



MacIntyre Academies
Quest Academy

MAY 2025 EDITION 1 NEWSLETTER



Photography by Lilly S.

End of Term

Friday 23rd May

Term Starts

Monday 2nd June

End of Term

Friday 18th July

Teacher Training Day

Monday 21st July

WE ARE SUCCESSFUL BECAUSE...

...the carers of one of our learners said that the support for him at Quest Academy is very good and has enabled him to access support and to make great progress in his regulation and learning.

• Mooncat and Me

Written & Illustrated by Lydia Corry

With colourful pages thronging with modern city life, *Mooncat and Me* tells the story of Pearl as she overcomes the anxiety of moving house and starting a new school, with the help of a giant white cat.

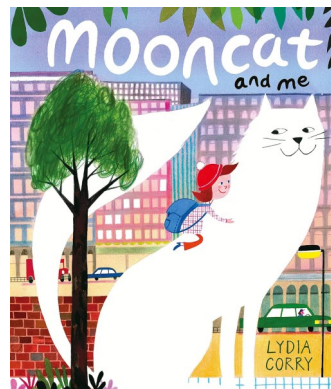
We can all empathise with Pearl's fear that 'I won't know anyone, and no one will know me' but as we watch her grow in confidence, we will learn that with a bit of imagination and determination, there's nothing we can't do.

The gorgeous, brightly coloured illustrations are full of busy people filling pavements and buses and cars, or seen through the windows of their homes, leading their different lives. Mooncat's own calm and reassuring presence encourages Pearl to explore the vibrant city with her mother, and to face school, where she soon finds there are friends to be made.

Reading age



Age 3 - 6



• School: Come in and Take a Closer Look

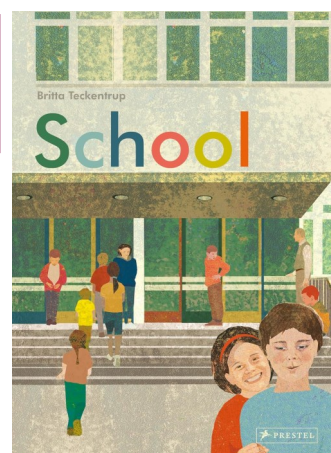
Written & Illustrated by Britta Teckentrup

Teckentrup's warm and wonderfully detailed illustrations are a marvellous portal to feelings, facts, and fun. In her newest book, Teckentrup takes readers inside a busy school to follow different students through their day - in class, during free time, at lunch, and through swimming lessons. We come across a variety of faces and expressions that reflect the enormous range of emotions and experiences that each school day brings. There are arguments and hurt feelings, encouraging hugs and deeply felt smiles. The gentle text explores issues that we've all encountered bullying and loneliness as well as friendship and achievement. While the school in this book could exist anywhere, every reader will find a piece of her or himself in its beautifully and sensitively wrought story.

Reading age



Age 8 - 12



• Moving On Up: Beat the bullies, make fearless friendships and deal with funny fails

Written by Rosie Jones , Illustrated by Hayley Wells

Navigate the perils of growing up in this hilarious and confidence building guide to friendship, beating the bullies and overcoming cringe-worthy moments. No one knows quite as much about friendship fails, dealing with bullies and being TOTALLY embarrassed, then Rosie Jones. You name a completely awkward situation, and she's been there, got the t-shirt and probably done it all again. Rosie knows just how hard growing up can be, but she also knows that you can overcome the difficult and embarrassing moments with the help of good friends and a good sense of humour. So, sit back, grab a packet of crisps and crunch your way through this super handy guide to navigating all the tricky growing up stuff (and styling out of all the totally cringe moments life throws your way).

Reading age



Age 11+



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 Ramsden 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.



National Online Safety
#WakeUpWednesday

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[@national_online_safety](https://tiktok.com/@national_online_safety)

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VE DAY AT QUEST ACADEMY

08.05.2025

Key Stage 2 (KS2) spent the morning celebrating VE Day with a range of engaging activities.

Learners explored 12 different sources of information to understand the significance of VE Day in today's society.

Activities included watching interviews, video clips, and listening to speeches from 80 years ago. They then came together to learn the song "We'll Meet Again" by Dame Vera Lynn using Makaton, supporting each other in remembering and performing the song.

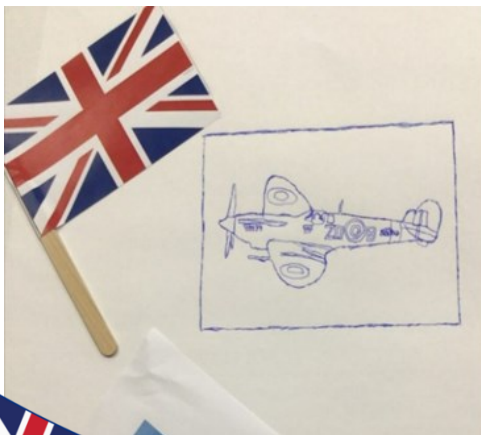


Following this, learners were invited to a school 'field party'—a modern take on traditional street parties—where they enjoyed sharing food, drinks, and games together on the field.

Learners also expressed their creativity by bringing their own national flags, bunting, and paper chains, echoing the decorations of original street parties.



During the celebration, the sign language group performed for the entire Key Stage, adding a special touch to the event. The celebration was made even more memorable by the presence of the Principal, Deputy Principal, and Assistant Principal, who joined KS2 to commemorate the 80th anniversary of VE Day.



AWESOME OVERNIGHT OATS

Ingredients

- 8 x strawberries
- 6 x peach slices (canned in juice, drained)
- 40g porridge oats
- 150g low fat natural yogurt
- 50g sultanas

Equipment

Kitchen scales, chopping board, table knife, fork, plate, 2 x spoons, 2 x 250ml transparent plastic cups, 2 x food bags.



Method

1. Hull and then slice the strawberries.
2. Chop the peaches.
3. Spoon $\frac{1}{4}$ of the oats into each cup.
4. Spoon $\frac{1}{4}$ of the yogurt into each cup.
5. Put six slices of strawberry to one side (to add to the cups at the end).
6. Divide the remaining strawberries between the two cups.
7. Share the rest of the oats between the two cups.
8. Divide the sultanas between the two cups.
9. Share the peaches between the two cups.
10. Divide the remaining yogurt between the two cups.
11. Top the cups with the six slices of strawberry set aside earlier.
12. Place each cup in a food bag and tie the top. *(The food bags will help prevent spillage should the cups tip over.)*
13. Place the cups in a fridge overnight.
14. The next day, stir the cups so the layers are mixed and enjoy!

Top tips:

- Try other types of yogurt.
- Experiment with different fruit, e.g. pears, apricots, pineapple.
- Try frozen fruit, e.g. berries, pomegranate.
- Add a small pinch of cinnamon to the sultanas.
- Try layering the ingredients in different ways.

Food skills:



CUT, CHOP,
SLICE, DICE &
TRIM



PORTION /
DIVIDE



MIX, STIR &
COMBINE

 **Complexity**

Low-Medium

 **Time**

30 mins

WHY BREAKFAST?

- 4 million children live in households that experience food insecurity which means 1 in 4 children are at risk of hunger in the UK⁽¹⁾
- 9 pupils in a classroom of 30 live in poverty in the UK⁽²⁾



Millions of children and young people are starting their day without the meal they need to tackle some of their most important lessons at school; they go without the fuel to focus, learn and thrive.

A hungry child cannot concentrate, so could miss out on half a day of learning every school day if not given anything nutritious to eat in the morning.

A magic breakfast can enhance your wrap-around childcare provision. Having a hunger-focused breakfast has been shown to improve punctuality, attendance and behaviour, improve wellbeing and ensure children and young people are settled and ready at the start of the school day.

Breakfast is a simple and powerful way to tackle poverty and inequality head-on.

Transforming lives one breakfast at a time

Magic Breakfast is a national charity. For over 20 years, we've provided nutritional breakfasts in schools – making sure every vulnerable child and young person feels included and ready to learn. Today, the demand for our services is higher than ever, so we have evolved. We continue to support those in need right now but we're also working to eliminate hunger in the classroom once and for all.

We focus on being part of the solution through our campaigning, research and advocacy work with politicians and decision-makers. We're sparking a broader conversation with governments and in the media for long-term systemic change.

We believe that every child should thrive and are delighted to be starting this journey with you, to support all children and young people in your school community with a healthy and nutritious start to their day.

This welcome booklet will outline our support and ways of working so that in partnership we can help you to reach all children and young people at risk of hunger in your school. It contains information on our breakfast models, the impact of breakfast from our research and work with schools across England and Scotland, quotes from our partner schools and Magic Tips to help you run an optimal breakfast provision.

1. The Food Foundation, Food Insecurity Tracker, June 2023, foodfoundation.org.uk/initiatives/food-insecurity-tracker.
2. Department for Work and Pensions, Households below average income: financial years ending 1995 – 2022, March 2023, gov.uk/government/statistics/households-below-average-income-an-analysis-of-the-uk-income-distribution-1995-to-2022.

The magic breakfast way

We will work with you to tackle child morning hunger by providing a range of breakfast food and engagement support to facilitate a hunger focused, barrier and stigma free breakfast in your school. Our Magic Menu is designed to provide variety and choice to children and young people which is nutritionally balanced and in line with school food standards.

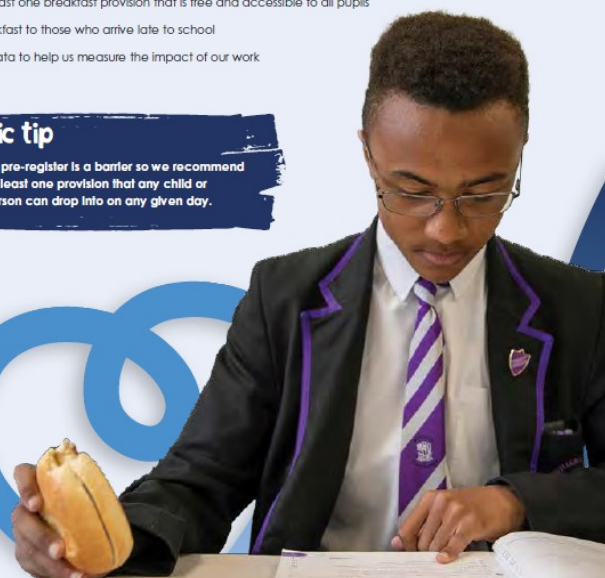
Having worked with hundreds of schools we know that there is no such thing as a 'one size fits all' solution, which is why we offer a bespoke approach to supporting schools. A dedicated engagement partner will work with you, getting to know your school and the challenges you face before offering advice, guidance, and support.

To meet the terms and conditions of our support, we ask that you:

- identify and target children and young people at risk of hunger
- provide breakfast before or/and at the start of the school day
- ensure children and young people can access breakfast without barrier or stigma
- have at least one breakfast provision that is free and accessible to all pupils
- offer breakfast to those who arrive late to school
- provide data to help us measure the impact of our work

magic tip

Having to pre-register is a barrier so we recommend having at least one provision that any child or young person can drop into on any given day.



THE EDUCATIONAL, ECONOMICAL AND ETHICAL CASE

Evidence shows that breakfast can be a simple part of solving a complex problem.

Schools with breakfast provision have 24 fewer half days of absence per year in a class of 30, compared to schools without breakfast provision.⁽³⁾

Key findings from a study on the impact of school breakfast provision found that Year 2 children (primary 3) in schools offering a free, nutritious magic breakfast achieved, on average, two months' additional progress in reading, writing and maths.⁽⁴⁾

We know that in schools that provide breakfast, pupil behaviour improves. This means that school breakfast could improve outcomes, not only for the children and young people attending breakfast provision, but for all pupils in a classroom.⁽⁵⁾

Research conducted by the University of Leeds found that young people at secondary school who consume breakfast regularly, achieve on average 2 GCSE grades higher than their peers who rarely eat breakfast.⁽⁶⁾

A study by Pro Bono Economics on behalf of Magic Breakfast and Heinz found that school breakfast provision could generate long-term benefits to the economy, with every £1 spent on the Magic Breakfast intervention having the potential to generate £50 in benefits. This makes our breakfast provision a highly cost-effective intervention.⁽⁷⁾

**Nine pupils
in every
classroom of 30
live in poverty
in the UK**



magic tip

breakfast provision can be funded using Pupil Premium/Pupil Equity Funding.

Impact of a magic breakfast

On average, this is the percentage of our partner schools who agree they have seen a positive impact in the following areas:



3. Education Endowment Foundation, Magic Breakfast evaluation report and executive summary: A free, universal, before-school breakfast club, November 2016, educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast/. 4. Ibid. 5. A. Adolphus et al. Associations between school day breakfast consumption frequency and Academic Performance in British Adolescents, November 2019, [bonnie.ac.uk/articles/10.3389/fpubh.2019.00283/full](https://www.bonnie.ac.uk/articles/10.3389/fpubh.2019.00283/full). 6. Test-for-2019-2020-2021-2022-2023-2024-2025-2026-2027-2028-2029-2030-2031-2032-2033-2034-2035-2036-2037-2038-2039-2040-2041-2042-2043-2044-2045-2046-2047-2048-2049-2050-2051-2052-2053-2054-2055-2056-2057-2058-2059-2060-2061-2062-2063-2064-2065-2066-2067-2068-2069-2070-2071-2072-2073-2074-2075-2076-2077-2078-2079-2080-2081-2082-2083-2084-2085-2086-2087-2088-2089-2090-2091-2092-2093-2094-2095-2096-2097-2098-2099-2100-2101-2102-2103-2104-2105-2106-2107-2108-2109-2110-2111-2112-2113-2114-2115-2116-2117-2118-2119-2120-2121-2122-2123-2124-2125-2126-2127-2128-2129-2130-2131-2132-2133-2134-2135-2136-2137-2138-2139-2140-2141-2142-2143-2144-2145-2146-2147-2148-2149-2150-2151-2152-2153-2154-2155-2156-2157-2158-2159-2160-2161-2162-2163-2164-2165-2166-2167-2168-2169-2170-2171-2172-2173-2174-2175-2176-2177-2178-2179-2180-2181-2182-2183-2184-2185-2186-2187-2188-2189-2190-2191-2192-2193-2194-2195-2196-2197-2198-2199-2200-2201-2202-2203-2204-2205-2206-2207-2208-2209-2210-2211-2212-2213-2214-2215-2216-2217-2218-2219-2220-2221-2222-2223-2224-2225-2226-2227-2228-2229-2230-2231-2232-2233-2234-2235-2236-2237-2238-2239-2240-2241-2242-2243-2244-2245-2246-2247-2248-2249-2250-2251-2252-2253-2254-2255-2256-2257-2258-2259-2260-2261-2262-2263-2264-2265-2266-2267-2268-2269-2270-2271-2272-2273-2274-2275-2276-2277-2278-2279-2280-2281-2282-2283-2284-2285-2286-2287-2288-2289-2290-2291-2292-2293-2294-2295-2296-2297-2298-2299-2300-2301-2302-2303-2304-2305-2306-2307-2308-2309-2310-2311-2312-2313-2314-2315-2316-2317-2318-2319-2320-2321-2322-2323-2324-2325-2326-2327-2328-2329-2330-2331-2332-2333-2334-2335-2336-2337-2338-2339-2340-2341-2342-2343-2344-2345-2346-2347-2348-2349-2350-2351-2352-2353-2354-2355-2356-2357-2358-2359-2360-2361-2362-2363-2364-2365-2366-2367-2368-2369-2370-2371-2372-2373-2374-2375-2376-2377-2378-2379-2380-2381-2382-2383-2384-2385-2386-2387-2388-2389-2390-2391-2392-2393-2394-2395-2396-2397-2398-2399-2400-2401-2402-2403-2404-2405-2406-2407-2408-2409-2410-2411-2412-2413-2414-2415-2416-2417-2418-2419-2420-2421-2422-2423-2424-2425-2426-2427-2428-2429-2430-2431-2432-2433-2434-2435-2436-2437-2438-2439-2440-2441-2442-2443-2444-2445-2446-2447-2448-2449-2450-2451-2452-2453-2454-2455-2456-2457-2458-2459-2460-2461-2462-2463-2464-2465-2466-2467-2468-2469-2470-2471-2472-2473-2474-2475-2476-2477-2478-2479-2480-2481-2482-2483-2484-2485-2486-2487-2488-2489-2490-2491-2492-2493-2494-2495-2496-2497-2498-2499-2500-2501-2502-2503-2504-2505-2506-2507-2508-2509-2510-2511-2512-2513-2514-2515-2516-2517-2518-2519-2520-2521-2522-2523-2524-2525-2526-2527-2528-2529-2530-2531-2532-2533-2534-2535-2536-2537-2538-2539-2540-2541-2542-2543-2544-2545-2546-2547-2548-2549-2550-2551-2552-2553-2554-2555-2556-2557-2558-2559-2560-2561-2562-2563-2564-2565-2566-2567-2568-2569-2570-2571-2572-2573-2574-2575-2576-2577-2578-2579-2580-2581-2582-2583-2584-2585-2586-2587-2588-2589-2590-2591-2592-2593-2594-2595-2596-2597-2598-2599-2600-2601-2602-2603-2604-2605-2606-2607-2608-2609-2610-2611-2612-2613-2614-2615-2616-2617-2618-2619-2620-2621-2622-2623-2624-2625-2626-2627-2628-2629-2630-2631-2632-2633-2634-2635-2636-2637-2638-2639-2640-2641-2642-2643-2644-2645-2646-2647-2648-2649-2650-2651-2652-2653-2654-2655-2656-2657-2658-2659-2660-2661-2662-2663-2664-2665-2666-2667-2668-2669-2670-2671-2672-2673-2674-2675-2676-2677-2678-2679-2680-2681-2682-2683-2684-2685-2686-2687-2688-2689-2690-2691-2692-2693-2694-2695-2696-2697-2698-2699-2700-2701-2702-2703-2704-2705-2706-2707-2708-2709-2710-2711-2712-2713-2714-2715-2716-2717-2718-2719-2720-2721-2722-2723-2724-2725-2726-2727-2728-2729-2730-2731-2732-2733-2734-2735-2736-2737-2738-2739-2740-2741-2742-2743-2744-2745-2746-2747-2748-2749-2750-2751-2752-2753-2754-2755-2756-2757-2758-2759-2760-2761-2762-2763-2764-2765-2766-2767-2768-2769-2770-2771-2772-2773-2774-2775-2776-2777-2778-2779-2780-2781-2782-2783-2784-2785-2786-2787-2788-2789-2790-2791-2792-2793-2794-2795-2796-2797-2798-2799-2800-2801-2802-2803-2804-2805-2806-2807-2808-2809-2810-2811-2812-2813-2814-2815-2816-2817-2818-2819-2820-2821-2822-2823-2824-2825-2826-2827-2828-2829-2830-2831-2832-2833-2834-2835-2836-2837-2838-2839-2840-2841-2842-2843-2844-2845-2846-2847-2848-2849-2850-2851-2852-2853-2854-2855-2856-2857-2858-2859-2860-2861-2862-2863-2864-2865-2866-2867-2868-2869-2870-2871-2872-2873-2874-2875-2876-2877-2878-2879-2880-2881-2882-2883-2884-2885-2886-2887-2888-2889-2890-2891-2892-2893-2894-2895-2896-2897-2898-2899-2900-2901-2902-2903-2904-2905-2906-2907-2908-2909-2910-2911-2912-2913-2914-2915-2916-2917-2918-2919-2920-2921-2922-2923-2924-2925-2926-2927-2928-2929-2930-2931-2932-2933-2934-2935-2936-2937-2938-2939-2940-2941-2942-2943-2944-2945-2946-2947-2948-2949-2950-2951-2952-2953-2954-2955-2956-2957-2958-2959-2960-2961-2962-2963-2964-2965-2966-2967-2968-2969-2970-2971-2972-2973-2974-2975-2976-2977-2978-2979-2980-2981-2982-2983-2984-2985-2986-2987-2988-2989-2990-2991-2992-2993-2994-2995-2996-2997-2998-2999-3000-3001-3002-3003-3004-3005-3006-3007-3008-3009-3010-3011-3012-3013-3014-3015-3016-3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THE magic breakfast SCHOOL JOURNEY

Membership recruitment



A Magic Breakfast engagement partner will explore the opportunities and barriers to a successful hunger-focused breakfast provision in your school. This is a chance to gain a full understanding of our offer, the conditions of support and if eligibility is confirmed, Magic Breakfast membership will be offered.

Launch



Once you have discussed our offer with your colleagues and decided on the breakfast model/s you wish to implement, we will help plan your new or extended breakfast provision and place your first food order.

School visit



An engagement partner will be available throughout your Magic Breakfast journey, to help launch the new breakfast provision and support with any challenges you face. They provide advice as needed, offer magic tips from their work with other schools and can be available to visit in person.

Membership renewal



Magic Breakfast membership is renewed each year if schools are meeting our terms and conditions of support, and if the funding needed to subsidise our membership offer has been secured.

magic tip

For additional early morning activities such as targeted reading or homework clubs, sports activities or a nurture group, be sure to make breakfast accessible.



Magio Breakfast models

To maximise impact, a high proportion of our partner schools use at least two models of breakfast provision which include:

Breakfast club

Runs before the school day, providing childcare, food and activities. It is a safe environment for children and young people to eat and socialise with peers. Breakfast clubs can help boost attendance, punctuality, and support working parents. We recommend offering free places to your most vulnerable pupils.

Where possible, a breakfast club can open its doors for a free of charge breakfast for all: an easy way to have a 'no barrier, no stigma' provision.

Canteen breakfast

Your magic breakfast can run alongside your existing provision in the canteen, providing free and healthy options.

Classroom breakfast

Our most popular universal breakfast which is effective in reaching a high number of children and young people daily, delivered to classrooms at or before the start of the school day. This is ideal for schools with a soft start where pupils can be offered breakfast whilst reading or doing early morning work.

Grab and go

Breakfast items are available to pupils as they arrive every morning, in a location that is easily accessible. This could be at the school gate or as they line up in the playground. Children and young people can help themselves as they chat and socialise before school starts. This is adaptable to any school layout and can be tagged onto the end of breakfast club.

Provision for late arrivals

We ask that you routinely offer breakfast to pupils that arrive late. It can be as simple as a basket of bakery items at the sign-in desk.



magic tip

Pupils can be given responsibility as breakfast monitors. They can help set up and clear away, and they can help prepare and distribute food.

magic breakfast DELIVERS HUNGER FOCUSED, BARRIER AND STIGMA FREE PROVISION

For your breakfast provision to be hunger focused, food should reach those who need it the most. We encourage all staff to be aware of the signs and symptoms of hunger to help them identify target pupils who require a healthy breakfast and encourage them to eat.

Signs and symptoms of hunger

There is no simple way to identify hunger but there are signs and symptoms that should always be gently investigated.

IRRITABILITY
poor concentration
disruptive behaviour



HEAD ACHES
ANGER
TUMMY ACHES
LETHARGY

Children and young people often don't say they are hungry because they:

- don't want to draw attention to the issue
- don't identify that what they are feeling is hunger
- don't feel able to tell someone
- may be shy, introverted or lack confidence
- worry that they will be seen as wasting time or that they are a nuisance
- are new to the school

Children and young people who struggle with concentration or behaviour might say that they've eaten breakfast but may in fact still be hungry, as breakfast could have been insubstantial or inappropriate.

We can provide resources and guidance on how to identify the signs and symptoms of hunger and how to target children and young people without stigma.



Identifying and targeting those in need

Schools need a strategy for identifying pupils at risk of hunger and those who would most benefit from eating breakfast. We ask that you actively target and encourage those pupils to eat a nutritious breakfast, which should be available and accessible to all each day. We deliver as much food as you will need.

As a guide, here is a list of Target Pupils who should be offered a free place in breakfast club or encouraged to access breakfast from another provision.

Target children and young people:

- who self-report as hungry
- who exhibit signs of hunger or who staff believe might be hungry
- eligible for Pupil Premium or Pupil Equity funding
- who are given a SIMD1-4 rating (Scotland only)
- with outside agency intervention
- from families experiencing financial difficulties
- who travel a long way to school
- who are persistently absent and/or late
- from transient families (refugees, travellers, families experiencing domestic abuse)
- who are struggling to make expected academic progress
- whose parents report they are not keen to eat breakfast at home



magic tip

It is important for all staff to be on board and understand the impact of breakfast. They play a vital role in identifying and inviting in the pupils who need it most.



ACADEMIC YEAR 2024 - 2025

SUMMER TERM 2025

Half Term	Monday 26th May - Friday 30th May 2025
Start	Monday 2nd June 2025
Term End	Friday 18th July 2025
INSET Day (no learners on site)	Monday 21st July 2025

June 2025							
Wk	Mo	Tu	We	Th	Fr	Sa	Su
22							1
23	2	3	4	5	6	7	8
24	9	10	11	12	13	14	15
25	16	17	18	19	20	21	22
26	23	24	25	26	27	28	29
27	30						

July 2025							
Wk	Mo	Tu	We	Th	Fr	Sa	Su
27		1	2	3	4	5	6
28	7	8	9	10	11	12	13
29	14	15	16	17	18	19	20
30	21	22	23	24	25	26	27
31	28	29	30	31			

- B/H
- H/T - Holidays
- INSET

EXAM DATES 2025

Half Term	Monday 26th — Friday 30th May		
Weds 4th June	AQA GCSE Maths Paper 2 (Calculator)	0900	1 hours and 30 minutes
Fri 6th June	AQA GCSE English Language Paper 2	0900	1 hour and 45 minutes
Mon 9th June	AQA GCSE Biology Paper 2	0900	1 hour and 45 minutes
Mon 9th June	OCR Creative iMedia	1300	1 hour and 30 minutes
Weds 11th June	AQA GCSE Maths Paper 3 (Calculator)	0900	1 hour and 30 minutes
Fri 13th June	AQA GCSE Chemistry Paper 2	0900	1 hour and 45 minutes
Mon 16th June	AQA GCSE Physics Paper 2	0900	1 hours and 45 minutes

Exam contingency dates are:

- Weds 11th June - Contingency afternoon session in the event of national or significant local disruption to examinations in the UK.
- Weds 25th June - Contingency day in the event of national or significant local disruption to examinations



YEAR 11 LAST DAY

& the PROM

Friday 27th June 2025

MEDICATION REMINDER

Any prescribed medication sent into school must be in original packaging, with pupil's name, date of birth and dosage clearly marked (and within date) and be given to the taxi escort and then directly to staff. Learners must not carry their own medication unless it is inhalers.

- We ask that you read the 'Supporting Learners with Medical Needs' Policy (available on the school website).
- We would like to reiterate that there is no legal duty requiring school staff to administer medication therefore it should be noted that this is a service that the school is not obliged to undertake.
- In order for the school to deliver medication you need to complete the 'Administration of Medication Consent Form' (available from reception).
- If your child vomits or spits out the medication given, the dose will not be repeated.
- Please notify the school of all changes in medication and/or any relevant information.



NEXT ACADEMIC YEAR, 2025 - 2026

AUTUMN TERM 2025

INSET Day (no learners on site)	Monday 1st September 2025
Start	Tuesday 2nd September 2025
End	Friday 24th October 2025
Half Term	Monday 27th October - Friday 31st October 2025
Start	Monday 3rd November 2025
INSET Day (no learners on site)	Friday 28th November 2025
Term End	Friday 19th December 2025
Christmas Holiday	Monday 22nd December 2025 - Friday 2nd January 2026

SPRING TERM 2026

INSET Day (no learners on site)	Monday 5th January 2026
Start	Tuesday 6th January 2026
End	Friday 13th February 2026
Half Term	Monday 16th February - Friday 20th February 2026
Start	Monday 23rd February 2026
Trust INSET Day (no learners on site)	Friday 13th March 2026
Term End	Friday 27th March 2026
Spring (Easter) Holiday	Monday 30th March - Friday 10th April 2026

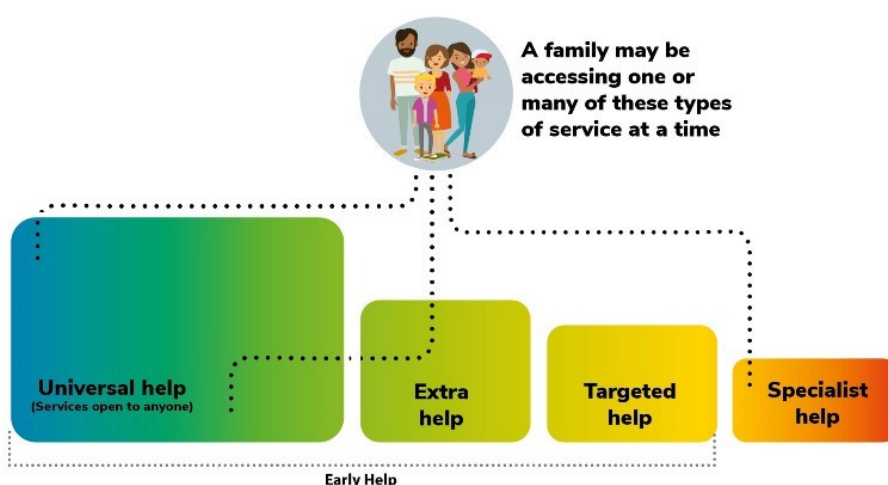
SUMMER TERM 2026

INSET Day (no learners on site)	Monday 13th April 2026
Start	Tuesday 14th April 2026
Bank Holiday (no learners on site)	Monday 4th May 2026
End	Friday 22nd May 2026
Half Term	Monday 25th May - Friday 29th May 2026
Start	Monday 1st June 2026
Term End	Friday 17th July 2026
INSET Day (no learners on site)	Monday 20th July 2026

PARENTING SUPPORT: SUPPORT FOR ALL FAMILIES

None of us were taught how to be parents and sometimes we may find what we're doing isn't working or we just want some different strategies in our toolbox. In Warwickshire, parents to be, parents, carers and grandparents have access to a variety of parenting resources and advice. Support can be accessed online, face-to-face through informal advice, one-to-one consultations, group programmes and workshops.

This is part of the information, advice and support that is often referred to as 'universal support' or 'early help' as it is freely available to all families. Early help is about helping families deal with any issues as early as possible. It is a spectrum of support that ranges from information, advice and support that families can access themselves through to more individualised or targeted support.



All children, young people and families in Warwickshire are entitled to receive early help at any point in a child's life, from the foundation years through to the teenage years.

[Family Information Service](#) for advice and guidance on a wide range of subjects including:

- Housing
- Finance
- Childcare
- Parental conflict and contact
- Special educational needs and disabilities (SEND)

[Early Help Family Support Work](#) service for advice and guidance on:

- Parenting and all aspects of family life
- Children and young people's behaviour

Visit the [Warwickshire Family and Relationship Support Team webpage](#) for information about accessing free:

- Online guides
- Workshops
- Programmes

More information on [Warwickshire's Early Help process](#).



SUPPORT FOR FAMILIES OF CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)

Some parents of children with special educational needs and disabilities will find that the workshops and family support offered through our universal family and relationship support programme will meet their needs. Others may feel isolated and frustrated that the 'standard parenting advice' doesn't seem to work for them.

We would always advise starting with the universal family and relationship support parenting courses and/or discussing your concerns with a family support worker. It may be that a more targeted intervention, supported by the early help team, would better suit your needs.

[Family and relationship support parent courses](#) are suitable for all families, including those with children who may have additional needs. Some of the courses are designed specifically with additional needs in mind, these include a specialist sleep programme and the Incredible Years programme. The specialist programmes, such as Incredible Years, are intensive, targeted interventions, with limited availability. To ensure accessibility for those families most in need, it is essential that the above stepped approach is followed. Please speak with your allocated worker/school or the FSW helpline (01926 412412) for more information.

[Understanding your child with additional needs](#) is for all parents, grandparents and carers of children who may be neurodiverse, have a physical or learning disability or may be autistic. The resources are tailored so that whatever their developmental age, you can use the ideas and techniques to help better understand your child, their emotions and how to help them process or manage them. It's also for you as a support for your emotional wellbeing. Parenting a child with additional needs can bring a range of big emotions, that at times may feel overwhelming. Recognising and processing these feelings is an important part of the care you provide your child.

[Dimensions of health and wellbeing](#) is a free, online tool providing self-care information to support adults, children and young people in Coventry and Warwickshire. Self-care information is tailored to a person's own needs and the challenges they face and is available 24/7.

[Rise offer themed sessions](#) on areas of early mental health and wellbeing concerns parents and carers may have about their children.

Community Autism Support Service [CASS](#) provides autism support for children, young people and adults across Coventry and Warwickshire. It is open for those with a diagnosis of autism or who are awaiting diagnosis. The service supports individuals and parents or carers.

Start by calling the Navigation Team to ask about available support. The team is made up of autistic

individuals and those with lived experience, including parents or carers of autistic individuals.



[CASS also run training and education sessions](#) led by autistic individuals and parents of autistic children. The workshop series offers a longer format of deep training around relevant themes. The toolbox series provides more frequent, shorter format sessions with an element of ongoing peer support, and connection between families and CASS support workers.



[Entrust Care Partnership](#) is a Warwickshire not for profit service set up to offer support to families caring for children, young people and adults with disabilities, additional or specific needs. Entrust offers services where families can participate in group activities, attend workshops and receive support either in a group setting or one to one.

Moving up and changing school is a big change for children and parents or caregivers. It's a new stage of growing independence and separation. Fears and worries are normal as well as excitement, as with each stage of childhood development. As parents, your role is to help children cope with and overcome their fears, to nurture them to feel brave and capable.

[The 'moving up' hub](#) includes free video guides, relevant online course information and topical blogs for parents and carers on preparing for new school transitions.

[Contact, for families with disabled children](#), run a range of workshops, information session and online events. Workshops cover a range of subjects includes education, behaviour, puberty and teenage years, sleep, siblings, toilet training and more.

The [National Autistic Society e-learning modules](#) have all been written and designed by autistic people and other autism specialists. They have been created to provide knowledge and understanding of autism at your own pace and at a time convenient to you. The e-learning modules offer includes a range of topics which can be purchased individually or as specific bundles. Some of the modules are free to access, including "A guide to the mental health experiences and needs of autistic teenagers", "Managing money" and "Finding employment".

National Autistic Society family support programmes for parents and carers: EarlyBird (under five years), EarlyBird Plus (ages four-nine), and Teen Life (ages 10 to 16) are [NAS support programmes for parents and carers](#), offering advice and guidance on strategies and approaches to working with young autistic children. The programmes work on understanding autism, building confidence to encourage interaction and communication, and understanding and supporting behaviour.

The [Curly Hair Project \(CHP\)](#) is a social enterprise founded by autistic author Alis Rowe. Alis hosts a range of e-learning, webinars and resources including short animated films and a blog.

[Time Out for Parents with Additional Needs](#) is a group opportunity run by Care for the Family, which is designed to support and encourage each other through sharing ideas and experiences as you progress through the programme. The focus is on children aged between 3 and 11 years of age with a disability or special need, particularly those who have learning and developmental differences.



[Understanding Autism is a Future Learn free online course](#) delivered by the University of Kent. It is designed for weekly study (four weeks at three hours per week) to give an understanding of autism from diagnosis to life with autism. Please note that free access to the course only lasts for six weeks with an optional upgrade of £52 after this.



[Understanding autism, asperger's and ADHD is a free course run by the University of Derby.](#) It is designed to help you learn more about autism, asperger's and ADHD, their differences and the importance of understanding the classification, assessment and diagnosis. There are six units which take approximately three hours of study each.

View the [SEND Local Offer](#) for information, advice and support for families who have children and young people with additional needs.



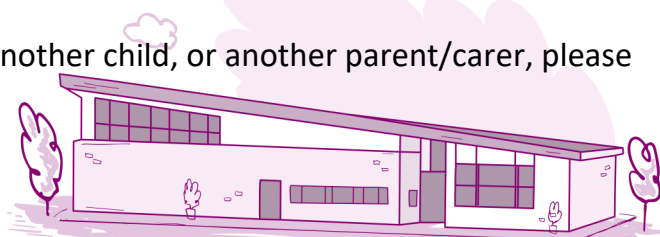
SAFE & RESPECTFUL CONDUCT ON SCHOOL GROUNDS

We kindly remind all parents and carers who drop off and collect their children to adhere to the 5mph speed limit when driving on school grounds. Please remain vigilant as staff, learners, and other parents/carers may be crossing the car park. We all share the responsibility to ensure the safety of everyone on the school site.

Additionally, please be mindful of the conversations you are having, especially with learners around, and ensure that appropriate language is used at all times while on school premises. We kindly ask for your cooperation, as access to the school site may be reviewed for those unable to follow these guidelines.

If you have any concerns regarding your own child, another child, or another parent/carers, please speak to a member of staff.

Thank you for your understanding and support in maintaining a safe and respectful environment.



Learners do not need to bring in their own balls, we have them available. If they do, they will have to be handed in on arrival like tech.



UNIFORM SUPPLIER

You can order uniform directly from

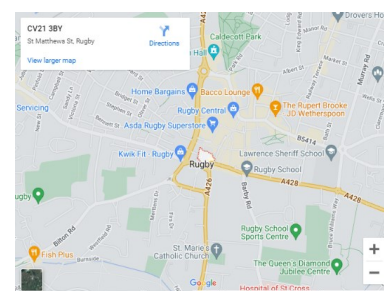
Webb Ellis in Rugby.

Online: <http://www.webb-ellis.co.uk/schools/>

Telephone: 01788 567777

Email: sales@webb-ellis.co.uk

Address: Webb Ellis Ltd, 5&6 St. Matthew's Street, Rugby, CV21 3BY





*Time TBC

Save the Date

QUESTIVAL

Please be aware there will be no provision for learners to remain on site between the end of the school day and our parent event.

OATY APPLE AND ORANGE SQUARES

Ingredients

- 150g butter, softened
- 100g demerara sugar
- 200g rolled oats
- 90ml unsweetened apple juice
- 1 orange, zest only
- 100g raisins



Equipment

20cm square cake tin, spoon, bowl, knife, cooling rack.

Method

1. Preheat the oven to 180°C, Gas Mark 4 and grease a 20cm square cake tin.
2. Cream the butter and sugar until light and fluffy, then work in the oats and add the apple juice, orange zest and raisins.
3. Tip into the prepared tin and spread evenly and bake for 25 to 30 minutes until golden brown.
4. Cool slightly before marking into squares.
5. Leave to cool in the tin before cutting into squares.

Top tips:

Store in an airtight tin.

Food skills:



WEIGH



CREAM



MIX, STIR &
COMBINE



BAKE



CUT, CHOP,
SLICE, DICE &
TRIM

Complexity

Low-Medium

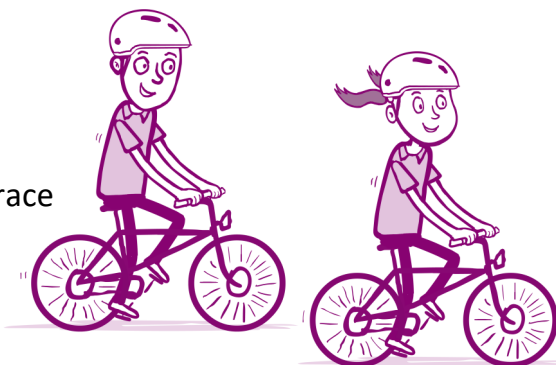
Time

45 mins

Thank you so much to 'A Herbert & Son' for servicing our learners bikes at a charitable price to support the Academy. This should enable us to offer cycling proficiency at Quest Academy soon!

aherbertnson.wixsite.com/bikes

151 Railway Terrace
Rugby
Warwickshire
CV21 3HQ



MOMENTS MATTER, ATTENDANCE COUNTS.

Attendance: At Quest Academy, we seek to ensure that all our learners receive a full time education which maximizes opportunities for each learner to reach his or her true potential: we feel that good attendance (95% or above) and good punctuality too are a vital part of this and we want all learners to strive towards this.

Government statistics have proven that children with poor attendance are 47% less likely to meet their potential examination results compared to learners with good attendance.

We have a desire to strive towards 100% attendance for all of our learners and expect all parents/ carers to actively support us in ensuring that their children are in school, safe, at all times. We also aim to hold all parents / carers that give low priority to good school attendance accountable.

Lateness: Pupils must attend registration on time to be given a present mark. Registration starts at 8.50am until 9am. Arrival after the start of morning registration will be given an 'L' code. After 9.30am a 'U' code (unauthorised absence) will be given.

Quest Contact Details:

Quest Academy
Anderson Avenue
Rugby
Warwickshire
CV22 5PE

E: quest.office@macintyreacademies.org

T: 01788 593 112



How to contact members of staff: Please contact Reception if you would like to speak with a member of staff. You will either be transferred or reception will email the member of staff to let them know that you have called.

Reporting pupil absence and lateness: Please can we remind parent/carers to call school on **01788 593 112**, before 9am if your child may be late or is unwell. You will also need to contact the taxi company to let them know. If your child is absent for more than 7 days you will need to provide a doctors certificate. If we do not receive a doctors note and have not seen your child we will have no alternative but to refer the matter to the Safeguarding Board in line with our safeguarding procedures.

PRIVACY NOTICE

MacIntyre Academies collects and uses pupil information which complies with General Data Protection Regulation (GDPR). This is Europe's framework for data protection laws – it replaces the previous 1995 data protection directive, which UK law has previously been based upon.

Please note that limited personal data is used and stored as per the MAT Retention Policy.

You can read the full details of our [Privacy Notice](#) in the policy. This includes more details of our legal basis for the use of specific information.



Families First
Quality Award

Putting children and families first

