

THE BLUE COAT SCHOOL WEEKLY NEWSLETTER

BELONG, FLOURISH, THRIVE – INSPIRED BY OUR FUTURE

As we look ahead to the next academic year, we are excited to introduce a renewed vision for life at Blue Coat — one centred on belonging, participation, pride, and community. At the heart of this vision is a simple belief: students should feel that they are part of something meaningful, something bigger than themselves, and something they are proud to represent.

At Blue Coat, belonging is not simply about attending school; it is about feeling known, valued, included, and connected. We want every pupil to experience a strong sense of identity within the school community — in the classroom, through the House system, in enrichment activities, on the sports field, through leadership opportunities, and in the everyday relationships that shape school life. Our aim is for students not only to achieve academically, but also to flourish personally and socially as active members of the Blue Coat community.

An important part of this shared identity is the pride pupils take in their uniform and presentation. Our uniform reflects equality, unity, and respect for the traditions and values of the school. We want students to recognise that when they wear the Blue Coat uniform, they represent not only themselves, but the wider school community. High standards of presentation help foster self-respect, collective pride, and a strong sense of belonging. We will continue to work closely with students and families to ensure these expectations are understood, valued, and upheld consistently.

This renewed focus will strengthen the values that underpin daily life at Blue Coat: responsibility, respect, kindness, integrity, participation, and pride. Whether through excellent attendance, smart presentation, positive behaviour, or involvement in the wider life of the school, we want pupils to understand that they represent something important. The way students contribute to the community — both in and out of school — helps shape the culture and reputation of Blue Coat Liverpool.

Throughout next year, students will see greater opportunities for participation, leadership, recognition, and student voice. We want every pupil to feel that they belong here, that their contribution matters, and that they have a meaningful role to play within the life of the school. By strengthening this shared sense of belonging, we continue to build a community where students can truly belong, flourish, and thrive.



BLUE COAT PUPILS ACHIEVE OUTSTANDING SUCCESS IN NATIONAL MATHS CHALLENGE

The results of this year's Junior Mathematical Challenge (JMC) were released last night, and we are delighted to celebrate an exceptional set of achievements from our Year 7 and Year 8 pupils.

The Junior Mathematical Challenge, organised nationally by the United Kingdom Mathematics Trust, encourages pupils to develop mathematical reasoning, precision, and problem-solving skills through a series of demanding and thought-provoking questions. This year, 275 Blue Coat students from Years 7 and 8 took part in the competition, with pupils achieving an outstanding 92 Gold awards, 88 Silver awards, and 56 Bronze awards.

These results place a significant number of our pupils amongst the highest-performing young mathematicians nationally. We are particularly proud that 44 students have qualified for the Europe-wide Junior Kangaroo competition, awarded to the top-performing pupils across the country, while 5 students have progressed even further and qualified for the prestigious Global Junior Olympiad — a remarkable accomplishment reflecting exceptional mathematical talent and dedication.

Special recognition goes to Yichen Z in Year 7, who achieved the highest score not only in Year 7, but across both Year 7 and Year 8 cohorts. Congratulations also to Matthew R, who achieved the highest score in Year 8. Both pupils demonstrated outstanding mathematical ability in an extremely competitive field. Congratulations to all pupils who took part. Their hard work, resilience, and enthusiasm for mathematics are a credit to themselves and to the school.



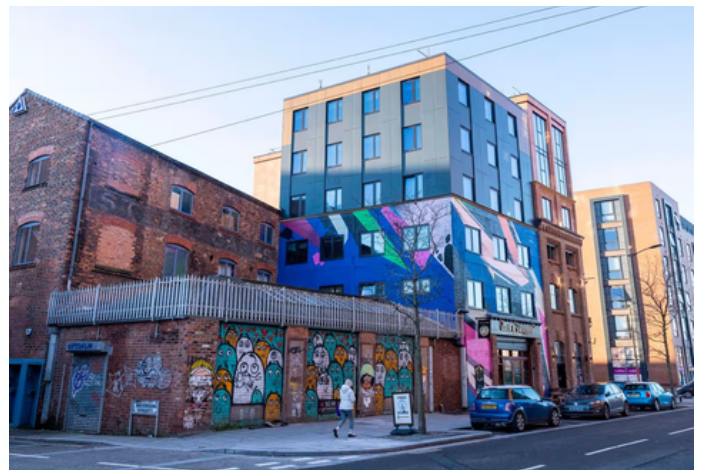
YEAR 12 GEOGRAPHY FIELDWORK VISIT TO THE BALTIC TRIANGLE

On Friday, Year 12 Geography students visited the Baltic Triangle as part of their A Level studies on urbanisation and regeneration.

The visit provided pupils with the opportunity to explore one of Liverpool's most significant regeneration areas and to see first-hand how former industrial spaces have been transformed into a vibrant centre for business, leisure, culture, and residential development. Throughout the morning, students conducted fieldwork activities linked to their classroom learning, including observations of land use, environmental quality assessments, and investigations into the social and economic impacts of regeneration.

The Baltic Triangle offered an excellent case study for examining the changing nature of urban environments, allowing students to apply geographical theory to a real-world context. Pupils considered both the successes and challenges associated with urban regeneration, including investment, sustainability, housing, transport, and the impact on local communities.

The trip was a valuable opportunity for students to deepen their understanding of a key A Level topic while developing important fieldwork and analytical skills that will support their future studies. Staff were extremely impressed by the engagement, maturity, and enthusiasm shown by all students throughout the visit.



YEAR 12 STUDENTS ENGAGE WITH HOUSE OF LORDS PARLIAMENTARY SESSION

On Friday, Year 12 Politics students from The Blue Coat School Liverpool took part in an online educational session hosted by the House of Lords as part of the Learn with the Lords programme. The event provided students with a valuable insight into parliamentary procedure and the legislative process within the UK Parliament.

During the session, students explored the role of Private Members' Bills, public bills introduced by members of the House of Lords who are not government ministers, and learned how these bills progress through Parliament.

Students heard from a House of Lords Clerk, who explained the process behind Private Members' Bills and the significance of the ballot system at the beginning of a new parliamentary session. They also listened to The Lord Bishop of Manchester, who reflected on his own experiences of introducing legislation during the previous Parliament.

A particular highlight of the event was the opportunity for students to witness the live drawing of the Private Members' Bill ballot, allowing them to observe parliamentary procedure taking place in real time. Excitingly, one of the bills drawn during the ballot was entered on behalf of our Year 12 students, making the experience especially memorable.

The session offered a fantastic opportunity for students to deepen their understanding of politics beyond the classroom and engage directly with the workings of Parliament. It was an inspiring and exciting experience for all involved.



MRS CONWAY TAKES ON CANCER RESEARCH UK RUNNING CHALLENGE

This month, Hannah Conway has been taking part in a fundraising challenge in support of Cancer Research UK and the Bowelbabe Fund, created in memory of Dame Deborah James.

Originally signing up to complete one mile a day throughout May, Mrs Conway quickly decided to push herself even further by running 5km every single day instead. Having already passed the remarkable 50km milestone over the weekend, she has now completed ten consecutive days of 5km runs and remains on course to exceed 150km by the end of the month — with the ambitious target of reaching 160km, the equivalent of 100 miles.

The challenge is raising money for vital cancer research and to support the work of the Bowelbabe Fund, which continues Dame Deborah James' mission to improve awareness, research, and support for those affected by cancer. Mrs Conway's commitment, determination, and willingness to support such an important cause have been greatly admired across the school community.

We recognise that many families have already generously supported charitable causes this year, but anyone wishing to sponsor Mrs Conway and support the fundraiser can do so via her fundraising page: <https://fundraise.cancerresearchuk.org/page/hannahs-giving-page-347089>

We wish Mrs Conway the very best as she continues her challenge throughout the remainder of May.



HOUSE CAPTAIN ELECTIONS 2026/27 – YEARS 7–10

During House Assemblies next week, House Leaders will be introducing the election process for the 2026/27 House Captains for students in Years 7–10. Please note that new Year 7 and Year 12 House Captains will be appointed separately at the start of September. The election process will formally begin during form time in the week commencing **8th June 2026**, following a structure developed by **Louis Walsh (Head of School Council)**. Staff are kindly asked to support this process by allocating time within Form Time provision and ensuring students are fully informed about the expectations of the role.



Overview of the Role

House Captains play an important leadership role within the school community. They will:

- Serve on the House Student Council
- Act as key representatives for their form and year group
- Support communication between students and staff
- Have opportunities to contribute to a smaller School Council group

This is a valued position that requires commitment, responsibility, and a willingness to represent the voice of their peers.

Election Timeline and Process

Week commencing 8th June 2026 – Nominations and Presentations

Form Tutors should invite students who wish to stand for House Captain to put themselves forward. It is important that students understand the significance and responsibility of the role before doing so. Candidates will be asked to present their candidature to their form group through **either a short speech or a brief video**, outlining:

- Why they would like to represent their form
- Why they feel they are well suited to the role

Following all presentations, each form will conduct a **democratic ballot-style vote** to select their House Captain.

SUPPORTING OUR SCHOOL CHARITY: THE SUNSHINE GROUP

The Blue Coat School is proud to announce that we will be supporting the Sunshine Group as our chosen school charity this year. The Sunshine Group is a local organisation dedicated to supporting women affected by breast cancer by providing guidance, care and encouragement during some of life's most challenging times.

We are confident that our collective efforts will make a lasting and positive impact throughout the coming year.



Our school community is excited to work alongside such an inspiring charity and hopes to make a meaningful difference through a range of activities organised by both students and staff.

Throughout the year, there will be numerous opportunities for everyone to get involved, including charity days, sponsored events and fundraising campaigns designed to raise both awareness and vital funds for the charity's important work.

By supporting the Sunshine Group, we aim not only to help women and families within our local community, but also to strengthen the sense of compassion and togetherness within our school. We look forward to seeing students and staff come together to support this worthwhile cause with enthusiasm, generosity and community spirit.

Supporting the Sunshine Group reflects the core values of The Blue Coat School — kindness, service and standing together to help others — and we hope that our collective efforts will make a lasting and positive impact throughout the coming year.

MANAGING EXAM STRESS AND ANXIETY

As examinations approach, it is completely normal for students to experience periods of stress, pressure, or anxiety. While a certain level of nervousness can help pupils stay focused and motivated, it is important that students also look after their wellbeing and recognise when they may need support.

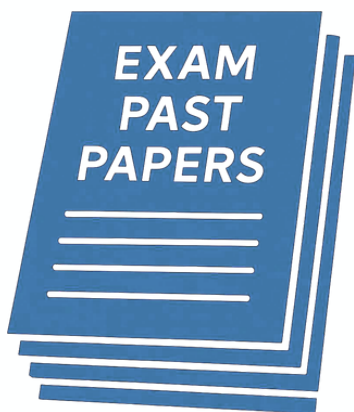
One of the most effective ways to manage stress is through talking. Students are encouraged to speak openly with parents, teachers, tutors, friends, or pastoral staff if they are feeling overwhelmed or anxious. Often, sharing concerns can help reduce pressure and allow problems to feel more manageable. At Blue Coat, we want all students to know that they are supported and that asking for help is a sign of strength, not weakness.

Students are also reminded of the support available through Kooth, an online wellbeing platform providing free, safe, and confidential mental health support for young people. Kooth offers access to professional counsellors, self-help resources, discussion forums, and advice on managing stress, anxiety, sleep, and wellbeing. Many students find it helpful to access support outside school hours in a confidential and supportive environment.



Alongside seeking support, students should aim to maintain healthy routines during the examination period. Regular sleep, exercise, balanced nutrition, planned revision breaks, and time away from screens all play an important role in supporting both mental wellbeing and academic performance. Examinations are important, but so too is maintaining perspective and balance. We encourage all students to look after themselves, support one another, and remember that they do not have to manage stress alone.

REVISION TECHNIQUES: USING PAST PAPER QUESTIONS EFFECTIVELY



One of the most effective revision strategies pupils can use is practising with past paper questions. This technique not only helps students test their knowledge, but also develops familiarity with the style, structure, and timing of examination questions.

Completing past paper questions allows pupils to apply what they have learned under realistic exam conditions. It helps identify strengths and areas requiring further revision, while also improving confidence and exam technique. Many students discover that understanding content is only part of success — being able to interpret command words, structure answers clearly, and manage time effectively are equally important skills.

To gain the greatest benefit, pupils should avoid simply reading mark schemes after completing questions. Instead, they should attempt answers independently, review mistakes carefully, and then improve or redraft responses using examiner feedback and mark scheme guidance. This process of reflection and correction is where much of the learning takes place.

Regular use of past paper questions, combined with consistent revision over time, is one of the strongest ways students can prepare successfully for examinations. Small amounts of focused practice completed regularly are often far more effective than last-minute cramming.

WORLD CUP 2026 STOCK MARKET SIMULATOR COMPETITION

Get ready for a unique World Cup challenge! Year 12 student Harnoor is launching a fun and interactive Stock Market Simulator Competition linked to the upcoming FIFA World Cup 2026. The competition is designed to give students a taste of how the stock market works, including how prices can rise and fall depending on performance and success.

The competition is open to all students, but spaces are limited to just 250 participants, so make sure to sign up quickly via ParentMail if you would like to take part. Once signed up participants will receive the link to a Microsoft Form to complete their entry.

Each investor will receive £1000 in virtual credits to build their portfolio. Participants must choose 3 teams to invest in, with the option to buy multiple shares in each team. For example, you might invest heavily in one favorite team or spread your credits across several lower-valued teams.

Team values will change throughout the tournament depending on their results and progress, making strategy and smart investing key to success.

Entry costs £3 per person, with one entry allowed per participant. Half of the proceeds will go towards the school charity, while the rest will be shared between the competition winners (awarded as Amazon vouchers).

Good luck, and happy investing!



WORLD CUP 2026

A STOCK MARKET SIMULATION

Choose 3 teams, invest your 1000 credits, and build the best portfolio!



ENTRY DEADLINE
1ST JUNE 2026
3:30 PM

Open to all students, teachers and parents.



ENTRY FEE
£3



ONLY 250 PLACES

HOW TO PLAY

-  You have 1000 credits to build your portfolio.
-  You must choose EXACTLY 3 different teams (stocks).
-  You can buy multiple shares in each team.
-  Your total investment must not exceed 1000 credits.

PORTFOLIOS TO BE INDICATED THROUGH MICROSOFT FORM.

PRIZES

50% OF COLLECTED FUNDS WILL BE AWARDED AS VOUCHERS

-  1st Place – “Bull Market Ballon d’Or” – 50%
-  2nd Place – “Champions League Trader” – 25%
-  3rd Place – “Europa League Contender” – 15%
-  Last Place – “Relegation Zone Portfolio” – 10%

HOW THE POINT SYSTEM WORKS

How far each of your chosen team advances in the World Cup changes its stock price.

AFTER THE GROUP STAGE

↑ 1st Place +50%

↑ 2nd Place +25%

↑ 3rd Place +10%

↓ 4th Place -75%

KNOCKOUT STAGES

↑ Win +50%

↓ Loss -20%

TIE-BREAKER RULE

In the case of a tiebreaker all participants have to predict the number of goals scored in the whole tournament when entering.

The closest guess would win the tiebreaker but if your guess was over the actual number of goals scored you would be eliminated from the tiebreaker.

 **ONLY 250 PLACES AVAILABLE!**



TEAM STOCK PRICES

(PRICE PER SHARE IN CREDITS)

TEAM	PRICE
 France	750
 Spain	750
 England	750
 Brazil	750
 Germany	750
 Argentina	500
 Portugal	500
 Netherlands	500
 Belgium	450
 Colombia	450
 Morocco	450
 USA	450
 Turkey	400
 Uruguay	400
 Sweden	400
 Senegal	400
 Ghana	400
 Mexico	400

TEAM	PRICE
 Ecuador	350
 Croatia	350
 Paraguay	350
 Switzerland	350
 Australia	300
 Canada	300
 Ivory Coast	300
 Egypt	300
 Czechia	300
 DR Congo	250
 Bosnia	250
 Austria	250
 Iran	250
 Tunisia	250
 Saudi Arabia	200
 New Zealand	200

TEAM	PRICE
 Qatar	150
 Cape Verde	150
 South Korea	150
 Uzbekistan	150
 Scotland	100
 Curaçao	100
 Algeria	100
 Haiti	50
 Iraq	50
 Jordan	50
 Panama	50
 South Africa	50



SPORTS ROUND-UP

It has been an excellent week for Blue Coat cricket, with impressive victories recorded across the U13, U14, and U15 age groups in county competition fixtures.

The U13 side produced a dominant performance away against Balshaw's Church of England High School in the Lancashire Plate competition. Batting first, Blue Coat amassed an outstanding total of 154-1, eventually securing victory by 100 runs. A particularly notable feature of the innings was the strength and consistency shown throughout the batting line-up, with Marcus, Shaurya, and Aadavan all retiring on 30 runs after superb batting displays.

The U14 team also enjoyed success with an excellent away win against Birkdale High School in the Lancashire Cup. Blue Coat posted a strong score of 100-3 before producing a disciplined bowling and fielding performance to restrict their opponents and secure a 14-run victory.

Meanwhile, the U15 side delivered an emphatic performance at home against Rainhill High School in the Lancashire Cup. After limiting the visitors to just 48 runs, Blue Coat chased down the target inside six overs in a confident batting display. The match was sealed in style by Ewan, who struck three consecutive boundaries to complete the victory.

Congratulations to all players involved on an outstanding set of performances and an excellent start to the cricket season.



KEY DATES

Date	Event
Wednesday 20th May 2026 - Sunday 24th May 2026	Spanish Trip to Madrid
Thursday 21st May 2026	Y12 Geography Trip to Baltic Triangle
Friday 22nd May 2026	Deadline for UCAS personal statement (Draft 2)
Friday 22nd May 2026	Term ends at 3:30pm
Monday, 25th May 2026 – Friday 29th May 2026	Half term break
Monday 1st June 2026 – Friday 5th June 2026	Mock exams week
Monday 8th June 2026	UKMT National final
Tuesday 9th June 2026	Junior maths Kangaroo / Olympiad
Tuesday 9th June 2026	Y10 Parents' Evening
Thursday 11th June 2026	Y10 Geography Trip
Thursday 11th June 2026	Y12 Liverpool University visit
Tuesday 16th June 2026	Sports Day
Tuesday 16th June 2026	Y12 UCAS Discovery Day



HAMZAH (7TU)



ALICE (7TU)



KATHERINE (7SE)



DANA (7TU)



AZZA (10TU)



ISAAC (7CU)



SUPPORT THE EXPERIENCES THAT HELP SHAPE STUDENTS

From clubs and competitions to creative projects and performances, our students gain so much from extracurricular opportunities, and your support keeps them going.

A contribution of just £10 per term (£30 per year) per student makes a real difference. Plus, every £10 donation earns a chance to win £50 in our monthly raffle!

See Parentmail for payment details and give today, together we can keep our enrichment programme rich, varied, and open to all.



The Liverpool Blue Coat School Foundation

DEDICATE A PLAQUE ON OUR CHAPEL PEWS



We invite alumni, families and friends of the school to leave a lasting mark on our community by sponsoring a personalised plaque on a chapel pew.

For £100, you can dedicate a plaque in your name or in memory of a former student, becoming a meaningful part of the school's history for generations to come. This is a unique opportunity to honour a loved one, celebrate your connection to the school, and support the ongoing care of our cherished chapel.



Email: foundation@bluecoatschool.org.uk for more information





THE LIVERPOOL BLUE COAT SCHOOL



GOLF DAY 2026

AT WOOLTON GOLF CLUB

FRIDAY JULY 3RD 2026

12.30PM REGISTRATION

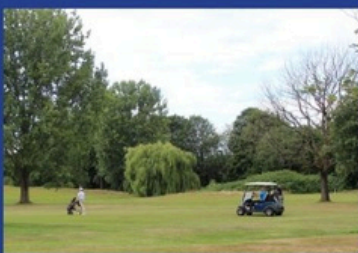
2.00PM TEE OFF

7.00PM DINNER & SOCIAL

£80/player or £320/team

enter as individual, pair or team

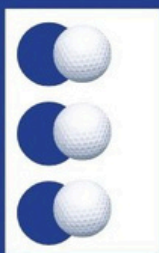
**INCLUDES: LIGHT LUNCH, ROUND OF GOLF, 2 COURSE MEAL,
ENTRY TO ADDITIONAL COMPETITIONS: CLOSEST TO PIN, LONGEST DRIVE**



REGISTER NOW!

seo@bluecoatschool.org.uk

Friends, family and colleagues welcome
(This is an adult only event)



THE COMPETITION WILL FOLLOW A SHAMBLE GOLF FORMAT: ALL TEAMS TEE OFF, SELECT THE BEST DRIVE, AND THEN EACH PLAYER PLAYS THEIR OWN BALL FROM THAT POSITION FOR THE REST OF THE HOLE. THE THREE BEST SCORES FROM THAT POSITION WILL THEN BE USED, HOWEVER, A MINIMUM OF 3 SHOTS MUST BE USED FROM EACH PLAYER. PLAYERS MUST SUBMIT THEIR GOLF HANDICAP PRIOR TO THE EVENT, WHICH WILL BE FACTORED IN TO THEIR TEAM SCORE CARD WITH A MAXIMUM HANDICAP OF 24. PLAYERS CAN PURCHASE MULLIGANS AND GRENADES TO HELP THEIR ROUND!

£25 for dinner only

£50 to sponsor hole

All proceeds will go towards Blue Coat School Development Fund



www.bluecoatschool.org.uk



[Bluecoatschoolliverpool](https://www.instagram.com/bluecoatschoolliverpool)



[LiverpoolBCS](https://twitter.com/LiverpoolBCS)



[Bluecoatschoolliverpool](https://www.facebook.com/bluecoatschoolliverpool)

What Parents & Educators Need to Know about GENERATIVE AI SAFETY

Generative AI tools – such as ChatGPT – are now commonly used by children. In fact, 3 in 4 pupils in the 2024 Annual Literacy Survey reported using generative AI, up from just 2 in 5 the previous year. While these tools can boost learning and creativity, they also raise concerns around misinformation, privacy and overuse. This guide explores the key risks and how to support safe use.

WHAT ARE THE RISKS?

MISINFORMATION AND ACCURACY



Generative AI can sometimes produce false or misleading content. Children – and even adults – may assume the information is accurate and trustworthy. This can affect learning and understanding of important topics. It's vital to teach children to critically assess all information, even when it comes from AI.

EXPOSURE TO INAPPROPRIATE CONTENT

Because generative AI is trained on vast datasets from across the internet, there is a chance it may occasionally generate harmful or inappropriate content. Without supervision, children could encounter disturbing or unsuitable material. Active monitoring and clear usage boundaries can help reduce this risk.

PRIVACY AND DATA SECURITY

Some AI tools ask for personal details or store users' interactions. If privacy settings are not correctly configured, children's personal data could be exposed or misused. Teaching good digital hygiene and setting strong privacy controls is essential for protecting children online.

REDUCED CRITICAL THINKING



Relying too heavily on AI-generated responses may reduce children's willingness to think independently. If they consistently use AI to solve problems or complete tasks, it could impact their ability to reason, analyse and form their own ideas. Encouraging thoughtful reflection is key.

DIGITAL DEPENDENCY



Regular use of generative AI can contribute to increased screen time and less real-world interaction. If left unmanaged, it may affect physical activity levels, sleep, and social development. Striking a healthy balance between online and offline activities is important for wellbeing.

UNCLEAR ETHICAL BOUNDARIES



Children may not fully understand the ethical implications of using AI to complete homework or creative tasks. This can lead to unintentional plagiarism or dishonest academic practices. Conversations around responsible use and academic honesty are crucial.

Advice for Parents & Educators

ESTABLISH CLEAR GUIDELINES

Set clear, age-appropriate rules for when and how generative AI can be used. Reinforce these regularly to help children develop a healthy, respectful and informed relationship with the technology.



ENCOURAGE CRITICAL EVALUATION

Help children to question the accuracy of AI-generated information and seek out additional trusted sources. This builds essential digital literacy skills and supports better decision-making.



PROMOTE ACTIVE SUPERVISION

Keep an eye on how the children in your care use AI tools. Check in regularly to ensure they're using them appropriately and be ready to step in if something doesn't feel right.



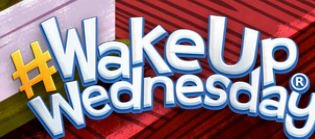
ENHANCE PRIVACY AWARENESS

Talk to children about the importance of keeping personal information private. Make sure privacy settings are in place and explain how data shared with AI tools could be used.



Meet Our Expert

Brendan O'Keefe, Deputy Headmaster and Director of Digital Strategy at Eaton House Schools, has extensive expertise in digital safety, safeguarding, and generative AI in education. As an author and speaker on digital literacy and online safety for institutions such as The National College, Brendan guides parents and educators in creating safe digital learning environments.



The National College