

“Everyone will be given the chance to shine brightly”

Rushcliffe



Post

Spring half term – lockdown edition



We may be in lockdown but it has still been a busy half term...



The Principal's Letter



Dear Parents / Carers

And so we arrive at the end of another half term. Life remains far from normal for any of us but I continue to be impressed by the fortitude and resilience being shown right across our school and local community. Learning in lockdown is tough. Supporting children to learn in lockdown is tough – whether you are a parent or a member of school staff. Frankly, the snow and cold weather hasn't helped feelings of 'cabin fever' and frustrations for so many that they cannot get away from the computer screen. These things all pale in comparison to the pain that many pupils, staff and their families are experiencing having lost loved ones in recent weeks or months. The thoughts of everyone at Rushcliffe are with those affected by bereavement and we remain here to offer support in any way we can. Please do read the article from our wellbeing team. It includes some advice on looking after yourself as well as information on how families can access support from school and from a range of other organisations.

Despite the challenges, so many pupils have produced great work during lockdown and this issue of the Rushcliffe Post aims to showcase some of that work. Much of the work would be praiseworthy in normal times and, given the higher degree of independence currently required and the reduced access to resources or support from peers, what we are seeing from so many is all the more impressive. Away from school work, so many individual pupils are overcoming adversity to achieve great things. One example is Henry in year 12; do read all about his incredible marathon-running in aid of Prostate Cancer UK.

At Christmas, the government announced that secondary schools needed to create Covid-19 testing centres. In a matter of days, we did just that, Mr Harrison's article will tell you more. I cannot overstate the incredible work that our team of parent volunteers, ably supported by a number of school staff, have done to establish the centre and run it throughout January. It has allowed us to offer regular lateral flow tests to pupils who are on site in our critical worker groups and to staff – all from a standing start and with almost no additional resource from central government. Anyone who has been through the testing process and had to swab themselves will know it isn't the easiest of experiences but the pupils have coped brilliantly.

We look ahead to next half term with hope. Hope that the vaccination programme will reach more and more people in the local community. Hope that the sacrifices made by so many and the incredible work being done by those on the frontline will bring case levels and hospitalisations down. Hope that spring will bring opportunities to enjoy the outdoors again. Hope that pupils will return to school and that our world will begin to return to some normality – even though we know it will take time and continued patience. Rushcliffe School isn't Rushcliffe School without the pupils. Whilst there are no guarantees, we're all counting down the days to 8th March.

Thank you for your continued support, please look after yourselves.

Damian Painton
Principal

COVID Testing centre up and running

One of the attractions of working in a school is that they are constantly evolving places, rapidly adapting to meet new challenges and emerging needs to ensure the school site and facilities meet the needs of staff and pupils to deliver an outstanding experience. We are always planning for the next challenge. However, never in my wildest imagination could I have foreseen that we would be asked to set up and then run a Covid test Centre for pupils and staff, as part of the national response to the current pandemic.

The Autumn term ended on 18th December, it was then that we learnt that we would need to set up and be ready to test pupils and staff as early as 4th January – the first day of the new Spring term. There followed a very rapid learning curve as we found out what was expected of us, how we should set up the facility, and acquire and train enough people to make the centre work right first time. Mr Painton worked over the weekend to come up with a plan as to how we could do this and the Site Team were magnificent. Over the first two days of the Christmas holiday, a room was identified and a collection of furniture, screens, barriers, bins and an assortment of cleaning/disinfection materials, sanitising gels and dispensers were sourced from around the school and brought together. One of our on-site refurbishment contractors dropped everything to help us source material to cover and protect the floor, then the room was set up.



Amazingly we were ready to receive the two van loads of test materials and PPE that the Government arranged to deliver to us on 4th January. Meanwhile a call for volunteers to staff the test centre went out and parents responded wonderfully. We soon had 22 volunteers, who then needed to complete a number of on-line training sessions to understand how the Lateral Flow tests were to be safely conducted, the resultant swabs processed, and the outcomes recorded. We used the first week back to familiarise ourselves, trial the process with a few volunteer staff and quality assure that what we were doing was correct. From 11th January we were open to test staff and those pupils in school for whom consent to test had been granted.



Testing has since continued, offering reassurance to pupils, staff and parents that school continues to be as safe as we can reasonably make it. In due course we look forward to the time when all pupils can return to school when lockdown eventually eases and as guidance allows. A huge thank you goes to the volunteers who, without exception, have given up their own time to help the school. It continues to be a pleasure to work with such a thoughtful and kind bunch, who come from a wide range of backgrounds and occupations.

We have some with no previous experience, and others with very high level medical or scientific experience, all working together and supporting each other as skills and knowledge are shared. Some of our volunteers have gone on to train as vaccinators as the national roll out of vaccine steps up a gear. If you would be interested in joining our brilliant volunteer team and can offer a morning or an afternoon or so a week, please do contact the school.
By Robin Harrison, Facilities Manager.

Here are a few words from staff that have already used the testing facility:

"I have had two tests at the testing centre. It is really well run and the testers are very friendly. The test itself is not pleasant but nowhere near as unpleasant as I expected it to be!"

"I went into school to support children of keyworkers and signed up that morning to have a test a few minutes later. It was incredibly simple - and obvious a huge amount of work had gone to get this facility up and running. All the volunteers knew exactly what they were doing, and I was impressed with how quick the process took. I gave my name (and some other details) then soon went to a cubical, where a woman explained what to do, before I left to go back to my classroom. It was perhaps 30 minutes later I got a text to confirm I had a negative result. Credit must go to Robin and all the volunteers to get this programme implemented so very smoothly and quickly."

"The volunteers at the test centre were great. The whole process was efficient and safe and I received by results promptly within an hour of testing."

Wellbeing News

Motivation and Routine

It can be difficult to maintain our usual levels of motivation and routine during lockdown but maintaining as much routine as possible can really help to lift our mood and increase our motivation by making us feel good. It is important that we make time within our routines for things that meet our physical, social and emotional needs. You might want to use the following ideas to help you with planning your routine.

Physical needs:

- **Balanced diet.** Eat a variety of different foods that not only provide a healthy variety but are also enjoyable. Include a treat every now and again.
- **Keep hydrated.** Water is an essential element for our bodies and also helps us with energy and motivation.
- **Exercise.** Try and do some form of exercise daily. This may include walking, running around with the dog, playing football, playing an active game on your console or dancing about in your room. Try and vary what you do or try some virtual exercise with friends to keep you motivated. This also contributes hugely to our mental wellbeing and helps us to feel good.
- **Rest and sleep.** Try and keep in a routine of going to sleep and getting up at the same time each day. Create a bedtime routine that helps you to relax and de-stress before bed time so that you are more likely to sleep. You could include use of a sleep app for restful music, meditation or sleep stories. Try to avoid using any electronic devices at least an hour before you go to bed as this helps our brain to relax.

Social needs:

- **Keep connected to friends as much as possible.** You may use text messaging, emails, social media platforms or video calling and of course meeting face to face where social distancing rules allow. It is amazing how just speaking to someone and sharing our worries and achievements can lift our mood, just knowing that we are not alone and someone cares can be a real support. Think of things that you would previously have done face to face with friends, could you adapt them to be online? Play games together online, arrange a virtual movie stream, have a dance off, have a virtual sing or art session.
- **Find time to spend with family.** Watch a movie together, play a game, eat a meal together, go for a walk.
- **Join live lessons.** Even seeing and hearing your teacher online helps to keep your connection to the school community and hearing your fellow students' contributions to live lessons can help to remind you that we all have strengths and difficulties with certain subjects and we can support each other and learn from each other.

Emotional needs:

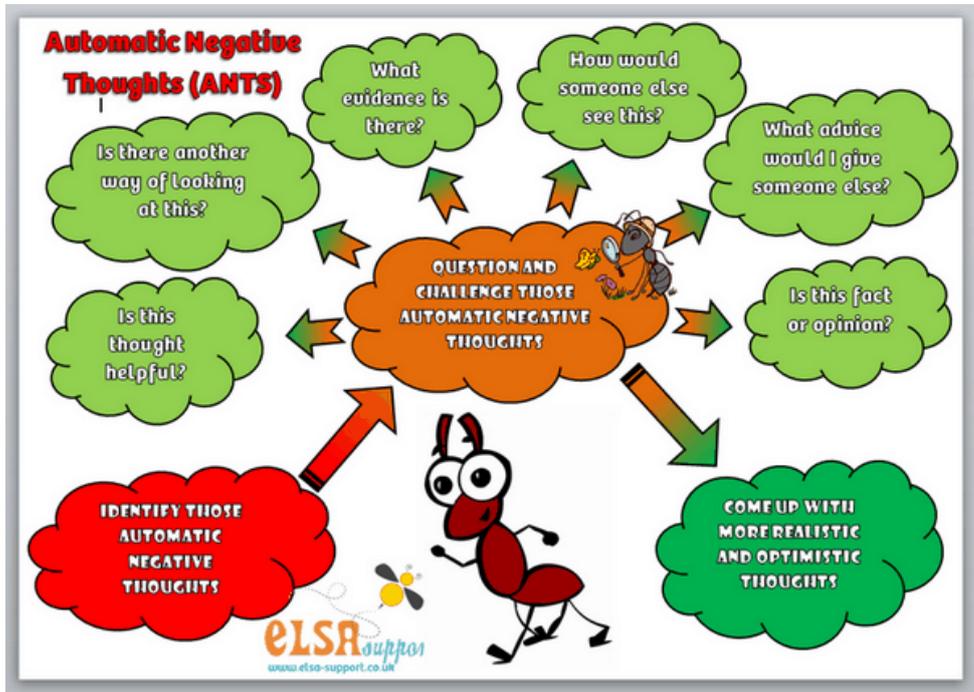
- **Be kind to yourself.** Make time within your week to do things that make you feel good. These could be anything from listening to music, watching a film, playing an online game, baking a cake, having a make up session, having a favourite food, writing a song, playing with a pet.
- **Avoid too much focus on social media.** It can be informative and enjoyable to follow other people on social media but remember to protect yourself from fake news or being drawn into comparing yourself with other people and their lives.
- **Celebrate your achievements and remind yourself of positives.** You could do this in a variety of ways such as keeping a journal, adding post it notes to a jar of things that you have achieved or done well, make a collage of pictures that remind you of the positive places, things and people in your life or cut out quotes that make you feel positive.
- **It is ok not to be ok all of the time.** Ask for support when you need it. You can contact any staff at school or you can also access other services that are free and confidential.

Please visit our website to find more information on out of school support that is available.

Negative Thoughts

No matter how confident we are we can all experience negative thoughts at times. Covid-19 has probably made it increasingly difficult for us to remain positive and some of our negative thoughts may creep into our minds more often than usual at the moment. This is perfectly normal! We are all facing real challenges so it is more important than ever that we are kind to ourselves. We need to remember that we are not our thoughts and our thoughts do not define who we are. There is a short Youtube clip which explains this quite nicely: [You are not your thoughts - YouTube](#)

The following poster could be something that you print off and display at home to help remind you to keep challenging those negative thoughts.



Staying Connected through Lockdown

In this lockdown, the drama department have been finding ways for pupils to stay connected and keep being creative, hosting a remote drama club and the subject ambassador programme online. The drama subject ambassadors, who range from Year 7 through to Year 13 have been recording short videos to entertain the elderly in care homes. These will contribute to the YOPEY virtual variety show, a virtual show put together by the YOPEY charity who run a befriending service between schools and care homes. Online platforms have proven to be a great way to stay connected as our remote drama club, which runs online on a Thursday at 3.30pm, saw almost 40 students take part. If you would like to get involved, then please email svale@rushcliffe.notts.sch.uk.

For Children’s Mental Health Week, the Drama department have been promoting creativity and self- expression through live lessons. Students across KS3 were asked to think about who they are and find creative ways to express themselves, from performance poetry to dressing up in their favourite items of clothing and telling us what it means to them. We’ve really enjoyed seeing students express themselves and looking at their creative work.

“Care for friends virtually
And help them through this
Right till the end of the
Inky COVID abyss
No feasible way, but we’ll make one appear
Gwennan and Holly, friends through blood, sweat and tears.”

Gwennan Brooks and Poppy Churchward, Year 7



Sixth Form News

Rushcliffe Pupils Launch New Student Paper



A group of Rushcliffe pupils have recently launched an online newspaper called Students Speak. The paper will be published every three weeks with a variety of articles ranging from school based topics to worldwide news, with its main aim to give students a voice and a place to raise issues important to them.

The editorial team is made up of 13 Year 12 pupils and includes writers, a designer and photographer. Each issue will feature a different theme and the team strongly encourage and welcome guest articles from all year groups.

Alongside the online issues, Students Speak have also launched an Instagram page to keep people up to date on the latest information from the site, helpful and informative posts and any breaking news, they also hope that in the future they will be able to print the newspaper for distribution around the school.

Rhona Sleath, one of the writers for the paper, says: "We decided to set up this newspaper as a mouthpiece for the students at our school, a place for them to feel that their voices are heard and for them to express their unique and insightful stories that we can all learn so much from."

You can find the latest issue and articles on their website here: [Students Speak \(webnode.com\)](http://Students Speak (webnode.com))

A Message from your Mentor

Lockdown has been providing many challenges to the norm, not least how to provide mentor support from a distance. Even though we are not 'physically' present that doesn't mean we can't offer some help (in whatever way that might be). For most of the students I help, just having that connection and reassurance during this difficult time is a great comfort and a glimmer of normality. We are relying on email but I am also providing support via Microsoft Teams sessions and on the phone. Different students need different methods of contact so, where I can, I try to deliver.

TTT - Tracey's Top Tips

- Keep to a routine. Don't stay in PJ's till 1pm! Get up at a decent time, shower, breakfast and be ready to learn. A little lie in is ok (8 instead of 7am).
- Respond to the tutor (or my) 'check-in' each week. This is vital so we know how you are.
- If you are struggling, tell someone. Teachers, tutors or me. We can't help if we don't know.
- Get some fresh air.
- Most importantly: you can only try your best. These are crazy times and your best is all anyone can ever give.

I have been blown away by the positivity and resilience of the Sixth Formers. They are dealing with challenges no one expected to have to face and showing they are growing into mature, able and capable adults that will make us proud.

Stay safe all - Mrs Smith

University Applications Update

UCAS

Delivering the UCAS process remotely has been challenging this year, but our y13 students have certainly risen to the occasion.

This year Rushcliffe School has submitted 145 applications from students wanting to go on to study at university, including 15 students who left us either last year or the year before. The range of universities is, as always, across the whole Higher Education spectrum and the diversity of courses applied for is quite remarkable. The process of thinking about 'life after school', whether that be apprenticeships, university, foundation courses, employment or gap years, begins in lower school but accelerates in Y12. Students have access to a fantastic on line platform 'UNIFROG' to explore careers and to research and prepare applications for HE. There is the opportunity on a Bright Day to visit Leicester University, Nottingham Trent University or Loughborough University, something this year group were lucky enough to be able to do just before the first lockdown. We also run an extensive careers guidance programme in tutor time and in the summer term Nottingham Trent University stepped in to support our students and parents, delivering on-line seminars and information evenings to replace events normally held in school.

The deadline for those applying to study Medicine and for Oxbridge candidates is earlier than for other degree courses and this year Rushcliffe is delighted that a total of 26 students have applied for these highly competitive courses. As I write offers are coming for some of these students and we keep our fingers crossed for all those waiting to hear.

We of course wish all of our students every success whatever their ambitions. To all Y13s we would like to acknowledge your hard work and resilience in planning and focusing on your future goals during these strangest of times; Rushcliffe School will continue to support you going forward in any way we can.

Ben Roberts – Head of Year 13

Student Voice - Henry's Marathon for Men

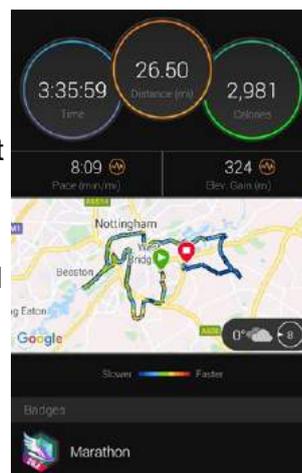


Hi there, my name is Henry Pawson and I recently ran a marathon for Prostate Cancer UK. Previously, before COVID-19, I swam competitively for Nottingham Leander Swimming Club, however due to ongoing pool closures I had to find an alternative source of fitness. So, you guessed it, I started running.

When this latest lockdown was announced I decided I fancied a challenge, so I set my eyes on completing a marathon for charity. Completing my marathon did come with its challenges, including the flooding of the River Trent, which forced me to change my route at short notice.

I chose Prostate Cancer UK because I have always felt that men's cancer and the charities that support the cause are not widely promoted. By doing my marathon I aimed to raise not only money for this charity, but awareness about prostate cancer as well. I completed 26.5 miles in 3:35:59, and at the time of writing we have raised almost £500 for Prostate Cancer UK.

I hope it won't be long until I am back in the pool with my swimming club, but for now, I am proud of my achievement and I would say that keeping fit is a great way to stay positive during these unprecedented times. Stay safe - Henry.
Henry Pawson, 12B



Lockdown Learning

A Level Psychology

An example of some great work from a year 13 student – who completed a worksheet and has written some fantastic paragraph PEEL points on schizophrenia.

Discuss the reliability and validity in the classification and diagnosis of schizophrenia (16)

What are the KEYWORDS for this topic? Search for them:
 Reliability: Aptitude ICD
 Validity: Inter-rater reliability
 Multidirectionals: Symptom overlap
 Delusions: Co-morbidity
 Speech fluency: DSM

Your AO1 – your description and knowledge:
 (include in here some of the symptoms, how it is diagnosed and where it is diagnosed from.
 Give also a definition of reliability and validity.
 ① Reliability Definition – the extent to which a finding is consistent. It is the extent to which the Psychiatrists can agree on the same diagnosis when independently assessing patients (inter-rater reliability). For a classification system to be reliable the same diagnosis should be made each time.
 ② Validity Definition – the extent to which we are measuring what we are intending to measure. For example, do different assessment systems arrive at the same diagnosis for the same patient?
 - Include positive + negative symptoms – diagnosed using DSM + ICD

Start thinking now about some keywords you might want to put into AO3
 - Support for reliability – Cheniaux et al (2009)
 - Over diagnosed/under diagnosed
 - Cultural bias – African Americans

Identify Cheniaux's study for reliability and validity

	Psychiatrist number one	Psychiatrist number two	TOTALS
DSM 5	26/100	13/100	39
ICD 10	44/100	24/100	68
Totals	70	37	

Evaluation Paragraph 1

Point	There is research support from Cheniaux et al (2009) who had two psychiatrists independently diagnosed 100 patients using both DSM and ICD criteria.
Evidence/Example	One psychiatrist diagnosed 26 out of 100 people with Schizophrenia according to DSM and 44 people according to ICD. The other psychiatrist diagnosed 13 people according to DSM and 24 according to ICD.
IBD or Counter-Argument	These findings show that the inter-rater reliability amongst the two psychiatrists was low. This could be due to them being unreliable as they may not have read the criteria properly or perhaps were biased. This poor reliability and validity is a weakness of diagnosis of schizophrenia but it does show that schizophrenia is more likely to be diagnosed using ICD than DSM.
Explain	This matters because... schizophrenia is either over diagnosed in ICD or under diagnosed using DSM. Both over diagnosed patients will be incorrectly labelled as 'schizophrenic' or even not being diagnosed means they won't receive the treatment they need.

Evaluation Paragraph 2

Point	Quite often there is an overlap between schizophrenia symptoms and symptoms from other disorders.
Evidence/Example	For example, schizophrenia and bi-polar involve positive symptoms like delusions and negative symptoms like apathy.
IBD or Counter-Argument	A patient being diagnosed using ICD-10 might get diagnosed with schizophrenia, however many of the patients would be diagnosed with bi polar according to the DSM-5. Therefore there would be an impact for the patient because they would be labelled with schizophrenia when they haven't got it.
Explain	This matters because... the validity is questioned because of the criteria for ICD + DSM. The reliability of diagnosis from medical professionals is also questioned because they see the symptoms of bi-polar instead of SZ.

Evaluation Paragraph 3

Point	There is gender bias in diagnosis of schizophrenia as there is evidence from Longenecker et al who says since the 1980s, men were diagnosed with schizophrenia more often than women.
Evidence/Example	This may be because men may be more genetically vulnerable than women.
IBD or Counter-Argument	However, there is gender bias towards the misdiagnosis of women because females typically function better than males, with work, family + relationships yet this is overlooked. This high functioning may explain why some women have not been diagnosed with SZ whilst men with similar symptoms have.
Explain	Thus the validity of the diagnosis is poor because the systems work well only on patients of one gender.

Food and Textiles

During the past month, year 10 students have been working hard at home in both Food and Textiles to develop their practical skills.

In Food, they have been looking at cereals such as wheat, rice, corn and reflecting on how they function in recipes. Students have been making a variety of dishes including flaky pastry and bread.



In Textiles, students have been creating some weaving and hand embroidery samples using a range of different materials to create colour, texture and interest to their work.

Well done all some great work produced - Mrs Lacey

Rushcliffe eSports



Rushcliffe Computing department have started an eSports club. The club has started with a small number of students in Year 9 playing OverWatch, and will hopefully expand over the coming years.

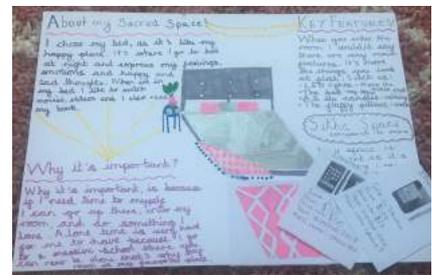
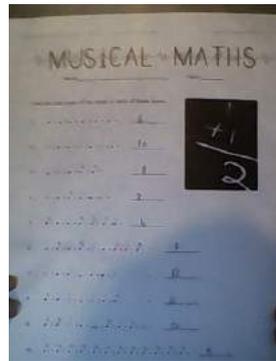
The aim of the club is to develop their teamwork and model acceptable and productive online behaviour.

Over lockdown the team played their first friendly game against a very good Braintree College team. Whilst we did not win the game, the team had some great feedback from the opposition, and will continue to practice over the coming months ready to enter their first tournament in September.

'We Try Our Best'

Year 7 have been demonstrating the Rushcliffe core value 'to try our best' by sending Mr Staiano photos of their work that they have been proud of over the lockdown period.

Mr Staiano has been amazed with the quality of the work he has received. 'It is clear that our students are taking pride in their work and the work shows the creative nature of the students we have. Here are some samples:



DT - Top Trumps

Year 7 have been learning about iconic design and what products have to do to be considered iconic. Some of the criteria below can be used for identifying if past designs can be considered iconic:-

A ground breaking design, in terms of its technology or manufacturing techniques used during its production.

A design that improves on the past.

A design that is innovative and sets a trend.

A design that sets new standards in terms of quality, functions/features or style.

A design that stands the test of time, remaining popular despite the passing of years.

A design that is often recognised immediately by consumers.

A design that inspires other designers.

An iconic card game is Top Trumps and students were set a design task to create their own set of top trumps iconic cards. They had to choose a topic that related to Design Technology and had a range of iconic products that could be compared using categories. Students demonstrated their creativity and research skills. Some of the topics were iconic shoes, handbags, cars, gadgets, games, toys, buildings and logos.

Y7 have done a great job and now they have the fun job of playing top trumps to test out how effective they are.

Top trumps Iconic Food Logos/companies



Iconic fact cards



Library and Resource Centre News

Digital Resources

With access to the LRC and other physical libraries currently restricted we have extended our online reading provision:

Reading Cloud

This is the LRC catalogue which allows students to search for books, check their accounts and reserve books they would like to read.

Books reserved while school is closed can be collected from reception by arrangement.

Contact: lgoodwin-king@rushcliffe.notts.sch.uk

It is available here: <https://u000384.microlibrarian.net/>

There is a link on Moodle: **Student Resources-LRC-eclipse.net**

They can login using their Windows credentials (the same as their school email accounts)

e.g. Username: jbloggs2020@rushcliffe.notts.sch.uk and their usual password.



ePlatform

A digital library which allows students to download books onto multiple devices. Two ebooks can be borrowed at a time for two weeks. If needed for longer they can be borrowed again.

It is available here: <https://rushcliffe.eplatform.co/>

There is also a link on Moodle: Student Resources-LRC-ePlatform

The login credentials are the same as for the school computers:

e.g. Username: jbloggs2020 and their usual password.



There are Moodle links (Student Resources-LRC) for the following, with no user name/ password required: **A Level Review Magazine Digital Archive, Complete Issues Online and Issues Online.**

Book Club

The 'Brilliant Book Award' (BBA) is an annual award voted for by key stage 3 students in schools across Nottinghamshire, Nottingham City and Derbyshire.

Book club members are currently reading the six shortlisted books and we are looking forward

to meeting some of the authors virtually next half term!

The students will get to vote for their favorite book and the winner will be announced on 26th April.

For more information about the BBA go to: <https://bba.inspireculture.org.uk/>

If you would like to join in and/ or need copies of books there is still time. Just contact LRC staff here:

lgoodwin-king@rushcliffe.notts.sch.uk



The Great Rushcliffe Literary Bake Off

The Year 7 challenge for February half term is to create something edible linked to a book.



Details on how to enter will be posted on Satchel One (SMHW).

- Achievement points for everyone who takes part.
- Prize for overall winner and runner up.
- Share your photos/recipes with the LRC by Monday 1st March.

Miniature Book Challenge

The Year 7 Christmas holiday challenge was to create a miniature book decoration/gift. Well done to the winner: Asiyah Wiedmann 7E.



Well done to our runner up: Sophie Forster 7C



World Book Day 2021

World Book Day will be a little different this year but that doesn't change the powerful and positive message it sends about books and reading.

As part of this year's World Book Day campaign, there are a number of exciting new developments in store including:

The new World Book Day [Book Club](#)

[Author & Illustrator Academy](#) videos featuring all the brilliant £1 book authors and illustrators (now live).

[Share a Story Live Events](#) will encourage children of all ages to get involved in reading for pleasure, so be sure to save the date and tune in.

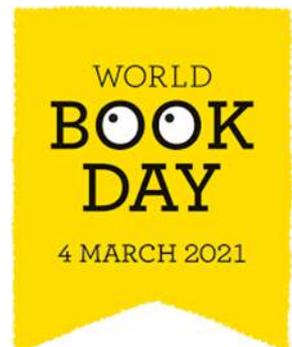
All Rushcliffe students will receive a World Book Day £1 voucher (there will be a digital version if school remains closed in March) which can be used to buy one of the £1 books or to put towards any book of their choice. Check out all the new World Book Day books [here](#).

For more information about World Book Day 2021, please visit the [FAQs](#).



Scholastic Books will also be celebrating World Book Day with an exciting schedule of FREE online events Monday 1st – Friday 5th March. Students can enjoy an array of draw-a-longs, writing workshops etc. hosted by well-known authors and illustrators, including Michael Rosen and Liz Pichon, who will run a doodle session and talk about her new *Tom Gates* book, *Ten Tremendous Tales!*

Register for each event with the password clubsandfairs. <https://shop.scholastic.co.uk/scholastic-live-world-book-day>



Year 9 Bright Day - Bright Futures

Our first ever virtual Bright Futures Bright Day took place on 28th January 2021. This was for our Year 9 students with the aim of supporting them to make informed choices when selecting their options.



We adapted what is usually a very interactive day into short videos from our careers advisor Katherine Jennick from Ideas4Careers, local colleges as well as a presentation on apprenticeships. Unifrog, the online careers platform we use as a school, played a big part in the programme. Students were able to undertake a series of quizzes such as finding out their personality type and the careers that can be researched based on the subjects they are interested in taking at GCSE. The sessions also helped students to understand what motivates them and the types of skills they possess.

The platform was accessed by 67% of Year 9 students on the day. The feedback has been positive with students reviewing the activities they completed at the end of the day. Examples of comments from students were “I now know what kind of projects/subjects are more suited to me”, “It’s taught me a lot about myself and gave me options that hadn’t occurred to me before” and “This has given me lots to think about. I didn’t realise I have so many future career options”.

It’s worth noting that the Unifrog platform is always available for students to access - Unifrog is for every day not just a Bright Day. If a student has any issues accessing their account, just email rscares@rushcliffe.notts.sch.uk.

Diary Dates: February - April 2021

(Some dates may be subject to change when the government confirms the date on which pupils return to school)

22nd February

School re-opens for critical worker groups and remote learning re-starts

4th March

Y8 Parents Evening
(Forms A - F)

11th March

Y8 Parents Evening
(Forms G - K)

25th March

Y7 Parents Evening
(Forms A- E)

30th March

Y7 Parents Evening
(Forms F- J)

1st April

INSET Day

2nd April

Good Friday
(School Closed)

5th April - 16th April

Easter Holidays

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