

THE BLUE COAT SCHOOL WEEKLY NEWSLETTER



A SUMMER MESSAGE FROM THE HEADTEACHER

As another busy and successful academic year draws to a close, I would like to thank everyone who has contributed to the life of The Blue Coat School. Looking back through our newsletters, it is remarkable to see just how much our students have achieved. Their hard work, curiosity, creativity and willingness to become involved have made this a year of which our whole community can be extremely proud.

Our students have enjoyed success in the classroom and far beyond it. They have competed nationally in handball and table tennis, represented Merseyside in athletics, completed Duke of Edinburgh expeditions and participated enthusiastically in our House competitions and Blue Coat World Cup. They have performed on the Everyman Theatre's main stage, taken part in concerts and productions, earned prestigious music scholarships and represented the school in academic competitions.

The breadth of experiences offered this year has once again been exceptional. Students have taken part in fieldwork, exchanges and educational visits, including opportunities in Bordeaux, Freiburg, Barcelona and at CERN. Closer to home, they have visited universities, theatres and cultural organisations, worked with primary schools and participated in workshops designed to develop their confidence, leadership and understanding of the world around them.

We have also continued to strengthen the sense of belonging that lies at the heart of Blue Coat. Our celebrations of Iftar, Diwali and Lunar New Year, together with the work of our EDI Team, student leaders, House representatives and peer mentors, have helped ensure that our school reflects and celebrates the wonderful diversity of its community. Our students have raised money for charity, supported one another and demonstrated our motto, "Not for oneself, but for all," through their service, generosity and compassion.

None of this would be possible without our dedicated staff. I would like to thank our teachers, support staff, pastoral teams, administrative colleagues, site staff, technicians and catering staff for everything they have done throughout the year. Their care, professionalism and willingness to provide opportunities for our students are what make Blue Coat such a special school. I also extend my sincere thanks to our parents and carers, Trustees, Blue Coat Foundation and community partners for their continued encouragement, trust and support. Our excellent attendance, which has remained significantly above the national average, reflects the strong partnership between school, students and families.

We also say a fond farewell to several members of staff who will be leaving us this summer. Miss Hatton-Ballaird, Miss Pascu, Mrs Edwards, Miss Aloui and Mr Davidson who are either moving on to new schools or other opportunities; we wish them every success as they begin the next stage of their careers. A special mention must go to Dr Wilde, who is retiring after being a cornerstone of our Physics Department. His knowledge, commitment and contribution to generations of students have been greatly valued, and he will be very much missed. We wish him a long and happy retirement and look forward to welcoming him back to school events in the future.

Finally, I hope all our students, families and staff enjoy a well-earned summer break. Please take time to rest, spend time with those who matter to you and enjoy the opportunities that the holiday brings. Stay safe, particularly when travelling, spending time outdoors or visiting open water, and look after yourselves and one another. Thank you for everything you have contributed this year, and I wish the entire Blue Coat community a very happy, peaceful and safe summer.



YEAR 12 GEOGRAPHY TRIP TO FREIBURG, GERMANY

Our Year 12 Geography students have arrived safely in Freiburg, Germany, for their fieldwork visit focused on sustainability, urban planning and environmental management. The group has been welcomed by hot and sunny weather and has already begun exploring the city and experiencing its distinctive atmosphere.

Freiburg is widely recognised as one of Europe's leading sustainable cities, making it an ideal location for students to deepen their understanding of the themes studied in Geography. During the visit, students are exploring the city's green policies, sustainable transport systems and innovative approaches to urban design.

The programme includes a guided sustainability tour through the historic city centre, visits to key public spaces such as Platz der Alten Synagoge, and time to explore the cathedral area and local farmers' market. Students will also visit the Vauban eco-district and solar settlement, both of which are internationally recognised examples of sustainable urban planning in practice.

As part of the fieldwork, students are carrying out investigations in Freiburg city centre and Vauban, collecting data and making observations to support their wider geographical learning. The group will also visit the Black Forest and the Waldhaus Forest Education Centre, where they will consider sustainable forest management and the relationship between people and the natural environment.

Alongside their academic work, students have been enjoying Freiburg's local sights and sampling a range of restaurants and eateries across the city. The trip is providing an excellent opportunity to apply classroom learning in a real-world setting, develop fieldwork skills and experience German culture with friends and classmates.



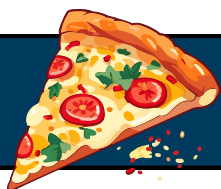
EXCITING PLANS TO DEVELOP DANCE AT BLUE COAT

We are delighted to providing next year an exciting new opportunity to establish Dance as part of the curriculum and wider enrichment programme at Blue Coat next year. The proposed development would give students the chance to experience high-quality dance teaching, develop their confidence and creativity, and take part in new performance opportunities across the school.

Initial plans include a weekly lunchtime Dance Company for Year 7 and Year 8 students, alongside an after-school GCSE Dance programme. The provision would be supported by carefully planned teaching resources, ensuring that students can build their practical skills while also developing their understanding of choreography, performance and dance theory.

The proposed Dance Company would offer younger students an engaging introduction to dance and provide a pathway into future study and performance. The longer-term ambition is to place Dance firmly on the map at Blue Coat and to create a strong programme of opportunities across the Arts. This could include performances, productions and collaborative projects involving students from across the lower school, further strengthening the breadth of enrichment available to our community.





YEAR 10 FOOD TECHNOLOGY STUDENTS EXPLORE MANCHESTER'S NORTHERN QUARTER

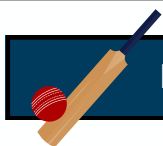
Mrs Graham and a group of Year 10 Food Technology students recently travelled to Manchester to take part in a walking food tour of the city's vibrant Northern Quarter. The visit gave students the opportunity to explore a range of independent food businesses, sample different dishes and learn more about the ingredients, techniques and cultural influences behind the food they tasted.

The experience directly supported students' GCSE Food Preparation and Nutrition studies. During the tour, they were able to consider food provenance, nutrition, sensory qualities, presentation and the reasons why consumers make particular food choices. They also observed how businesses respond to current food trends, dietary requirements and changing customer expectations.

Students were encouraged to think carefully about flavour, texture, aroma and appearance, helping them develop the sensory evaluation skills required for practical work and written analysis. The visit also provided useful inspiration for recipe development, menu planning and the Non-Examined Assessment element of the GCSE course, where students must research, test and evaluate food products.

The tour also introduced students to the wider hospitality and catering industry, including the importance of branding, customer service, sustainability and using local or seasonal ingredients. It was an enjoyable and valuable opportunity to connect classroom learning with real food businesses and possible future careers. Thank you to Mrs Graham for organising the visit and to the students for representing Blue Coat so positively throughout the day.





BLUE COAT CRICKET TEAM REACH LANCASHIRE FINAL

Blue Coat's Year 7 cricket team have made school history by winning the prestigious Lancashire Cup for the first time. Their remarkable journey culminated in an outstanding eight-wicket victory in the final, securing a historic title and completing a memorable campaign.

The team reached the final following a thrilling and determined semi-final performance. After posting 111 for 4, Blue Coat showed tremendous resilience to defend their total and claim a dramatic six-run victory. The match appeared to be slipping away when the opposition needed only 21 runs from the final five overs, but disciplined bowling, sharp fielding and excellent teamwork enabled the players to hold their nerve under intense pressure.

Having reached only the second Lancashire final in the school's history, the team entered the decisive match with confidence and purpose. They produced another composed and impressive performance, restricting their opponents before chasing down the required total with eight wickets remaining.



This is a truly exceptional achievement and a significant moment in Blue Coat's sporting history. We are enormously proud of the players for their skill, determination, resilience and conduct throughout the competition. Congratulations also go to the staff who coached and supported the team. Our Year 7 Lancashire Cup champions have represented the school with distinction and created a piece of history that will be remembered for many years.

GETTING READY FOR SEPTEMBER: OUR COMMUNITY EXPECTATIONS

As we prepare for the new academic year, students and families are reminded of the shared expectations that help make Blue Coat a successful, respectful and inclusive community. Belonging to our school means taking pride in our identity, supporting one another and recognising that everyone has a responsibility to contribute positively to school life. Assemblies have taken place for all year groups and we have shared the key information with pupils and parents on the website.

Attendance and punctuality remain central to achievement. Being in school every day, arriving on time and being ready to learn allow students to make the most of every lesson and opportunity. Merits will continue to recognise excellent effort, positive contributions and the choices students make to support our wider community.

Students must also arrive properly equipped each day. This includes a suitable school bag, pencil case, blue or black pen, pencil, ruler, rubber, green pen, mini-whiteboard pen and calculator. Purple pens will be provided in September. From the start of the new term, students should place their pencil cases on their desks when entering all non-practical lessons as a clear sign that they are organised and ready to learn.

From September 2026, our **"Gate to Gate" mobile phone policy** will be fully implemented. Mobile phones and other personal electronic devices must not be seen or heard anywhere on the school site during the school day, including in lessons, during movement between lessons, at form time, break or lunchtime. This reflects Department for Education guidance requiring schools to restrict pupils' use of mobile phones throughout the school day.

The policy is designed to protect learning, reduce distractions, encourage positive face-to-face interaction and help maintain a safe and respectful school environment. We ask parents and carers to support the school by discussing this expectation with their children before the start of term.

All students must arrive on the first day wearing the correct uniform, with every item clearly labelled with their full name. Students in Years 7–11 should wear the blue-braided blazer and approved grey uniform, while Sixth Form students should wear the yellow-braided blazer with the approved grey or navy uniform. All pupils are expected to have hair must of one natural colour, footwear must be plain black and polishable, and jewellery, make-up and nail expectations must be followed for each year group. Arriving correctly dressed, fully equipped and ready to learn will help every student make a confident and positive start to the new academic year. Parents are encouraged to contact school if they need further clarification.

CONGRATULATIONS TO OUR BRONZE DOFE AWARD RECIPIENTS



Well done to our first group of Year 9 students who have received their Bronze Duke of Edinburgh's Award certificates this week! This is a fantastic achievement and marks an important milestone in their DofE journey. Through a combination of volunteering, physical activity, skill development and expedition training, students have demonstrated great determination and enthusiasm.

Earning a Bronze Award requires dedication, perseverance and a willingness to step outside of comfort zones. Throughout the programme, our students have shown



resilience, commitment and teamwork, embracing every challenge and making the most of the opportunities the award provides. Their success is a testament to their hard work over many months.

Congratulations to all students who have achieved this award, as well as the staff and families who have supported them along the way. We are incredibly proud of their achievements and look forward to celebrating many more Duke of Edinburgh's Award successes in the future.



PSYCHOLOGY RESEARCH POSTER COMPETITION SHOWCASES OUTSTANDING STUDENT TALENT

A huge congratulations to all the students who took part in our Psychology Research Poster Competition. Students designed and carried out their own original research projects before presenting their findings in professional, university-style academic posters. The standard of work was exceptional, with students demonstrating impressive curiosity, creativity and scientific thinking across a wide range of fascinating psychological topics.

The competition winners were: 1st Place – Maggie M for The Effects of Chewing Gum on Concentration; 2nd Place – Olivia V for The Relationship Between Time Spent on Social Media and Self-Esteem; and 3rd Place – Ria J for The Effect of Arrangement on Recall. Their projects stood out for their thoughtful research design, clear presentation and insightful conclusions.

The judging panel was extremely impressed by the quality of all the entries and the enthusiasm shown throughout the competition. Well done to every student who participated for their hard work, dedication and excellent research skills. We are incredibly proud of your achievements and look forward to seeing more outstanding psychological research in the future.



PSYCHOLOGY POSTER COMPETITION WINNERS

Maggie McCalliog
12A

Does chewing gum improve attention?

An investigation into active recall with the ongoing stimulus of chewing gum.

This experiment focuses on the impact of an ongoing stimulus on recall when using longer texts. The hypothesis used claimed that there would be an understandable difference between those who did and did not chew gum. Participants were split into conditions and given a comprehension task and then questions whilst partaking in these conditions. Results found recall to be the most accurate when encoding and recall contained the same condition, yet altogether found recall without any gum to be the most significant.

A. Introduction

There have been several studies focusing on how chewing gum and other stimuli can aid or detract from learning. Andrew Smith (Natural Library of Medicine) found it to have no significant short-term impacts, whilst research at Cardiff University found it to be entirely context-dependent in terms of acting as a cue.

B. Aims+Hypotheses

To investigate whether active recall is affected by the act of chewing gum.
Null-chewing gum will have no effect on recall.
IV-conditions of chewing gum and during which process.
DV- questions correct after the short breaks.

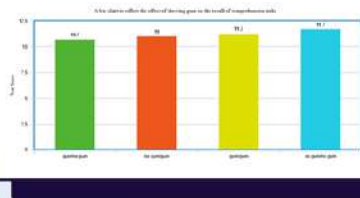
C. Methodology

12 participants were selected, all of which being 6th form students, they were found via the process of opportunity sampling and the experiment overall was an independent group design.
Participants were randomly allocated to each condition (gum/gum, no gum/no gum, gum/no gum, no gum/gum) and given a comprehension to read over for 10 minutes.
They were then given a 5 minute break, before another 10 minutes during which they were asked to answer questions on the previous text.
All participants were constantly given the right to withdraw.

D. Results

The test chosen was chi-squared. Firstly, this is appropriate as it is a test of difference. This is clear as the impact of gum and comprehension tasks is being tested. Secondly, the data is nominal as there are 4 categories of whether or not to chew gum. Thirdly, the conditions are unrelated as independent measures are used, there being 4 separate groups/conditions.

CONDITION	MEAN SCORE(MARK)
gum/gum	12.7
no gum/gum	11
gum/no gum	11.3
no gum/no gum	11.7



E. Conclusion

These results apply heavily to the idea of context-dependent cues being highly important in encoding and recall processes. The highest scores occurred when the conditions were consistent, displaying that need for cues throughout the process. It was also found that although chewing gum can help, no gum is the best way to learn, showing the alternative hypothesis to be correct.

References

Baker, Beazee, Zollicoffer & Agallat (2024). Chewing gum can produce context-dependent effects upon memory. Cardiff University.
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Kessler, Hughes & Jones (2012). Gummed-up memory: Chewing gum impairs short-term recall. Royal Holloway University of London.
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IS THERE A CORRELATION BETWEEN THE NUMBER OF HOURS SPENT ON SOCIAL MEDIA AND A STUDENT'S SELF-ESTEEM SCORE?

ABSTRACT

This study investigates whether the amount of time sixth-form students spend on visual, image-based social media platforms (Instagram, TikTok, Snapchat) is related to their self-esteem.

A correlational, questionnaire-based design was used with an opportunity sample of around 20 students (plus up to two members of staff). Daily visual social media use was self-reported, and self-esteem was measured using the 10-item Rosenberg Self-Esteem Scale (RSES). A directional hypothesis predicted a significant negative correlation between the two variables, tested using Spearman's rho ($p < 0.05$, one-tailed). Findings are expected to add to existing evidence on social comparison and adolescent wellbeing in a UK sixth-form context.

INTRODUCTION

Visual, image-based platforms like Instagram, TikTok, and Snapchat are heavily used by teenagers, who are regularly exposed to curated, idealised images of other people's lives.

Social Comparison Theory, put forward by Festinger (1954), proposes that people evaluate themselves by comparing themselves to others, and that "upward" comparisons to people who seem better off tend to lower self-evaluation.

This idea has been supported in social media research. Fardouly et al. (2018) found that more time spent on Facebook was associated with greater body image concerns, and worsened mood in young women, particularly after appearance-based comparisons, while Inge et al. (2014) found that heavier social media use was associated with lower trait self-esteem overall, an effect they explained through increased social comparison. However, most existing research has focused specifically on Facebook and on body image, so relatively little is known about newer, visual-first platforms and about people (other than purely appearance-related) self-esteem in UK sixth-form students. This is the gap the current study addresses.

METHOD

This study used a correlational design with a questionnaire method, since manipulating participants' social media use experimentally would be both unethical and impractical. This allows a real-world relationship to be studied in a way that is practical for a school setting, though it means causation cannot be established - i.e. a correlation would not show whether social media use lowers self-esteem, whether low self-esteem drives more social media use, or whether a third variable, such as loneliness, causes both.

Participants will be recruited through opportunity sampling, targeting 10 participants, mainly Year 12 and 13 students plus up to two teachers, all aged 16 or over with a visual social media account and the capacity to give informed consent. Testing will take place in a classroom or common room during a free period to protect privacy and minimise distraction. Materials include an information sheet, consent form, poster sheet, a social media use questionnaire, and the Rosenberg Self-Esteem Scale. The procedure follows a fixed order: information sheet, consent form, social media questionnaire, RSES, then debrief sheet. It is repeated for each participant, with standardised instructions, room, and timing used throughout to keep conditions consistent.

Many extraneous variables need to be controlled. Social desirability bias could lead participants to under- or over-report their social media use or self-esteem, so anonymity will be clearly emphasised in the instructions. Mood on the day could skew self-esteem scores independently of social media use, and while this is difficult to control fully in a one-off survey, it will be noted as a limitation. Differences between teachers and students in age or role could confound the results, so this data may be analysed separately or flagged as a limitation. Finally, the time of day and testing environment could cause fatigue, noise, or distraction that affects responses, so location and timing will be standardised as far as possible.

DISCUSSIONS

The RSES has strong established reliability (Cronbach's alpha typically above 0.80) and validity, and standardised instructions should further support reliability in this study. Self-reported social media hours are less valid, however, as self-estimates of screen time tend to be inaccurate compared with objective, device-recorded data.

Practical considerations: Informed consent will be obtained via an information sheet and signed consent form, and participants can withdraw their data at any point before analysis without giving a reason. Given the sensitivity of the topic, the debrief will support participants to discuss what they need, and will fully explain the study's true (directional) hypothesis, which is withheld beforehand to avoid influencing responses.

Descriptive statistics: Means, range, and target will be calculated for both variables, alongside a scattergraph plotting social media hours against self-esteem scores. Spearman's rho will be used as the inferential test, appropriate for two ordinal continuous variables in a correlational design, with significance checked against critical value tables for $n = 20$ at $p < 0.05$, one-tailed.

Limitations and mitigations: Researcher bias would align with Fardouly et al. (2018) and Inge et al. (2014), suggesting upward social comparison effects when using visual-first platforms among UK sixth-form students, with possible implications for school wellbeing guidance. This limits the study to the validity of self-reported social media use and the validity of self-reported screen time. Further research could use a longitudinal design, include screen time tracking, and a larger, more representative sample.

AIMS/ HYPOTHESIS

Aim: To investigate whether there is a correlation between the number of hours spent on visual social media platforms and self-esteem scores in sixth-form students.

Directional H1: There will be a significant negative correlation between the number of hours spent on visual social media platforms and self-esteem scores, as measured by the RSES.

Null H0: There will be no significant correlation between visual social media use and self-esteem scores, any relationship found will be due to chance.

Variable	Operationalisation
IV - Visual social media use	Self-reported average hours/week on Instagram, TikTok & Snapchat over the past 7 days (questionnaire item)
DV - Self-esteem	Total score (10-40) on the Rosenberg Self-Esteem Scale (RSES) - 10-item Likert scale

RESULTS

Participant	Hours/Week	RSES Score
P1	46	149
P2	56	126
P3	69	106
P4	67	107
P5	18	187
P6	48	147
P7	82	70
P8	58	124
P9	15	193
P10	44	151

CONCLUSION

This study will establish whether a statistically significant negative relationship exists between visual social media use and self-esteem in sixth-form students, contributing to a better understanding of adolescent wellbeing in a digital context.

References: Fardouly, J., Ditchfield, P.C., Van der Linde, S. and Hawton, K. (2018). Social comparison on social media: The impact of Facebook on young women's body image concerns and mood. *Body Image*, 25, pp. 30-45.
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HOW DOES ARRANGEMENT AFFECT MEMORY?



Authors
research conducted by
Ria Joy and
Nidhi Thondam

AIM & HYPOTHESIS

The purpose of the study is to see whether spatial interference and arrangement affects memory. The directional hypothesis is that participants will identify missing object from the tray quicker when arrangement of objects remain the same compared to when the arrangement is slightly altered.

METHODOLOGY

There is 20 participants from year 12 in total with equal split of genders in independent measures.
IV- arrangement

DV- time taken to identify missing object both groups are given 15 seconds to view the objects in the tray and then whilst their eyes are closed the ruler is took away. However the difference is that for 10 ppt the arrangement remained the same but for the others whilst ruler was took away the objects location was altered. The overlap in memory of the arrangement of objects causes the ppt to take longer to identify missing object. Each participant was given the same brief that the timer would begin after they opened their eyes and they had to verbalise the item that was missing from the tray.

ABSTRACT

The aim of this study was to investigate whether changes in the spatial arrangement of objects would interfere with memory recall by increasing the time taken to identify a missing object. Participants in both groups were given 15 seconds to study a tray of objects before one object was removed, after which they were asked to identify the missing item. Group 1 viewed the objects in the same arrangement during recall, whereas the experimental group viewed the tray with the objects rearranged, creating spatial interference. The findings indicated that, on average, participants in the altered-tray group took longer to identify the missing object than those in Group 1. These results suggest that changes in the spatial arrangement of objects can negatively affect memory retrieval, supporting the hypothesis that spatial interference increases the time required to accurately recall information.

CONCLUSION

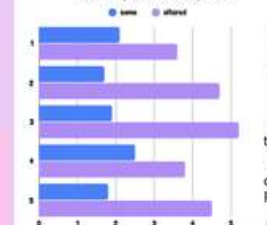
In conclusion, the results support the hypothesis that changes in the spatial arrangement of objects negatively affect memory retrieval. Participants who viewed the altered tray took longer on average to identify the missing object than those who viewed the original arrangement, indicating that spatial interference can reduce the efficiency of memory recall. These findings suggest that the spatial organisation of objects plays an important role in helping individuals retrieve information from short-term memory on that spatial interference impairs memory retrieval by increasing the time required to recall visual information. Overall, the results suggest that maintaining the original spatial arrangement facilitates faster and more accurate memory recall.

INTRODUCTION

Research suggests that spatial arrangement plays a critical role in memory encoding and retrieval. When experiences share similar spatial layouts, Roeg and Yassa demonstrated that participants were less accurate when object locations closely resembled previously learned locations, highlighting the effects of spatial interference. Their findings indicate that the medial entorhinal cortex is particularly involved in processing spatial interference, thereby reducing confusion. These findings align with Jean Piaget's theory of object permanence, which proposes that recognising objects in their absence relies on the development of mental representations (schemas). In cluttered or rearranged environments, changes in the spatial relationships between objects may disrupt these mental representations, making it more difficult to identify or remember an object's location. Collectively, this evidence suggests that distinctive and stable spatial arrangements facilitate accurate memory by minimising interference between similar experiences.

ANALYSIS OF DATA

Descriptive statistics indicated that participants in the experimental group (Group 2), who viewed the tray with an altered spatial arrangement, took longer on average to identify the missing object than participants in the control group (Group 1). The mean identification time for Group 2 was 2.3 seconds longer than that of Group 1, suggesting that changes in object arrangement negatively affected memory retrieval speed.



RESULTS/FINDINGS

As the experimental group took longer on average to identify the missing object than the control group, the null hypothesis was rejected and the alternative hypothesis was supported, suggesting that changes in spatial arrangement can interfere with memory retrieval. These findings have practical applications in areas such as education, workplace organisation, and eyewitness recall, where maintaining a consistent spatial layout may improve memory performance. However, the study had several limitations, including a small sample size, which limits the generalisability of the findings, and the use of a single memory task, which may not reflect everyday memory processes. Future research could use a larger and more diverse sample, investigate different age groups, and examine the effects of varying levels of spatial interference to determine whether the findings can be replicated across different settings and tasks.



RAPHEL DIX SELECTED FOR THE 27TH CARROM EUROCUP

We are delighted to share the exciting news that Raphael Dix will represent the UK Carrom Federation at the 27th Carrom EuroCup 2026, taking place in Prague, Czech Republic, from 16 to 20 July 2026.

Raphael is a talented young member of the UK Carrom Federation and will travel with his two sisters, parents and a wider UK delegation of 16 players, supported by a team manager. His selection for this prestigious international competition is a fantastic achievement and reflects his skill, commitment and enthusiasm for the sport.

It is also wonderful to see the strong support Raphael receives from his family, who will accompany him throughout the tournament. Opportunities such as this provide invaluable experience, allowing young players to compete internationally, meet participants from across Europe and further develop their confidence and sporting ability.

Everyone at Blue Coat is extremely proud of Raphael. We wish him, his family and the entire UK team a safe journey, a memorable experience and every success in Prague.



BLUE COAT STUDENTS WIN ROYAL SOCIETY OF CHEMISTRY SCHOOLS' ANALYST COMPETITION

Congratulations to Chigozim, Shubham and Jayadev, who were crowned The Blue Coat School winners of the Royal Society of Chemistry Schools' Analyst Competition. Their exceptional analytical skills, attention to detail and scientific knowledge helped them achieve this fantastic success in a challenging and highly respected competition.

Working together as a team, the students demonstrated excellent problem-solving abilities, dedication and perseverance throughout the event. Their collaborative approach and commitment to achieving accurate results were key factors in their outstanding performance and well-deserved victory.

We are incredibly proud of Chigozim, Shubham and Jayadev for representing the school so brilliantly. A huge thank you also goes to all the students who took part and embraced the challenge with enthusiasm. We look forward to seeing more Blue Coat students showcase their scientific talents in next year's competition.





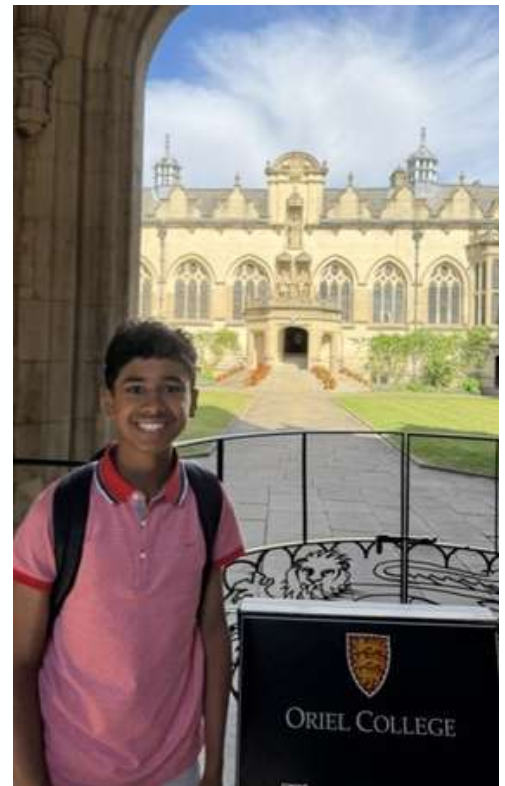
KESHAV SETS HIS SIGHTS ON OXFORD RESIDENTIAL PROGRAMME

Year 10 student Keshav Harave is taking part in the Oxford IQ Academy Residential Programme this week.

The residential programme has given Keshav the opportunity to experience university-style learning in an inspiring and academically challenging environment. He is particularly interested in the one-to-one tutorial model, which reflects the teaching approach used at Oxford and Cambridge. Keshav hopes the programme will strengthen his critical-thinking skills, develop his confidence and provide valuable insight into university applications, personal statements and interview preparation.

Keshav is was looking forward to and excited by the programme's practical focus on medical technology, biotechnology and other areas of healthcare. He hopes to take part in research tasks and small projects that will help him understand how scientific knowledge is applied in real-world settings. He is also keen to learn from researchers, admissions specialists and other experts, making the most of every opportunity to extend his knowledge beyond the classroom.

Keshav believes the Oxford residential experience would allow him to work alongside other ambitious young people, build valuable academic and personal skills, and prepare for the challenges of university life. We are very proud of his commitment to his studies and future career; we hoe he has a wonderful time at the residential.



CELEBRATING OUR PROGRESS IN INCLUSION

We are delighted to share that our recent Inclusion Quality Mark review was an extremely positive experience and provided an important opportunity to celebrate how far our work on inclusion has developed. The review recognised the commitment across our school community to ensuring that every student feels welcomed, respected, represented and able to succeed. It also highlighted the significant progress we have made as we continue our journey towards becoming an IQM Centre of Excellence.

Over the past year, we have worked together to establish a clearer and more inclusive vision for the school. Students, parents, staff and Trustees have all contributed to this process, helping us develop shared values that reflect the community we serve. We have also strengthened student voice through the School Council, House system, Senior Prefect Team, peer mentoring and student-led activities, ensuring that young people have meaningful opportunities to shape school life.

Our work in the classroom has also continued to move forward. Departments have reviewed their curricula to include a wider range of identities, cultures, histories and perspectives, supported by staff training on inclusive classroom practice, autism, anxiety, emotional regulation and de-escalation. This work is helping us create classrooms where students experience predictable routines, appropriate support and learning that enables them to feel seen, valued and represented.

Beyond the classroom, our enrichment programme continues to make an important contribution to inclusion and belonging. Events including our Community Iftar, Diwali and Chinese New Year celebrations, Black History Month activities, House events, assemblies and community partnerships have brought students, families and staff together. These opportunities allow our students to celebrate their own identities while developing their understanding of the experiences, beliefs and traditions of others.

A huge thank you must go to the wonderful parents and students who generously contributed their views, experiences and opinions during the review process. Their honesty and enthusiasm helped us demonstrate both the strengths of our work and the areas where we can continue to improve. We would also like to thank every member of staff who shapes and delivers inclusion each day—through their classroom practice, pastoral support and the exceptional enrichment opportunities they provide. This positive review belongs to our entire school community, and we look forward to building on this success together.

OUTSTANDING FOURTH-PLACE FINISH IN NATIONAL MATHS CHALLENGE



We are delighted to celebrate an outstanding achievement by one of our talented mathematicians, who secured an impressive fourth-place ranking in the Chithambara Maths Challenge.

This exceptional result places her among the top six competitors and has earned her the exciting opportunity to take part in a special educational visit to the University of Cambridge on Saturday 18 July. The visit will provide a fantastic opportunity to explore one of the world's leading universities, experience its inspiring academic environment and learn more about studying mathematics at the highest level.

Achieving fourth place in such a demanding competition is a tremendous accomplishment and reflects her mathematical ability, determination and commitment. Everyone at Blue Coat is extremely proud of her success.

We congratulate her on this brilliant achievement and wish her a wonderful and inspiring visit to Cambridge!



COMMUNITY CYCLING EVENTS AT CALDERSTONES PARK

Families are invited to take part in a series of free community cycling events taking place throughout August at Calderstones Park. Delivered through a partnership between Hype Urban Bikes, Merseyside Police and Liverpool City Council, these events aim to promote safe cycling, active travel and community safety.

The sessions offer a range of helpful services for cyclists of all ages, including:

- Free bike marking and security registration
- Free bike health and safety checks
- Advice on bike security and safe cycling
- Opportunities to meet local organisations supporting active travel and community safety

The initiative has been designed to help reduce bicycle theft, improve bike safety and encourage more children and families to enjoy cycling with confidence.

Event Details

📍 Venue: Outside The Reader, Calderstones Park

📅 When: Every Friday throughout August

🕒 Time: 10:00am – 2:00pm

There is no need to book – simply turn up on the day.

These events provide an excellent opportunity during the summer holidays to ensure your family's bikes are safe, roadworthy and securely marked before heading out on your next cycling adventure. We encourage all pupils, parents and carers to take advantage of these free services and support a healthier, more active community. 🚲🚲





CHESSFEST COMES TO LIVERPOOL ONE



Students, families and staff are invited to take part in **ChessFest Liverpool ONE**, a free community chess event taking place on **Sunday 19 July from 11.00am to 4.00pm** at Chavasse Park, Liverpool ONE.

ChessFest will bring together players of all ages and abilities in a friendly and inclusive environment. Whether you are learning how to play for the first time or already enjoy competing, the event will offer a wide range of activities designed to help everyone develop their skills and enjoy the game.

Throughout the day, visitors will be able to take part in free coaching sessions, friendly games, casual and competitive play, and a fast-paced Blitz tournament. There will also be opportunities to meet members of Liverpool's chess community and find out more about local clubs and ways to continue playing.

The event is completely free to attend and provides a fantastic opportunity for families to enjoy chess together in the heart of Liverpool. Those wishing to compete in the free Blitz tournament can [register online here](#).

We hope many members of the Blue Coat community will take part in what promises to be an enjoyable celebration of strategy, concentration and friendly competition.



BLUE COAT SUCCESS AT TEENTECH

Johanna J, Siddarth S and Zitong Y were invited to the Teen Tech Awards as finalists for their project. They had the privilege to participate in this year's national TeenTech competition held in London. Our team "VitaLink" was entered in the Patient Safety category and we achieved a Silver award for the development of a live ecg transmission system integrating the use of AI to flag STEMIs, hence acting as tool to aid paramedics in high pressure situations.



One of the most valuable parts of the competition was presenting our idea to a panel of industry professionals during the final. Explaining our project and answering their questions challenged us to think critically about our design and justify the decisions we had made. The feedback we received was incredibly constructive and reflecting on their suggestions helped us recognise both the strengths of our project and the areas that could be improved. It was a fantastic opportunity to learn from experienced professionals and develop our presentation and communication skills.

We also enjoyed seeing the creative projects that other students had designed. Meeting so many intelligent young people with similar aspirations was definitely an inspiring experience and we fostered multiple connections with different students across the UK.

Although we didn't win the overall competition, it was a privilege to take part and reach the final stage. Receiving a Silver Award and the Best Teamwork Award made the experience even more rewarding, but this opportunity definitely sparked a determination amongst us to use technology meaningfully in each of our future paths.



YEAR 7 STUDENTS TO STAR ON BBC NEWSROUND

A group of Year 7 students had the exciting opportunity to appear in a special BBC Newsround feature designed to support Year 6 pupils as they prepare for the move to secondary school. The filming took place at Blue Coat on Wednesday 15th July, with BBC journalists Erica and Josh working alongside around a number of our Year 7 students.



The BBC feature will be a positive and reassuring guide for children who may be feeling nervous about starting secondary school. Our students will share their own experiences of moving from primary school, including how they prepared, made new friends, settled into lessons and adjusted to the greater independence of high school life.

Students will also offer practical advice and encouragement directly to the camera. They will discuss what they wish they had known before starting Year 7, what surprised them most and the opportunities they have enjoyed since joining Blue Coat. Their contributions will help younger pupils understand that feeling apprehensive is completely normal and that support is always available.

The BBC team will spend time with the students before filming to help them develop their ideas and ensure that their own voices and experiences are at the heart of the feature. The film is expected to be broadcast on Newsround in the run-up to the new academic year, with versions potentially appearing on television, the BBC website and Newsround's social media channels.

We are extremely proud of the students taking part and delighted that they will be able to use their experiences to help the next generation make a confident and positive start to secondary school. We look forward to seeing our Year 7 stars on screen!

BLUE COAT STUDENTS RECEIVE PRESTIGIOUS BURSARY AWARDS

We are delighted to announce that three Blue Coat students have been selected to receive bursary prizes from the Liverpool Education Grants Charitable Trust. Following their nominations, Charlotte Allen, Isaac Clay and Anna Chen have all been recognised for their achievements, commitment and future potential.



Isaac C has been awarded the Gareth Rogers Prize, receiving £200 towards his studies. Charlotte A has been selected for the J R Edwards Prize for Languages and will receive £250, while Anna C has been awarded the Lawrence Holt Prize, also receiving £250 towards her studies.

These awards recognise the hard work, ambition and dedication that Charlotte, Isaac and Anna have demonstrated throughout their time at Blue Coat. The bursaries will provide valuable support as they continue their education and take the next steps in their academic journeys.

The Liverpool Education Grants Charitable Trust also commended the school for the support provided to the students and for its role in helping them achieve success. We are extremely proud of all three recipients and congratulate them on this well-deserved recognition. We wish Charlotte, Isaac and Anna every success in the future.



OPENING DOORS TO OPPORTUNITY: THE SUTTON TRUST SUMMER SCHOOL AT THE UNIVERSITY OF EDINBURGH

Angelina Bayite recently took part in the Sutton Trust Summer School at the University of Edinburgh, a fully funded residential programme that offers students a unique opportunity to experience university life first-hand. For hundreds of young people each year, the Sutton Trust Summer School at the University of Edinburgh offers far more than a week away from home. It provides an opportunity to experience university life first-hand, build confidence, explore academic interests and develop aspirations that may have once seemed beyond reach. The fully funded residential programme allows students to live in university accommodation, attend lectures and practical sessions, receive guidance on university applications, and experience life as an undergraduate in one of the UK's leading universities.



The Sutton Trust is one of the UK's leading social mobility charities. Since its establishment in 1997, it has worked to improve opportunities for young people from low and middle-income backgrounds through research, policy influence and practical programmes that help talented students access leading universities and careers. Its summer schools, apprenticeship programmes and university support initiatives are designed to ensure that a young person's future is determined by their ability and ambition rather than their background.

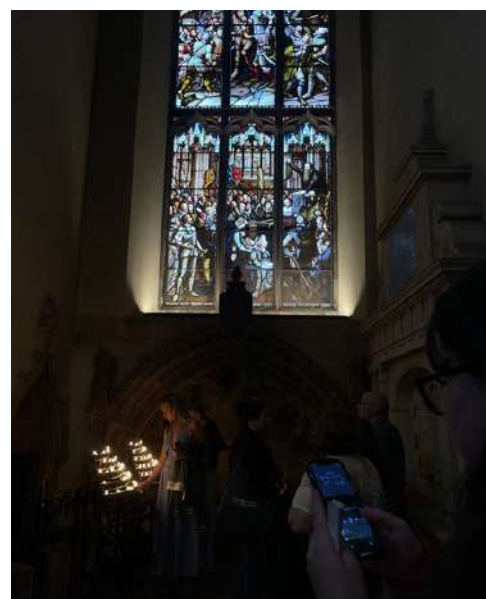


The University of Edinburgh's Sutton Trust Summer School brings together students from across the UK who attend state schools and meet widening participation criteria. During the week, participants experience lectures, tutorials, laboratory work and group projects across a wide range of subjects, while also receiving expert advice on UCAS applications, student finance, accommodation and university life. Living in student residences and taking part in social activities gives participants an authentic insight into higher education and helps remove many of the uncertainties that can surround applying to university.

What makes programmes like this so valuable is their ability to raise aspirations while making university feel both achievable and accessible. Many students who attend have never previously visited a university campus or met people studying the subjects they hope to pursue. By spending a week immersed in academic learning and student life, they gain confidence, develop independence and begin to see themselves as future undergraduates. The opportunity to meet like-minded peers from across the country also creates lasting friendships and support networks that continue beyond the programme itself.

Summer schools also play an important role in improving social mobility. They help students make informed decisions about their future, understand the university application process and develop the skills needed to succeed in higher education. For many participants, the experience reinforces their ambition to apply to competitive universities and equips them with the knowledge and confidence to do so successfully. Research and programme evaluations have shown that Sutton Trust summer schools can have a significant positive impact on students' progression to higher education.

The Sutton Trust Summer School at the University of Edinburgh demonstrates what can be achieved when universities and charities work together to widen participation. By combining academic challenge with practical guidance and personal support, the programme helps talented young people recognise their potential and take confident steps towards their future. At a time when improving access to higher education remains a national priority, initiatives such as these continue to make a meaningful difference to the lives of thousands of students across the United Kingdom.





THE WORLD CUP STOCK MARKET REACHES THE FINAL WHISTLE



The World Cup Stock Simulator has been a huge success! Thanks to more than 170 students, staff and supporters entering the competition or donating, Blue Coat has raised around £250 for its new charity partner, The Sunshine Group, which supports women across Liverpool through breast cancer diagnosis, treatment and recovery. It is another fantastic example of our school community coming together to make a difference.

The competition is now going right down to the wire! Following France's and England's 20% share price crashes after their semi-final exits (sadly, it's not coming home—but there's always Euro 2028!), Spain and Argentina have set up a blockbuster World Cup Final. Around 25% of portfolios contain Argentina, while 19% include Spain, meaning the overall winners are now likely to be decided by the goals scored tie-breaker. If Spain win, the final leaderboard is expected to look like this:



#		PORTFOLIO NAME	TEAM 1	TEAM 2	TEAM 3	PORTFOLIO TREND	BALANCE
1	—	Isaac Hong FC Goals: 277	Spain	South Korea	Scotland		8,817.97
2	—	Mia Sweeney Goals: 251	Spain	South Korea	Scotland		8,817.97
3	—	Woolton Argentina Goals: 250	Spain	South Korea	Scotland		8,817.97
4	—	Icanbutdream Goals: 245	Spain	South Korea	Scotland		8,817.97
5	—	Tall-Ball-A Goals: 234	Spain	South Korea	Scotland		8,817.97

If Argentina win, it is likely to look like this:

#		PORTFOLIO NAME	TEAM 1	TEAM 2	TEAM 3	PORTFOLIO TREND	BALANCE
1	^35	Sesko Clubcard Goals: 290	Argentina	Belgium	South Africa		6,960.31
2	^35	Tom Gallagher Goals: 250	Argentina	Belgium	South Africa		6,960.31
3	^35	lilyflower13 Goals: 152	Argentina	Belgium	South Africa		6,960.31
4	^35	Hacunha Mateta Goals: 130	Argentina	Belgium	South Africa		6,960.31

Interestingly, while Belgium and Morocco both reached the quarter-finals, the highest-performing portfolios that included Argentina generally paired them with Belgium and South Africa, proving that some of the most successful investors looked well beyond the obvious favourites when building their teams.

The prize pool is expected to be worth around £125 for 1st place, £75 for 2nd place, and £35 for 3rd place. Congratulations also to Adam Ahmad (Year 10), who has already secured the £25 Last Place Prize after his portfolio of 17 Iraq shares, one Curaçao share and one Haiti share suffered a spectacular 75% market crash, edging everyone else on the goals scored tie-breaker.

Everyone who entered can follow the live leaderboard, market updates, statistics, blogs and background music at <https://bluecoatwccomp26.base44.app/>, which will be updated live throughout the World Cup Final.

Finally, a special mention goes to some of my favourite team names from the competition: Sue Diligence, Wirtz Case Scenario, Sesko Clubcard, Chiellini Con Carne, Messi Business, No Kane, No Gain, Ashton's Arbitrage, Bellingham Palace, Stocks Are Peak, and Mr Melia's Retirement Fund.

KEY DATES

Date	Event
Tuesday 1st September 2026	Staff Development Day
Wednesday 2nd September 2026	Staff Development Day
Thursday 3rd September 2026	Y7 & Y12 Students Return
Friday 4th September 2026	All Students Return
Thursday 10th September 2026	School Picture Day Y7 & Y10
Saturday 19th September 2026	Phase 2 Entrance Tests
Monday 21st September 2026 - Friday 25th September 2026	House Assemblies Week
Thursday 24th September 2026	Y12 Parent Information Evening
Thursday 8th October 2026	Y12 & Y13 Detach of a Salesman theatre trip
Friday 9th October 2026 & Saturday 10th October 2026	Y7 conway trip
Monday 11th October 2026 - Thursday 15th October 2026	Y11 English and Maths GCSE Mocks
Thursday 15th October 2026	Y7 Form Tutor Evening
Thursday 15th October 2026	National UCAS early application deadline
Thursday 15th October 2026 - Sunday 18th October 2026	Paris Trip
Thursday 22nd October 2026	Ski Trip Parent Meeting
Friday 23rd October 2026	Term Ends at 3:30pm



YUMETHYA (8TU)



POPPY (8TO)



NADIA (7TU)



YADIAIL (7FR)



KAVENAJA (9RO)



ROHAN (9TU)



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

**EVER FANCIED HAVING YOUR NAME
LITERALLY WRITTEN INTO
BLUE COAT'S HISTORY?**

**Chris ('89), John ('92)
and the Smith Family**

**The Ahmad Family
May 2026**

**Steve, Nick and James
U18 Cupwinners 2026**

**In memory of a great
Chemistry teacher, Mrs Burns**

NOW'S YOUR CHANCE!

We're inviting alumni, families, and friends to leave a lasting (and rather stylish) mark by sponsoring a personalised plaque on one of our chapel pews. For just £100, you can dedicate a plaque in your own name, your family's name, or in memory of someone special—creating a small but meaningful legacy that will be seen by generations to come.

Feeling sociable? You can even team up with friends—up to seven names can share a bench—making it a wonderful way to celebrate friendships as well as memories.

It's a lovely way to honour your connection to the school, support our beautiful chapel, and secure your place as part of its story!



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



What Schools Need to Know about THE ONLINE SAFETY ACT

The Online Safety Act was passed into UK law in October 2023, with the aim of establishing major new layers of protection for children when they're online. The government has pledged "a zero-tolerance approach to protecting children from online harm" – and the act certainly includes more powerful legislation which should help to safeguard young people in the digital world. Our guide summarises the key points for schools ...

WHAT THE ACT WILL DO

HARMFUL CONTENT

Social media sites must rapidly remove illegal and/or harmful content such as bullying or harassing comments, pornography, and content that supports extremist activity or encourages or depicts violence, suicide, self-harm or eating disorders. If they fail to do so, they can be fined up to 10% of their global revenue while their executives may even face jail time.

ANIMAL CRUELTY

Content featuring cruelty to animals is now prohibited, even if it originates from abroad (where the law may be different). Again, it is the platform's responsibility to remove this.

MORE TRANSPARENCY

Sites must be transparent about the hazards that any children using them could encounter – by publishing risk assessments for their platforms, for instance.

HOSTING MISLEADING ADVERTS

Scams and fraudulent adverts must be blocked or removed, or the hosting companies are liable to be fined.

NON-CONSENSUAL SHARING

It's now easier to convict online abusers or people who share intimate images without consent, while legislation on the criminality of deepfakes has been clarified. The new laws also relate to any individuals who even threaten to share such images. This should help to protect women and girls in particular online.

REPORTING AND FILTERING

Sites should have easy reporting mechanisms for children (or their parents and carers) to flag up problems quickly. They must also provide options to filter out unwanted content.

AGE-RESTRICTED MATERIAL

Sites must prevent children from accessing age-inappropriate material. This includes enforcing age limits and implementing robust age verification.

What this means for you

The act has some specific implications for schools: it's essential that leaders understand the new legislation's scope and limitations. The act is certainly a positive step, but as artificial intelligence and other advances in tech continue to produce new challenges, schools will still need to remain extremely vigilant.

KNOW WHERE TO GET HELP

Look out for the Code of Conduct that Ofcom is creating in response to the Online Safety Act. Note that the new legislation doesn't mean an instant change: many of its elements will only come into force at the end of 2023. An Ofcom consultation on 'protecting people from illegal harms online' will be running until February 2024.

REMEMBER THE ESSENTIALS

Remain mindful of your organisation's own online activities: the legal duty for schools to maintain appropriate software monitoring and filtering, for example, will not change.

WATCH FOR FUTURE DEVELOPMENTS

There are some issues on which the legislation remains less clear for now: whether it's possible for Ofcom to scan encrypted private messages (such as on WhatsApp) has yet to be resolved, for instance – making this an area where, for the moment, young people have less legal protection.

UNDERSTAND AND EXPLAIN

Staff should learn how to raise concerns with tech companies whose platforms contain anything upsetting or unpleasant. Students also need to be made aware of the newly strengthened laws relating to cyber-bullying, sexting or posting inappropriate content. Young people do make mistakes online – so the clearer their understanding of the possible consequences, the better.

ENGAGE WITH PARENTS

Schools should also explain to parents and carers the new possibilities that the Online Safety Act affords them in terms of protecting their children. Many parents may have previously felt that there was little they could do about changing online platforms' content; they now have a far greater level of support when complaining about a company or the behaviour of an individual.

Meet Our Expert

Luke Rameen is Senior Deputy Headmaster and Director of Safeguarding for the St Benedict's family of schools. He is a regular speaker at conferences and writes in the TES (among other journals) on school leadership, pastoral care and safeguarding. In 2022, he was named Pastoral Leader of the Year at the National Awards for Pastoral Care in Education.



NOS
National Online Safety
#WakeUpWednesday



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