reading skills everyday by reading the play aloud!

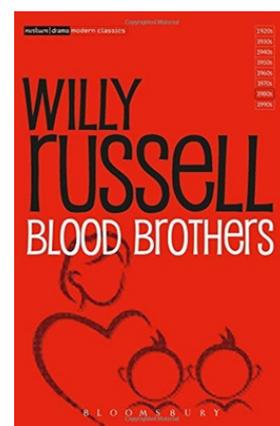
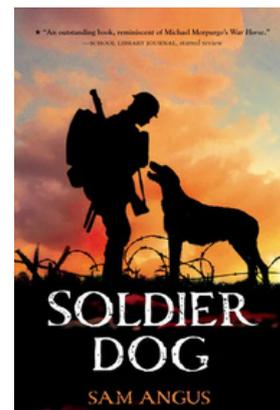
Year 9 have been studying a range of short stories under the title 'Diverse Experiences in Literature', and have considered themes of disability, race and immigration. They have really enjoyed reading shorter stories after studying a longer text, and learning about experiences of different people in society. Year 9 have written excellent descriptions about diverse experiences within society, and have improved their empathy and understanding of tolerance and acceptance.

### KS4

Module 5 has seen the start of exam season for Year 11, and we are so incredibly proud of them so far! Year 11 have now completed three of their four GCSE English exams, with only Language Paper 2 left to complete. We wish Year 11 all the best for their final English exam, and have loved working alongside them over the last two years - well done Year 11!

Year 10 have been working hard on their study of the Power and Conflict Poetry Anthology for their English Literature Paper 2 examination. While some students were skeptical as to whether they would enjoy learning poetry, most students have been pleasantly surprised by how exciting the poems can be! Next Module is a big one for Year 10, as they complete work experience, Speaking and Listening examinations in English and begin their transition into Year 11.

The English Team would like to thank all of our students for their hard work and dedication during Module 5 - we look forward to seeing you all after a well deserved break.



## DEPARTMENT NEWS - GERMAN

Students in Year 7 have been learning about the differences between the British and German education systems in this Module. Focusing on the Geschwister-Scholl-Gymnasium in Aachen, Germany, students explored how education works across the Channel—and discovered a lot more than just timetables and textbooks.

The Module began with an in-depth look at the Gymnasium, one of the types of secondary schools in Germany. Students were surprised to learn that German pupils are streamed into different types of schools at an early age based on academic ability: Hauptschule, Realschule, or Gymnasium. The Gymnasium prepares students for university, much like our sixth form or A-level path in the UK, but with some significant differences in structure.

Another area of interest was the variety of subjects and how they're chosen. German students have a broader mix in lower years, including Philosophy, Religion, and even Latin. Students compared these with the British system, where GCSE options are selected by Year 9 and A-levels by Year 11, allowing for early specialisation. As part of the Module, students also learned how to express their opinions about school subjects in German. Phrases like "Ich mag Mathe, weil es logisch ist" (I like maths because it's logical) were soon rolling off their tongues. The Module encouraged students not only to think critically about the education in Germany and the UK but also to build practical language skills they were able to practice when students from our German link school visited in May.

Year 8 have been learning about German culture in our language lessons, and one of the tastiest topics we've explored is typical German meal times—and what people in Germany eat during the day!

### ***Frühstück (Breakfast)***

Germans start their day with a Frühstück that's usually a bit heartier than ours. While many of us grab cereal or toast, a traditional German breakfast might include bread rolls (Brötchen), sliced meats (Wurst), cheese, jam (Marmelade), butter, and boiled eggs. Some people also drink coffee, hot chocolate, or fruit tea.

### ***Mittagessen (Lunch)***

Lunch is usually the main meal of the day in Germany. It's often warm and filling, and eaten around 12:30 or 1:00pm. A typical Mittagessen might include sausages (Würstchen), potatoes (Kartoffeln), vegetables (Gemüse), or pasta dishes. Many students eat lunch at home or in a school canteen, especially in smaller towns.

### ***Abendessen (Dinner)***

Dinner in Germany is often lighter than lunch and is called Abendessen or Abendbrot (evening bread). It usually includes slices of bread with cheese, ham, or salami, sometimes with pickles or salad on the side. It's more like a simple snack than a full meal.

Year 9 have been diving into the world of German media, from newspapers to social media and learning how people in Germany use and interact with it. It's been eye-opening to see how similar, yet sometimes very different, the media habits are compared to our own in the UK.



## DEPARTMENT NEWS - HISTORY

Year 7 completed a Castle Project that involved researching a local castle of their choice, completing some initial research and then attempting to build a replica of that castle with whatever materials they had at their disposal.

This was linked to their learning of the Norman Conquest and the building of over 500 castles by William I during his reign between 1066 and 1086. Those original castles were Motte and Bailey castles and consisted of a mound of earth with a wooden keep and a bailey (courtyard) below where a group of soldiers would live and be based. Tonbridge castle (half an hour south from here) provides a brilliant example of the bailey courtyard still intact. Students were tasked with researching a local castle (from within Kent) and completing a mini investigation on the castle with a view to then recreating a replica of that castle.

We were blown away by the responses and submissions we had from the Year 7 historians.

Designed and created by Charlie A, Year 7 is an almost perfect aerial view of Leeds Castle in Kent.



### The awards:

The awards for Castle Craftsmen (3rd place) goes to Parker C and Freddie N

The awards for Royal Architect (2nd place) goes to Charlie A

The awards for Master Builder (1st place) goes to Zachary J and Mason P

Well done everyone who submitted an entry into the competition and thank you to parents for engaging so readily with the task at hand.





## DEPARTMENT NEWS - MATHS

It's finally exam season for our Year 11s. They have been working incredibly hard across Maths, Finance, and Statistics ahead of the beginning of their exams. The first one of note is Thursday 15th May with students tackling Paper 1 (Non-Calculator). In the lead up, we will be subjecting students to a series of predicted papers with topics likely to be covered in Paper 1. We encourage all parents and guardians to ensure these are being looked at and answered at home to give them the greatest chance of starting off on the front foot.

While we have laser focus with our Year 11s, it's important to mention that our Y13 Core and A-Level students are also readying themselves for their final exams as students, before they move to the big wide world of employment, apprenticeships or university. While they have experienced several exam cycles already, this forms one of the most important in their educational careers, to date, and we will be holding bespoke intervention sessions to ensure they get the grades they both deserve and desire.

With a shorter module (not to mention all the lovely Bank Holidays), we are continuing with the robust scheme of learning across the rest of the school.

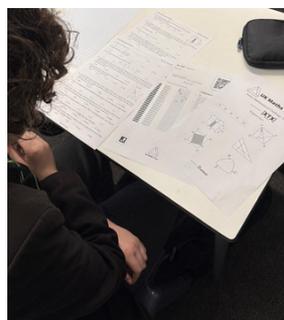
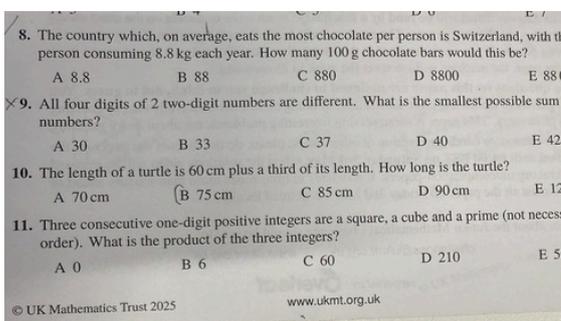
Year 10 are finishing the final topics in their first year of the two year AQA GCSE curriculum. Their current knowledge will be put to the test with maths and statistics papers taking place in Module 6. These will be conducted in our Sports Hall to really prepare them for what is to come over the course of the next 12 months.

At KS3 we are moving towards the assessment window where we evaluate their MYP prowess across A, B/C, and D assessments.

Finally, while we are still awaiting the results, we do have something to celebrate...

On 1st May, 50 of our best and brightest mathematicians took part in the national UKMT Maths Challenge, pitting their wits against students up and down the country in a chance to make it through to the next round and showcase their problem solving skills.

A massive congratulations to these students who conducted themselves brilliantly and illustrated just how promising their results could be when they reach Key Stages 4 and 5.



# DEPARTMENT NEWS - PHYSICAL EDUCATION

## **Athletics**

We were incredibly proud to see the successes of the Year 7 and 8 indoor athletics championships where Year 7 boys and Year 8 girls brought back the bronze medals and the Year 8 boys won the silver medal coming second with only four members of their team when most others had eight! Year 7 Archie won his sprint, Pedro won the vertical jump, Sam won the speed bounce and Alice was joint first in the shot put!

A great day and we can't wait to enter again next year!

## **Mini HYROX Challenge Hits PE Lessons!**

This module in PE, students have been taking on a mini HYROX-style event, an exciting combination of functional fitness and endurance challenges inspired by the popular global fitness race. Activities have included burpees, running intervals, and weighted carries, all designed to test and improve key components of fitness such as cardiovascular endurance, muscular strength, power, and agility. The event also links closely with our athletics work, helping students build explosive speed, stamina, and overall physical resilience. It's been a fantastic way to push limits, work as a team, and develop a deeper understanding of how fitness supports performance in a range of sports.



# DEPARTMENT NEWS - SCIENCE

## KS3 and KS4

This module as Year 11 and Year 13 students begin their GCSE and A-level science exams, it marks a significant milestone in their academic journey—demonstrating the importance of consistent effort, revision, and a strong foundation in scientific understanding. For students in Years 7 to 10, this is a valuable moment to reflect on their own progress in science so far. By considering what they've learned, identifying areas they find challenging, and setting goals for improvement, younger students can build the habits and knowledge needed for future success. Seeing older peers work hard towards their exams also helps to highlight the long-term value of their science education and the opportunities it can unlock.

## Women in Science

Women in the UK are increasingly stepping into vital roles within science, technology, engineering, and mathematics (STEM), yet challenges such as gender bias, underrepresentation, and limited access to funding and leadership opportunities persist. National initiatives like the British Council's Women in STEM scholarships and organizations such as Code First Girls and Women in Data are helping to close this gap by providing education, mentorship, and career support. Role models like Dr. Anne-Marie Imafidon, co-founder of Stemettes, and award platforms such as the Rosalind Franklin Award further inspire young women to pursue and excel in STEM careers. The UK government and leading industries are also taking action. Companies like Rolls-Royce are embedding diversity into their leadership structures, while national task forces are highlighting the need for more investment in female-led ventures. Despite ongoing challenges, the momentum is growing. By combining educational access, visible leadership, and policy change, the UK is creating a more inclusive and empowering environment for women in STEM—one that benefits both innovation and society at large.

Schools such as the Leigh UTC play a critical role in empowering girls in STEM. Here are key actions they can take:

- 1. Promote STEM from an Early Age:** Introduce STEM concepts in school through hands-on experiments, coding clubs, and problem-solving activities that appeal to all genders.
- 2. Challenge Gender Stereotypes:** Actively counter messages that suggest STEM is more suited to boys by highlighting diverse role models, using inclusive language, and ensuring equal participation in STEM tasks.
- 3. Offer STEM Enrichment Opportunities:** Provide access to science fairs, robotics competitions, and partnerships with local universities or tech companies to broaden exposure and aspirations.
- 4. Highlight Female Role Models:** Invite women working in STEM to speak at assemblies or career days. Representation matters—seeing someone relatable can inspire confidence and ambition.
- 5. Train Teachers in Bias Awareness:** Equip staff to recognize and challenge unconscious bias in the classroom, and ensure that all students receive equal encouragement in STEM subjects.
- 6. Encourage Subject Choices:** Support girls to take physics, computing, and other STEM subjects at GCSE and A-level, often where female uptake is lower, through tailored guidance and encouragement.

# EXTRA-CURRICULAR CLUBS AT THE LEIGH UTC

At The Leigh UTC we are committed to providing extra-curricular clubs that are fun, engaging and help bolster our holistic approach to education by offering a vast selection for our students to challenge themselves, learn new skills, enrich their lives and have fun!

Below is our current clubs timetable for you to know what clubs are available to join and when and where they are held.

Extra Curricular Clubs				
MON	TUE	WED	THUR	FRI
Reading club (library) and KS5 Table Tennis (LT) every lunchtime				
KS3, Girls Football 8.15am, PE Hall	Y8 Crossword club, lunchtime, Library	KS3 Python Coding, Lunchtime 2.02	Mindful colouring and Lego lunchtime, Library	Y7 Board games, lunchtime, Library
Gaming, 15:15, 2.03	Coding, 15:15, 2.02		E-Sports 15:15, 2.13	
KS3 & 4 Cricket, 15:15, SPH	Art club, 15:15pm, A0.17		KS3-5 Basketball, 15:15, PE Hall	
German Speaking, 15:15pm, SRI office in UTC	German Culture, 15:15pm, A2.02		Science STEM, 15:15, 1.17	
	KS3 & 4 Athletics, 15:00, SGLA		Film club, 15:15, IA stairs	
	Cookery, 15:15pm, A2.03			



## Basketball Training at The Leigh UTC

Basketball training at The Leigh UTC has got off to a flyer this term, with a fantastic buzz around the club and numbers continuing to grow each week. The sessions have been full of energy, enthusiasm, and commitment from students across all year groups, showing just how much momentum the sport is gaining within the school community. This is the highest attended extra curricular club with over 60 students signed up and numbers of 30 plus attending every Thursday in the sports hall.

One of the most exciting developments has been the increasing number of girls getting involved. We're steadily building a strong core group of female players who are attending regularly, and we'd love to see even more girls coming along and giving basketball a try. The sport is for everyone, and the club is a welcoming space for all ability levels.

It's also been brilliant to see how popular basketball has become during break and lunchtimes. With the recent addition of full-size professional basketball posts across all playgrounds, students have been making the most of the opportunity to practice and play in their own time. The extra effort being put in during these moments is making a real difference, not only in terms of individual skill, but also in how students are learning to work together as a team.

Although we've not had any fixtures in this module due to the focus being on athletics, striking and fielding sports, we're looking ahead to some exciting basketball fixtures coming up soon. Keep your eyes peeled for announcements and fixture details!

Finally, we were thrilled to be able to offer a very special opportunity to attend the British Basketball League Play-off Final at the London ExCeL.

Two pairs of tickets were donated to us by a parent of the school community for us to offer to all those who regularly attend the basketball club.

These were handed out on a first come, first served basis and we're pleased to announce that the lucky recipients were Dario in Year 9 and Will in Year 8.

Congratulations to both, we hope you have a fantastic day!

Join us on **Thursdays, 3.15pm in IA Sports Hall.**





German Club 'KulturClub' is the place to be to learn a new language, culture and heritage

## GERMAN KULTURCLUB

### Pizza Party! Celebrating the Best German Projects from Last Module

To reward hard work and creativity, the German Department hosted a special Pizza Meal Celebration for students with the best projects from the last module—and what a delicious way to celebrate success!

Students from Year 7, Year 8, and Year 9 were invited to join the pizza party event after impressing their teachers with outstanding German project work.

The lunchtime celebration included plenty of pizza, drinks, and good conversation—all well earned! Teachers praised students not only for their high-quality work, but also for their enthusiasm and teamwork.

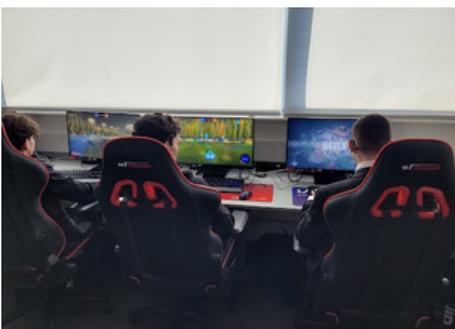
Well done to all the winners—and to everyone who put effort into their projects. The next module is already underway, so who knows? Next time, you might be the one earning a slice of success!

Join in on **Tuesdays**, at **3.15pm** in **A2.02**



## E-SPORTS CLUB

Esports! Play, sports, dance and be entertained, whilst gaining social, people and coordination skills simultaneously



This module has seen a great interest in E-Sports. Students have flocked to play their favourite team games. This module will see Teams from different LAT Schools compete against each other. Watch out for the game fixtures and highlights of the competitions. Join us on **Thursday, 3.15pm** in **room 2.13 UTC Building**.



Python Club is a hub to explore the excitement and complexities of coding to help students gain an understanding of the developing technology of our world

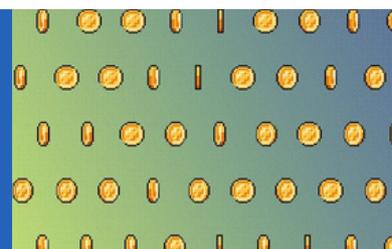
## PYTHON CLUB

### Python Club

Students continue to develop key programming skills using Python where students are learning key coding construction including Sequencing, Selection and Iterations. Students have developed examples of core selection code including IF ELSE statements and IF ELIF statements. **Python club every Tuesday 3:15pm - 4pm - Room 2.02 UTC Building**

## MAKERS CLUB

Makers Club allows students to explore coding and creativity simultaneously using Micro:bit!



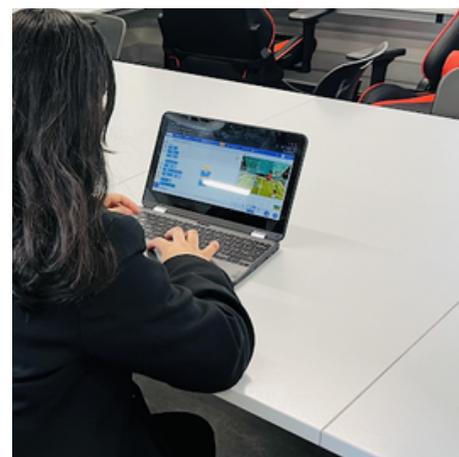
### Makers Club

This module, as well as diving into hands-on projects with the Micro:Bit, our Makers Club students also explored the exciting world of game design using Scratch.

It was fantastic to see their ideas take shape as interactive games, especially the quiz and sorting games created by some of our talented female students, who really shone this term. Their projects combined smart coding with creativity and problem-solving.

Students have also started developing core iterative programming blocks including FOR Loop, known as count controlled loops and WHILE Loops, known as condition controlled loops. Students will then move onto subroutines including the use of procedures and subroutines using a range of parameters and arguments within their subroutines and applying these to exam style questions.

Join us on **Tuesday, at 3.15pm in room 2.02 UTC Building.**

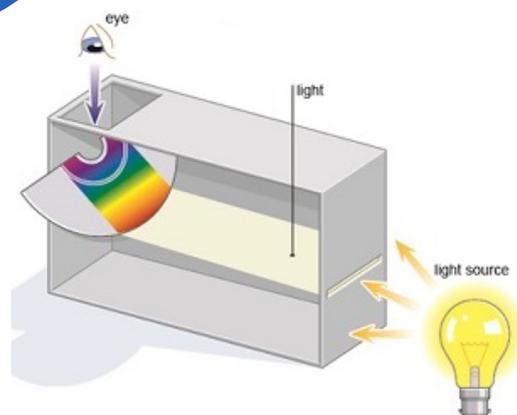




Stem Club is a unique experience to experiment and understand the science of past, present and future

## STEM CLUB

In STEM Club, students have been building their own spectrophotometers and using glass prisms – a hands-on project that combines physics and engineering to explore how light interacts with different substances.



In the practical students looked at natural daylight and compared candle light to view the spectra produced when white is diffracted. This practical experience not only deepens their understanding of scientific principles but also highlights the relevance of the spectrum of light in everyday life and in our exploration of the universe. The principles learned in the session allows students to answer questions about distant stars. For example, how do scientists know which elements make up far away stars? They point their spectrometers at them and analyse their spectra, from the spectra and black lines that are observed (see below), scientists are able to deduce what gases stars are composed of. The spectra of our sun shows that it is made of mainly hydrogen.

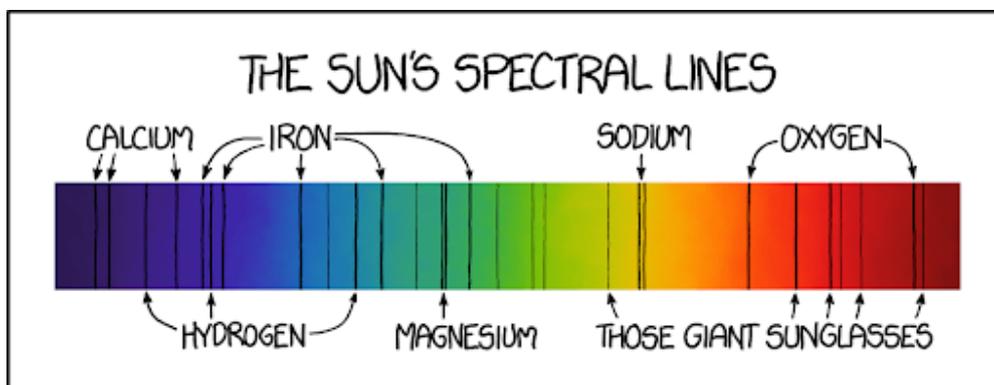
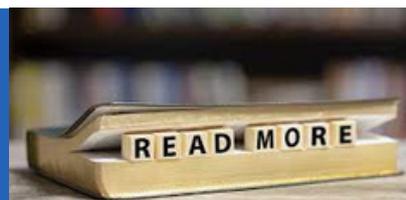


Image - The line spectrum of light from the sun, showing the elements that it is composed of.

**STEM Club, Thursday between 3:15 and 4:15 in a2.11 science lab.**

# LIBRARY AND CROSSWORDS CLUB

Library Club encourages an inclusive environment, cherishing the treasures of story-telling and imagination to keep reading, enabling our students to build the skills to become the creative and analytical leaders of tomorrow



## Library Club Update: Perseverance & Productivity

Over the course of this module, we focused on completing homework strategies and the importance of sticking with a new book, even when it felt challenging.

**Homework Help & Study Tips:** The library was the perfect space to get focused with many students utilising the time to finish their SparX and Tassomai homework assignments, using the many books in the library to find research to use for science and history. By reading, we strengthen our critical thinking ability and it helps sharpen our academic skills too.

**Persevering with a New Book:** Sometimes the best stories took time to unfold. After picking a new book or genre to try, some of our Library members were encouraged to give a new book a fair chance before deciding it wasn't for them. Often it takes reading 5 chapters of a book to decide if we actually like it! Many challenged themselves to push past the first few chapters, explore different genres, and enjoy the process of discovering new perspectives. Some new discoveries about their personal literary tastes were made, some for good and others did very well to try!

To persevere with reading a book, find a time and place where you can focus without distractions, choose a book that genuinely interests you, and make it a regular part of your routine. Consider the following tips to help you persevere with reading:

### 1. Find Your Reading Space and Time:

- Choose a comfortable and quiet environment
- Find a place free from distractions where you can relax and focus.
- Make reading a regular part of your routine, perhaps with a snack and drink to make it more enjoyable

### 2. Choose Engaging Material:

- Explore audiobooks, e-books, or physical books to find a format that suits your preference.
- If you're new to reading or struggling with a long book, begin with short stories or shorter novels.

### 3. Make Reading a Habit:

- Commit to reading a certain number of pages each day or week.
- Break down reading into manageable segments: Don't feel pressured to finish a chapter or book in one sitting

### 4. Engage Actively with the Text:

- Writing down key ideas, questions, and reflections can improve comprehension and retention
- Think about the main points, analyze the author's perspective, and consider how the book connects to your own experiences

By implementing these strategies, you can cultivate a more enjoyable and rewarding reading experience, leading to better retention and a greater sense of accomplishment.

**Every lunchtime in the Library.**

## BOARD GAMES CLUB



Board games Club is a club to practising strategizing, teamwork or individual competitiveness



A lunchtime board game sounds like a fantastic way to make the most of your break! Here is exciting news for you. We have launched Lunchtime Board Games club which is quick to play and can be wrapped up within a lunch break.

### What are the Benefits of Board Games?

- develop social skills: patience, taking turns, sharing, coping, compromising, flexibility
- develop social emotional skills: setting and achieving goals, decision making
- improve cognitive function: concentration, memory, critical thinking, focus, logic, strategy, spacial awareness

So why to wait for this wonderful opportunity. Just come and join in at **lunchtime in the Library on every Friday.**

## MINDFUL COLOURING CLUB



Mindful Colouring Club is a chance to be creative and practice relaxation and mindfulness!

The Year 8 Mindfulness Colouring Club continues to be a vibrant and relaxing space for students to unwind and explore their creativity. Over the past few weeks, members have been working on intricate mandalas and themed mindfulness designs, using soft tones and bold colours to express their emotions and focus their minds.



Whether you're looking for a calming break from schoolwork or a way to enhance your focus, the club welcomes new members to join in and experience the benefits of mindfulness colouring! Come and join us during **year 8 lunch time, in the library every Thursday!**

## CRICKET CLUB

Cricket Club is the place to play whilst gaining skills in speed, distance and precision as a team!



### New KS3 Cricket Club Launches!

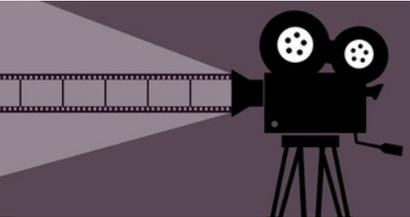
We're excited to announce the launch of our new KS3 Cricket Club! In our first two sessions, students have been developing key skills including batting techniques, bowling accuracy, and fielding drills. The focus has been on teamwork, fitness, and having fun while learning the fundamentals of the game. All KS3 students are welcome; no experience needed! Join in on **Mondays at 3.15pm in the IA playground.**

# GIRLS' FOOTBALL CLUB

Girls' Football Club is the place to play the game, learn resilience, skill and team spirit



Girls' football is off to a great start this term, with fantastic weather making our sessions even more enjoyable. We've been building confidence, developing our skills, and now taking our games onto the playground for more space and fun. Join us on **Mondays, at 8.15am -9.00am in the IA playground.**



Film Club is the place to be for the love of books and film adaptations!

## FILM CLUB

Film Club was a huge success this module! We watched action-adventure thrillers, and popular dystopian films like The Hunger Games. Year 7s attended for their love of films and to get a sneak peak at next year's learning and Year 10s came to take a short break from studying hard towards their GCSEs. We have modern Shakespeare adaptations and more dystopians on the schedule going forward. So, for whatever reason pupils want to attend, there is a seat for everyone in our UTC cinema on Thursdays. The choice is yours so grab your popcorn, bring your thoughts, and let's chat about books and movies in **a1.11 every Thursday, 3.15 - 4pm**



Art Club is a great opportunity to get creative and use different materials and tools, whether it's pencil, paints or clay

## ART CLUB

Art club has been going well. Members have been consistently attending and participating in a variety of projects, from drawing and painting to experimenting with different materials.

We would love to see other students attending to practise skills and experiment with different mediums whilst enjoying their love of art.

A reminder sessions take place on a **Monday afterschool in aG.09** with Mrs Mulcahy.



# GAMING CLUB

Gaming Club is an opportunity to build stamina and competitive ability



Welcome to Games Club!

Feeling the Monday blues? Kickstart your week with a bit of fun at Games Club! We keep it simple and retro—offering a great way to unwind and connect through classic games that never get old.

All students from KS3 to KS5 are welcome. Games are played on the big screen using the new projectors, with up to four players at once using wireless controllers—all run through my tablet!

Some fan favourites include:

- Super Smash Bros. Melee (Nintendo GameCube)
- Mario Kart Wii (Nintendo Wii)
- Capcom vs. Marvel (PlayStation 1)

Available Consoles:

- Atari
- Game Boy, Game Boy Advance
- Nintendo DS, 3DS, Switch
- Super Nintendo (SNES), Nintendo 64,
- GameCube, Wii
- Sega Genesis
- PlayStation 1, PlayStation 2, PSP...and more!



Some members even bring their own devices (like Nintendo DS, Switches, or Raspberry Pis) to play with friends. Whether you're joining a big screen tournament or chilling with a smaller group, there's something for everyone.

Most importantly, Games Club is a friendly and respectful space where everyone is welcome. Many of the games and consoles are donated by members (including me!), so please take care of the equipment and treat others kindly. Can't wait to see you there—bring your friends and let's play! Join us every **Monday in Room 2.02, right after school from 3:15pm to 4:10pm.**





## Student Voice News: Making a Difference at Leigh UTC

The Student Voice team have been recently discussing their next campaigns to focus on in order to help raise awareness and encourage making a difference in.

### **Our plans toward a fundraising event toward the charity Charlie's Promise:**

We will aim to raise as much money as we can for this charity. This will include advertising around school and on our website/social media to promote people to donate toward the cause.



### **Our plans for a Water Project:**

The aim of this project is to make filtered and cold water a given here at the UTC. Students would be able to fill up their bottles if we had one on each floor.

### **Our plans for in-house Learning Walks:**

Members of the student voice have been coming into KS3 lessons just to see how the lessons are going and what you're actually learning. This'll be beneficial as feedback for teachers, ultimately improving the lesson quality for everyone. Questionnaires may also be carried out within tutor.

### **Our plans for a Culture Day:**

A day to celebrate cultures. This will potentially be via dishes from different nationalities being brought in, or clothing that aligns with your culture. Our aim is to make everyone feel appreciated at the UTC and expand education and knowledge.

Written by Elijah D, Year 10



# ATTENDANCE

100% attendees were entered into a draw and randomly chosen from each year group during the reward assemblies for a chance to win delightful Easter-themed chocolate bouquets.

Those who maintained 100% attendance across all four modules were awarded a badge and a certificate.



# EXAM TIME AT THE LEIGH UTC

To all our amazing students at The Leigh UTC who have started their exam season

As you head into every exam, we want to take a moment to say a huge well done for everything you've achieved over the last 5 to 7 years.

You've grown, worked hard, faced challenges head-on, and continued to show determination and resilience every step of the way.

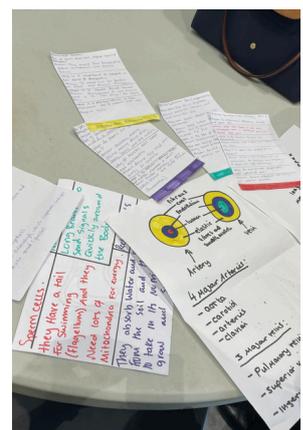
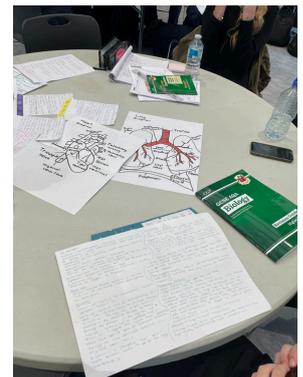
Your journey has been one of preparation, persistence, and progress and that preparation is the key to success.

You've built a strong foundation, and now it's your time to shine.

Remember, exams are just one part of your story, but the effort you've put in will pay off. We believe in you, and we're incredibly proud of all that you've accomplished.

Good luck—you've got this!

The Leigh UTC Team



# STUDENT WELLBEING AT THE LEIGH UTC

## The Link Between Diet and Mental Health – Especially in Young Minds

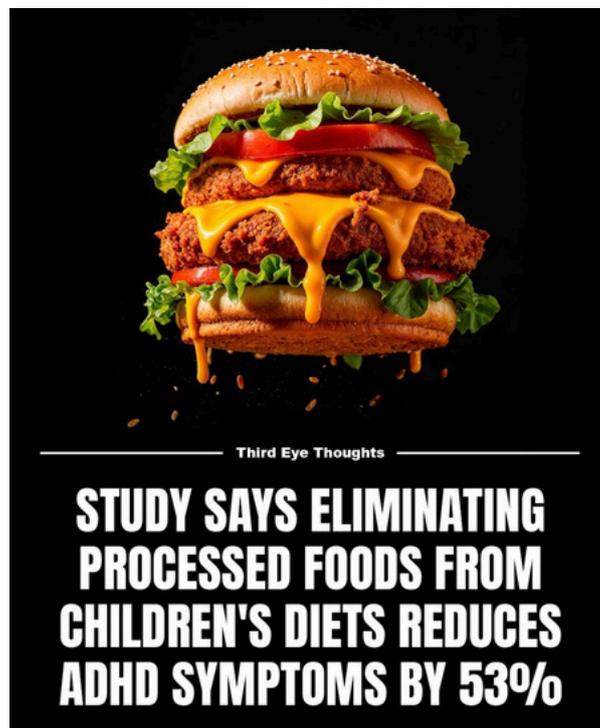
At The Leigh UTC, we're always exploring how to better support the wellbeing of our students.

Recent findings from @ThirdEyeThoughts, show that there is a growing body of research that proves how much of an impact diet has on mental health – particularly in children.

A standout study published in The Lancet revealed that children with ADHD who eliminated processed foods and artificial additives from their diets saw a 53% reduction in symptoms. After just a few weeks on a clean, whole-foods diet, more than half of the participants showed noticeable improvements in focus, mood, and behaviour.

Processed foods often include synthetic dyes, preservatives, and high sugar levels, all of which can contribute to hyperactivity and inflammation in the brain.

Food for thought...quite literally!



# WELLBEING AT THE LEIGH UTC

Each module, staff are given a 'Wellbeing Wednesday', where sessions are offered by either a member of staff or an external company, for any member of the UTC to participate in if they wish to. Staff are also given the opportunity to leave at an earlier time to focus on something they enjoy to maintain that healthy work life balance.

Our social media platforms include a Wellbeing Wednesday 'tip of the week' for any of our followers to try. These are directed at staff and students, but can be taken up by any member of the UTC community and are also shared weekly for staff in the bulletin.

Below are a few examples of what we have focused on this module via *Action for Happiness*, who promote a monthly calendar of daily happiness and kindness tips, including:

- 'Meaningful May' - some tips and tricks to spread kindness and express gratitude!
- 'Joyful June' - ways to be more energetic, think positively and find joy in our everyday lives!

## Sources of Support:

**Mind:** Telephone number: 0300 123 3393

**Remploy:** This is a confidential service offering advice and support for mental health issues, anxiety and stress at work. Telephone number: 0300 456 8114

**Samaritans:** Offer emotional support 24 hours a day via a listening service, in full confidence. Call 116 123.



## **In School**

If a student is concerned about anything regarding their life in school and out of school, for example, bullying, they can contact their Student Services Manager (SSM) or email; ***stop@theleighutc.org.uk***

# WELLBEING AT THE LEIGH UTC

‘Meaningful May’ - some tips and tricks to spread kindness and express gratitude!

**Meaningful May 2025**

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
			1 Do something kind for someone you really care about	2 Focus on what you can do rather than what you can't do	3 Take a step towards an important goal, however small	4 Send your friend a photo from a time you enjoyed together
5 Let someone know how much they mean to you and why	6 Look for people doing good and reasons to be cheerful	7 Make a list of what matters most to you and why	8 Set yourself a kindness mission to help others today	9 What values are important to you? Find ways to use them today	10 Be grateful for the little things, even in difficult times	11 Look around for things that bring you a sense of awe and wonder
12 Listen to a favourite piece of music and remember what it means to you	13 Find out about the values or traditions of another culture	14 Get outside and notice the beauty in nature	15 Do something to contribute to your local community	16 Show your gratitude to people who are helping to make things better	17 Find a way to make what you do today meaningful	18 Send a handwritten note to someone you care about
19 Reflect on what makes you feel valued and purposeful	20 Share photos of 3 things you find meaningful or memorable	21 Look up at the sky. Remember we are all part of something bigger	22 Find a way to help a project or charity you care about	23 Recall three things you've done that you are proud of	24 Make choices that have a positive impact for others today	25 Ask someone else what matters most to them and why
 26 Remember an event in your life that was really meaningful	27 Focus on how your actions make a difference for others	28 Do something special and revisit it in your memory tonight	29 Today do something to care for the natural world	30 Share a quote you find inspiring to give others a boost	31 Find three reasons to be hopeful about the future	

**ACTION FOR HAPPINESS** Happier · Kinder · Together

‘Joyful June’ - ways to be more energetic, think positively and find joy in our everyday lives!

**Joyful June 2025**

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1 Decide to look for what's good every day this month	2 Say positive things in your conversations with others	3 Re-frame a worry and try to find a helpful way to think about it	4 Take a photo of something that brings you joy and share it	5 Think of 3 things you're grateful for and write them down	6 Get out into green space and feel the joy that nature brings	7 Do something healthy which makes you feel good
8 Find joy in music: sing, play, dance, listen or share	9 Ask a friend what made them happy recently	10 Bring joy to others by doing something kind for them	11 Eat good food that makes you happy and really savour it	12 Write a gratitude letter to thank someone	13 Take a light-hearted approach. Choose to see the funny side	14 Share a happy memory with someone who means a lot to you
15 Look for something to be thankful for where you least expect it	16 Speak to others in a warm and friendly way	17 Take time to notice things that you find beautiful	18 Look for something good in a difficult situation	19 Get outside and find the joy in being active	20 Rediscover and enjoy a fun childhood activity	21 Send a positive note to a friend who needs encouragement
 22 Watch something funny and enjoy how it feels to laugh	23 Create a playlist of uplifting songs to listen to	24 Bring to mind a favourite memory you feel grateful for	25 Show your appreciation to people who are helping others	26 Make time to do something playful, just for the fun of it	27 Be kind to you. Do something that brings you joy	28 Notice how positive emotions are contagious between people
 29 Share a friendly smile with people you see today	30 Make a list of the joys in your life (and keep adding to it)					

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## CONTACT US

Thank you to all the students, staff and families in our UTC community for supporting us through another successful module. If you have any feedback please do not hesitate to contact us on any of the following platforms.

THE LEIGH UTC,  
THE BRIDGE DEVELOPMENT,  
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PHONE: 01322 626600

EMAIL: [WWW.INFO@THELEIGHUTC.ORG.UK](mailto:WWW.INFO@THELEIGHUTC.ORG.UK)

## QUESTIONS ABOUT YOUR CHILD'S PROGRESS?

Should you wish to discuss any concerns with your child's learning, the first point of contact should be your child's PD Mentor or their Student Services Manager (SSM).

To get in touch, please do not hesitate to contact us via email on; [info@theleighutc.org.uk](mailto:info@theleighutc.org.uk)

The SEND Team can be contacted directly via the email address; [SEND@theleighutc.org.uk](mailto:SEND@theleighutc.org.uk)

For information regarding admissions please email; [admissions@theleighutc.org.uk](mailto:admissions@theleighutc.org.uk)

## SOCIAL MEDIA

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