

# THE BLUE COAT SCHOOL WEEKLY NEWSLETTER

## GOOD LUCK YEAR 11 – WE ARE PROUD OF YOU

As our Year 11 students begin their GCSE examinations and move onto study leave, we would like to take this opportunity to wish each and every one of them the very best of luck over the coming weeks.

This is an important moment in your journey, and while we know it can be a stressful time, it is also one to approach with confidence. You have worked hard, shown resilience, and developed the knowledge and skills needed to succeed. Trust in your preparation, stay focused, and keep going—your efforts will pay off, and we are confident you will achieve great success this summer.

Beyond the classroom, you have made us incredibly proud. Whether through outstanding performances in school productions, commitment and teamwork on the sports field, or your enthusiasm and leadership in clubs and societies, you have contributed so much to the life of the school. Your involvement in charity fundraising and wider activities has demonstrated not only talent, but also character, generosity and pride in being part of our community.

Throughout your time here, you have embodied our school motto—Not for oneself, but for all. You have supported one another, contributed to the wider life of the school, and helped to create a community where everyone feels they belong and has the opportunity to flourish. That collective spirit—looking out for others, taking pride in your school, and giving back—will serve you well not only in your exams, but in all that lies ahead.

As you head into this next phase, remember that you represent the very best of our school values.

Continue to show determination, support one another, and take pride in all that you do.

We look forward to welcoming many of you back into Year 12 to continue your journey with us in the Sixth Form. For those moving on to new opportunities, we wish you every success for the future and hope you will stay in touch and return to visit us in the years to come.

Good luck, Year 11—you have already made us proud, and we know you will continue to do so.





## MEMORABLE EVENING AT THE THEATRE: MISS SAIGON AT THE LIVERPOOL EMPIRE

On Wednesday 29th April, students from Years 10, 11, 12 and 13 enjoyed an unforgettable trip to the Liverpool Empire Theatre to watch the acclaimed musical Miss Saigon, led by Mr Emery. The visit formed part of the Music Department's ongoing commitment to providing rich extracurricular experiences that extend learning beyond the classroom.

Miss Saigon is a powerful and moving production set during the Vietnam War, telling the story of Kim, a young Vietnamese woman, and Chris, an American soldier. Through its dramatic narrative and iconic score, the musical explores themes of love, sacrifice and loss, brought to life through stunning staging and memorable songs. For many students, this was their first experience of live musical theatre on such a large scale, making it particularly impactful.

The evening itself was a great success. Students were fully engaged throughout the performance and represented the school exceptionally well, demonstrating maturity and enthusiasm. The atmosphere in the theatre, combined with the quality of the production, made for a truly special experience that students will remember for a long time.

This trip highlights the breadth of extracurricular opportunities offered by the Music Department at Blue Coat. From theatre visits to performance opportunities, students are encouraged to immerse themselves in the arts, develop their cultural understanding, and foster a lifelong appreciation for music and performance.



## JUNIOR MATHS CHALLENGE

On Wednesday 29th April, students at The Blue Coat School Liverpool took part in the Junior Mathematical Challenge, which was held in Shirley Hall. This nationally recognised competition is designed to promote mathematical thinking, challenge problem-solving skills, and encourage students to approach unfamiliar questions with confidence and resilience.

All Year 7 students and the majority of Year 8 students were involved in the event. The Challenge consisted of a one-hour, multiple-choice paper that rewards careful reasoning, precision, and logical thinking rather than routine methods. Questions were structured to increase in difficulty, allowing all students to access the paper while also providing stretch for the most able mathematicians.

Participation in events such as this plays an important role in developing students' confidence and enjoyment in mathematics beyond the classroom. It also provides valuable preparation for future academic challenges. We encouraged all students to approach the competition with a positive mindset and to take pride in representing the school.



**UK Maths Trust**

## ORGAN SCHOLARSHIP

Blue Coat School is proud to celebrate its Organ Scholarship. Now in its sixth year, the programme has become a distinctive and valued part of our musical life, offering students expert tuition, exceptional performance opportunities, and the chance to grow as confident and resilient individuals. Alongside their musical progress, scholars develop important lifelong skills such as discipline, leadership, and effective time management.

We actively encourage students to share their talents within the local community. Recently, Year 10 student Lucas began playing at Ullet Road Church. After only a short period attending rehearsals, he is already performing during services and accompanying both choir and congregation for hymns.

Lucas reflects on his experience:

"I've been playing the organ at Ullet Road Church for about a month now, and it has been a very rewarding experience. I'm really grateful for the opportunity to play in such a special setting. So far, I have been helping to accompany the choir during rehearsals and services, playing for selected hymns, as well as performing voluntaries. This has helped me develop my confidence and improve my accompaniment skills.

In addition, I have learned more about organ registration and how to create different colours and effects to suit different hymns, with guidance from the music director. In the future, I hope to continue playing the organ in churches, as it is both enjoyable and a valuable learning experience. I am very thankful for this opportunity."

Auditions for the next group of Organ Scholars will take place later this term. Students wishing to apply should be working at Grade 5 or above, and demonstrate a commitment to regular practice and to contributing their skills within the community.



## REVISION STRATEGIES FOR UPCOMING EXAMINATIONS

With examinations approaching, students at The Blue Coat School Liverpool should now be moving into a structured and purposeful revision phase. Effective revision is not simply about the number of hours spent studying, but the quality and method of that study. Establishing a clear plan early ensures that all subjects are covered systematically, reducing last-minute pressure and improving long-term retention.

A well-designed revision timetable is essential. Students should break subjects down into specific topics and allocate regular, manageable time slots across the week. Prioritisation is key—focus first on areas of weakness identified through classwork, assessments, or feedback. Short, focused sessions (30–60 minutes) with clear goals are significantly more effective than extended, unfocused periods of revision.

Equally important is the use of active revision techniques. Strategies such as retrieval practice (self-testing without notes), completing past paper questions, and using flashcards or spaced repetition systems have been shown to improve memory and exam performance. Simply rereading notes or highlighting textbooks is far less effective. Students should also practise exam technique by working under timed conditions and carefully reviewing mark schemes to understand how marks are awarded.

Finally, students should make full use of the support available to them. Attending intervention sessions, seeking clarification from teachers, and acting on feedback are all critical steps in improving performance. Maintaining a balanced routine—including adequate sleep, regular breaks, and time away from study—is also vital to ensure sustained focus and wellbeing during the exam period.



## DOFE BRONZE ASSESSED EXPEDITION – YEAR 9

Last weekend, almost the entire Year 9 cohort at The Blue Coat School Liverpool successfully completed their Duke of Edinburgh's Award Bronze assessed expedition. This represents a significant milestone in the Bronze Award, requiring students to demonstrate independence, teamwork, and resilience over the course of a two-day expedition.

Throughout the weekend, students navigated routes in small groups, carrying their own equipment, preparing meals, and managing their time effectively. The expedition is designed to develop key life skills beyond the classroom, including problem-solving, leadership, communication, and perseverance. Students were assessed on their ability to work collaboratively, follow a planned route, and respond positively to challenges such as fatigue, changing weather conditions, and decision-making under pressure.

The scale of participation this year has been particularly impressive, with nearly all of Year 9 involved. This reflects a strong commitment from both students and staff to the DofE programme and highlights the school's focus on developing well-rounded individuals. Taking part in the expedition not only contributes towards the Bronze Award but also builds confidence and prepares students for future academic and personal challenges.

Completing the assessed expedition is a notable achievement, and students should be proud of the determination and maturity they demonstrated throughout the weekend.



## THE RISKS OF USING AI FOR HEALTH AND EMOTIONAL ADVICE



As artificial intelligence becomes more widely used, more people are turning to it for advice about their health and emotional wellbeing. While AI can be useful for general information, it is not a substitute for professional medical or psychological support. Unlike trained doctors or counsellors, AI systems do not have the ability to fully understand an individual's personal history, context, or risk factors, which means the advice they provide can sometimes be incomplete, misleading, or inappropriate.

Recent news has highlighted growing concerns about this issue, with major technology companies such as OpenAI and Google facing legal challenges over the impact of their AI tools. Some cases have raised serious questions about whether AI systems have contributed to harmful outcomes, particularly in situations involving mental health. These developments underline the fact that AI is still an evolving technology, and its use in sensitive areas carries significant risks.

One of the key dangers is that AI can appear confident and authoritative, even when the information it provides is incorrect. This can lead users to trust advice that has not been verified or is not suitable for their situation. In the context of emotional wellbeing, this is especially concerning, as individuals may rely on AI instead of seeking help from trusted adults, teachers, or qualified professionals who are trained to respond appropriately.

The message is clear: AI can support learning and provide general guidance, but it should never replace professional advice when it comes to health or emotional matters. Students should always be encouraged to speak to a trusted adult, a medical professional, or a qualified counsellor if they have concerns. Using the right sources of support is essential for ensuring safety, accuracy, and wellbeing.

## PSYCHOLOGY STUDENTS SHINE INTERNATIONALLY

The British Psychology Olympiad is a prestigious international competition designed to challenge and extend students' understanding of psychology beyond the A Level specification. It brings together some of the most able students from across the world, asking them to apply their knowledge to unfamiliar scenarios, analyse research, and think critically about complex psychological concepts. Success in the Olympiad reflects not only strong subject knowledge, but also intellectual curiosity, resilience, and the ability to think like a psychologist.

The competition typically involves a rigorous written paper made up of multiple-choice and extended-response questions. These questions draw on a wide range of topics, including cognitive psychology, social behaviour, neuroscience, and research methods. Students are expected to interpret data, evaluate studies, and apply theories in new contexts, demonstrating a depth of understanding that goes well beyond routine classroom learning. Awards are then given at different levels—Gold, Silver, and Bronze—based on performance against an international cohort.

We are incredibly proud that our A Level Psychology students have been recognised for their advanced psychological knowledge while competing on this global stage. Their achievements reflect both their individual commitment and the strength of teaching and learning within the department, as well as a willingness to engage with academic challenge at the highest level.

Congratulations to Derry A, who achieved the Gold Award. Derry has been recognised as a Psychology student performing at the very highest level, and to secure this award against an international cohort is an outstanding achievement. Congratulations also to Lily McN and Alice J, who both achieved the Bronze Award, highlighting their ability to compete strongly against peers from schools around the world.



## CONGRATULATIONS TO OUR MEM OPEN CHALLENGE WINNERS!

We are thrilled to celebrate the incredible achievements of our students in the recent MEM Open Challenge. A massive congratulations goes out to our Maths champions: Katrina and Adam from Year 12, Jimmy and Aastha from Year 11, William, Lucas, and Hugo from Year 10, and Micah from Year 9. Their hard work and sharp analytical skills have truly paid off, earning them well-deserved recognition in this demanding competition.

What makes these results even more impressive is that the MEM Open Challenge is specifically designed to test the limits of Sixth Form students. Seeing our younger pupils from Years 9, 10, and 11 compete at such a high level is a testament to their exceptional mathematical talent and determination. They didn't just participate; they excelled against older peers, proving that they can handle some of the most complex problems out there.

We are immensely proud of every student who took part and represented our school with such distinction. Their success serves as a wonderful inspiration to the entire school community, highlighting the rewards of persistence and a passion for learning. We look forward to supporting these bright minds as they continue to grow and conquer even greater mathematical challenges in the future.



## UNIFORM UPDATE – INTRODUCTION OF YEAR GROUP TIES

From September, The Blue Coat School Liverpool will introduce a small but important update to the school uniform. All students will wear a designated year group tie, with each year assigned its own distinctive colour. This change has been informed by student voice gathered over the course of the year and forms part of our wider work to raise standards across the school. It has been carefully designed to strengthen identification, support safeguarding, and promote a strong sense of pride within each year group.

As part of this change, student lanyards will be removed and will no longer be used from the start of the new academic year. The move away from lanyards allows for a simpler, more consistent approach to uniform, while still ensuring that students can be easily identified by staff throughout the school day.

To support families with this transition, the school will provide each student with their first year group tie at no cost. Any additional or replacement ties can be purchased directly from the school's approved uniform suppliers at a cost of £8. Further information regarding the distribution of ties will be shared later in the academic year, with arrangements likely to take place in July.

A visual guide outlining the different year group ties and their corresponding colours will be shared with families for reference. We are grateful for the continued support of parents and carers in upholding the school's expectations and contributing to a positive, safe, and cohesive school community.



## SPORTS ROUND-UP

It has been another excellent week of sporting achievement at The Blue Coat School Liverpool, with success across multiple teams and competitions.

In cricket, the U13 boys secured an impressive victory in the Lancashire Cup, defeating St Mary's College Crosby by 8 runs. It was a closely contested match, with the team demonstrating composure under pressure to defend their total and progress in the competition.

In table tennis, the U16 boys delivered an outstanding performance at the National Table Tennis Finals on Sunday, finishing 6th in the country. The team faced strong opposition throughout, narrowly losing their quarter-final 7-1 to London Academy, who went on to finish as runners-up. They responded with an emphatic 8-0 victory over Warwick School, before a hard-fought 5-3 defeat to The King's School Peterborough in the 5th/6th place play-off. This marks an exceptional year for the squad—Ranveer, Reece, Keshav, and Ollie (Year 10)—who have been competing a year above their age group. They conclude the season as Merseyside and North West Champions.

In football, the U19 team secured a 1-0 victory over Merchant Taylors' School Crosby in the Merseyside Cup semi-final. They will now face Marine U19s in the final of the Everton Shield.



## KEY DATES

Date	Event
Monday 4th May 2026 - Monday 11th May 2026	French Exchange
Monday 4th May 2026	May Bank Holiday (May Day)
Wednesday 6th May 2026	Y12 Parents' Evening (Online)
Thursday 7th May 2026	Y11 Leavers' Day Celebration
Friday 8th May 2026 - Sunday 10th May 2026	Y10 DofE Silver Practice Expedition (Dark Peak)
Thursday 14th May 2026	Y13 Leavers' Day Celebration
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



**POPPY (8TO)**



**ALICE (7TU)**



**ENRICO (7CU)**



**HASAN (9TO)**



**MIA (8CU)**



**CURTIS (7RO)**



## 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](mailto:foundation@bluecoatschool.org.uk) for more information





# THE LIVERPOOL BLUE COAT SCHOOL GOLF DAY 2026 WOOLTON GOLF CLUB



**FRIDAY JULY 3<sup>RD</sup> 2026**

**12.30PM REGISTRATION  
2.00PM TEE OFF  
7.00PM DINNER & SOCIAL**



**£320/team or £80/player**

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



**£25 for dinner only**

**REGISTER NOW!**  
[seo@bluecoatschool.org.uk](mailto:seo@bluecoatschool.org.uk)  
Friends, family and colleagues welcome  
(This is an adult only event)



All proceeds will go towards Blue Coat School Development Fund

# What Parents & Educators Need to Know about GROUP CHATS

## WHAT ARE THE RISKS?

On messaging apps, social media and online games, group chats are one of the most popular ways that children connect. Group chats allow messages, images and videos to be shared in one place and help friendships flourish; however, they also come with a number of risks.

### TEASING AND BULLYING

Children of all ages are keen to fit in socially, and group chats can sometimes complicate that process. While group chats can foster connection, they can also give way to mean comments or jokes at someone's expense, especially when others join in for laughs. When bullying happens publicly, in front of friends and classmates, it can intensify the emotional impact – adding to embarrassment, anxiety and feelings of isolation for the child being targeted.

### UNKNOWN MEMBERS

Children often can't control who is added to a group, which can lead to privacy concerns. Sharing personal details in group chats can be dangerous, and children have no control over what others do with the material they send. Some members of the chat might even decide to use such information maliciously.

### PEER PRESSURE

Children may feel they have to constantly stay engaged just to be included and keep up with the conversation. In some cases, they might partake in inappropriate behaviours – like sharing explicit photos, jokes or teasing – just to fit in. Group settings can also encourage children to act in ways they normally wouldn't, or stay silent when they know something is wrong, out of fear of being excluded. Some children may find it difficult to leave toxic group chats.

### INAPPROPRIATE CONTENT

Some group chats may include inappropriate language or imagery. Even if a child isn't actively participating in the conversation, they may still be exposed to this content simply by being part of the group. Some apps have disappearing messaging features, where content is only available once or for a few seconds, which makes it harder for children to report something they've seen.

### EXCLUSION AND ISOLATION

Exclusion in group chats is common and can take several forms. Sometimes a new group is created specifically to leave one child out on purpose. In other cases, the chat may happen on an app that a child doesn't have access to, making it impossible for them to join in. This can cause feelings of being left out – even unintentionally.

### VIDEO AND LIVE CHATS

Many popular apps allow children to engage in live streaming with interactive chats or have group video chats. Anyone can be added to these streams, and often children tag peers in the comments and have conversations which are unmoderated. There's a risk of being exposed to inappropriate or violent content and offensive language, either in the group videos or via the group chats.

## Advice for Parents & Educators

### CONSIDER OTHERS' FEELINGS

Group chats can become an arena for children to compete for social status. Help children consider how people might feel if they behave unkindly. If a child does upset someone, encourage them to reach out, show empathy and apologise for their mistake.

### SET SOME GROUP CHAT RULES

Discuss safe group chat practices, such as asking a peer for consent before adding them to a group chat, or leaving a group chat if a stranger is added. Tell children that if they're added to a group they didn't agree to beforehand, it's OK for them to leave immediately.

### BLOCK, REPORT AND LEAVE

If a child encounters inappropriate content or feels uncomfortable in a group chat, encourage them to block and report the sender and leave the group. Make sure children know it's OK to leave a group chat if they feel uncomfortable or unsafe.

### SUPPORT, NOT JUDGEMENT

Group chats are an excellent way for children to connect and feel like they belong. However, remind them that they can confide in you if they feel bullied or excluded, instead of responding to the person who's upset them. Validate their feelings and empower them by discussing how they'd like to handle the situation. You can also encourage children to speak up if they witness others being bullied.

### PRACTISE SAFE SHARING

It's vital for children to be aware of what they're sharing and who might potentially see it. Ensure they understand the importance of not revealing personal details – like their address, their school, or photos they wouldn't like to be seen widely. Remind them that once something is shared in a group, they can't be certain where it might end up or how it might be used.

### SILENCE NOTIFICATIONS

Being bombarded with notifications from a group chat can be an irritating distraction – especially if it's happening late in the evening. Explain to children that they can still be part of a group chat while disabling notifications. In fact, it would be healthier for them to do so, helping them avoid the pressure to respond immediately.

### Meet Our Expert

Dr Claire Sutherland is an online safety consultant at BCyberAware, who has developed anti-bullying and cyber-safety workshops and policies for schools in Australia and the UK. She has written various academic papers and carried out research for the Australian government, comparing the internet use and online behaviours of young people in the UK, USA and Australia.



#WakeUpWednesday

The National College

@wake\_up\_weds

/wuw.thenationalcollege

@wake.up.wednesday

@wake.up.weds

Users of this guide do so at their own discretion. No liability is entered into. Current as of the date of release: 06.08.2025