



# ***The Ormiston Observer***

**April – Issue Four**

## **Ormiston Ilkeston Enterprise Academy**

A very warm welcome back to all our parents, carers and students. We hope you all had a restful and enjoyable Easter break. Thank you for taking the time to read our school newspaper. It is designed to keep you informed and up to date with everything happening across our school community.

We hope you find it both useful and enjoyable, and that it gives you a real sense of the exciting learning, activities, and events taking place this term.

We are also delighted to say that we have started the week extremely well in school, with a positive and purposeful atmosphere.

Team OIEA

### ***The month's school newsletter includes:***

- Principals Message
- *Teaching and Learning Focus*

- *Assessment Updates*
- *Celebrating Success: CARE in Action*
- *Attendance and Punctuality*
- *Uniform and Equipment*
- *Parent Information and Guidance*
- *Personal Development and Enrichment*
- *Careers and Aspirations*
- *Staff Spotlight*
- *Reading and Literacy*
- *Key Dates and Reminders*
- *Contact Details*

## ***Principals Message***



### **Dear Families, Colleagues, and Friends of OIEA,**

It has been a particularly positive period for the academy, and I am delighted to share some of the feedback we have recently received. The week before half term, we welcomed a number of colleagues from across the Trust into school to review our provision. These visits are always valuable opportunities to reflect on our work, and I am pleased to say that the feedback was overwhelmingly positive. Visitors commented highly on the quality of teaching, the excellent conduct of our students, and the strong culture of respect that is evident

throughout the academy. What is especially pleasing is that this feedback aligns closely with what our students themselves are telling us.

Recent student survey outcomes show that, when compared to national benchmarks, our students report above-average experiences in the quality of lessons, the respect shown to them by adults, and the way their peers treat one another. These are areas we place great importance on, and it is encouraging to see this reflected so clearly in both internal and external feedback. This does not happen by chance. It is the result of consistent expectations, strong relationships, and the collective efforts of our staff and students in creating a calm, respectful and purposeful environment for learning.

I would also like to take this opportunity to wish our Year 11 students the very best of luck as they begin their examinations over the coming weeks. This is an important time, and I know they will approach it with the focus and determination they have shown throughout the year.

Similarly, our Year 10 students will soon undertake their first round of practice examinations (mocks). These are a crucial part of the journey towards success. Practice exams are not about results, they are an opportunity for students to experience the conditions of formal assessments, build confidence, develop effective revision strategies, and identify areas for improvement while there is still time to act. Taking these seriously now will make a significant difference to outcomes in Year 11. That said, we are never complacent. As a school, we will always strive to improve further, building on our strengths, addressing areas for development, and ensuring that every student receives the high-quality education they deserve.

Thank you, as always, for your continued support.

**Mr Simon Leach**

**Principal**

## ***Teaching and Learning Focus***

### **Teaching and learning**

At OIEA, lessons are designed using well-established research about how students learn best, often referred to as the **science of learning**. This helps students remember more, understand ideas deeply, and feel confident in their learning.

Teachers begin lessons by **revisiting key knowledge** from previous lessons or topics. This helps students strengthen their memory and make links between what they already know and what they are learning next. Students are regularly asked questions, complete short quizzes, or discuss ideas, not to test them, but to help learning “stick”.

New learning is introduced in **clear, manageable steps**. Teachers explain ideas carefully, model examples, and highlight key vocabulary so that all students can access the lesson. Tasks are broken down and support is provided when needed, especially for more complex concepts. As students become more confident, this support is gradually reduced so they can work independently.

Mistakes are treated as a normal part of learning, and feedback helps students understand what they have done well and how to improve.

Students are encouraged to **think hard**, explain their answers, and use subject-specific language. This helps them develop strong understanding and prepares them well for exams and future learning.

## Curriculum Corner

### What we are Studying This Half Term (HT5)

<https://www.oiea.co.uk/curriculum/what-are-students-learning-this-half-term>



## Assessment Updates



### **Year 10 Mock Exams**

Year 10 mock examinations have now begun and represent an important milestone in preparing students for their GCSE courses. These exams give students the chance to

experience real exam conditions, assess their current understanding, and identify areas that need further improvement.

***Steps to success include:***

- Revising regularly using class notes, revision guides, and online resources
- Completing practice questions and past exam papers
- Organising equipment and revision timetables in advance
- Maintaining healthy routines, including good sleep and attendance

Mocks are a valuable learning experience, and consistent preparation will help students build confidence and exam skills

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**Revision Toolkit – Edition 2**

***Brain Dumps: Finding Out What You Really Know***

Brain Dumps are a simple but powerful revision technique that helps students identify what they *do* and *don't* know.

***What is it?***

Your child chooses a topic and, without looking at notes, writes down everything they can remember about it. Once finished, they check their notes and add what they missed in a different colour.

This turns revision into an active process and highlights gaps clearly.

***Why it Works***

- Encourages **active recall**
- Makes gaps in knowledge visible
- Helps revision feel purposeful, not overwhelming

***How Parents Can Help***

- Encourage your child to start without notes
- Remind them it doesn't need to be neat
- Focus on what they missed - that's where learning happens

**Key message:** Forgetting is part of learning. Blurting helps students see what to revise next.

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## **Rank Order**

A reminder that our ranking information is released on Arbor, with the next one due by the end of April.

As a reminder, the ranking categories are:

- **Attendance** – Reflects how consistently your child has been present at school.
- **Behaviour** – Indicates your child's conduct and attitude to learning.
- **Maths Homework** – Based on the completion and quality of maths homework tasks.
- **English Homework** – Reflects engagement and effort with English homework assignments.
- **Science Homework** – Measures the consistency and quality of science homework.
- **Extra Effort** – Recognises additional independent learning completed on the SPARX platform.

A helpful quick win to boost overall rankings is ensuring any outstanding Maths, English, or Science homework is completed on the SPARX or Carousel platforms.

Thank you for your continued support.

## **Year 9 Options**

As we enter the summer term Year 9 students will undertake their options process. A reminder of the timeline is shown below.

- Monday 13th April – Detailed Information about the 2025 Options process is available on the academy website. <https://www.oiea.co.uk/curriculum/gcse-options>
- Friday 17th April – The options window opens.
- Friday 24th April – The options window closes, all provisional option choices should have been submitted by this point.
- w/c 4th May – Where appropriate, 1:1 bespoke options meetings will take place.
- July 2026 – Option allocations confirmed.

## Celebrating Success: CARE in Action



### OIEA Maths Department: Celebrating Success and Looking Ahead ✨📊

Pi Day 2026 was a celebration to remember at Ormiston Ilkeston Enterprise Academy!

🍷 Falling on 14.3.26, this year's Pi Day brought together mathematical curiosity, friendly competition, and of course plenty of pies. Pi Day Highlights Students across the academy got involved in a range of activities including Dingbats puzzles, pie-eating, and our new annual Pi-digit-recall challenge.

This year's winner was Maria-Stella Siouli, who achieved an outstanding feat by recalling 100 digits of Pi entirely from memory 🍷. To celebrate this impressive achievement, Maria was awarded an Amazon voucher worth £31.42 a perfectly Pi-themed prize! Math-Olympics Team Shines 🏆 OIEA proudly entered a team into the Ormiston nationwide Math-Olympics, competing against more than 20 other academies. Representing us with enthusiasm and determination were:

- Anjelica Bamford
- Emily Reynolds
- Daniel Humber
- Harvey Gee

The group tackled problem-solving challenges head-on and showed real courage throughout the contest.

**UKMT Team Challenge Success 🏆** On 24th March, a team of talented mathematicians travelled to Astrea Academy in Sheffield for the prestigious United Kingdom Mathematics Trust Team Challenge ✨. Our representatives were: Year 9: Ruby Pidgeon, Evie Weir Year 8:

Kenny Worrall, Arlo Straw Competing against schools from across the region, the team finished in a creditable 12th place, a fantastic achievement in a demanding and fast-paced competition 🎉.

**Bletchley Park Trip - Sold Out in 24 Hours** 🤖 Interest in mathematics and its history has never been stronger at OIEA. This was clear when the Year 9 Maths and History trip to Bletchley Park on 16th April sold out in just 24 hours. The overwhelming demand shows how excited our students are to explore the home of the World War II codebreakers and discover how mathematics helped change the course of history.

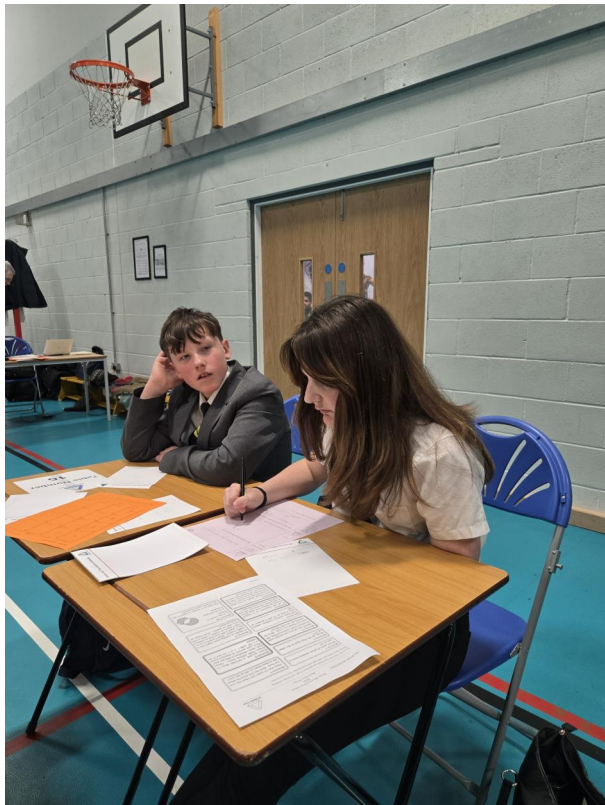
**Competitions Still to Come** - The momentum doesn't stop there. On 29th April, students will take part in:

- The UKMT Junior Maths Challenge.
- The Ormiston Ilkeston Challenge, where students will demonstrate logic, reasoning, and creativity.

The Maths Department is already looking forward to celebrating their achievements in these upcoming events 🎉📈.

**A Thriving Year for Mathematics at OIEA** - From Pi Day festivities to national competitions and a history-in-the-making trip to Bletchley Park, this term has showcased the enthusiasm, talent, and determination of our young mathematicians ★.

The OIEA Mathematics Department is immensely proud of everything our students have achieved – past, present, and soon to come ✨👏.





★ ***Student Spotlight: Making a Difference in Ilkeston*** ★

"One of our inspirational year 11 students, Lis R volunteers at the local youth club Parkside multiple times a week. Offering support and inspiration to the youth of Ilkeston. Lis does some amazing work in The Pods girls' group, helping to build resilience and confidence in young girls. Lis is a great example of our community and we are proud to have her as a student."



*Attendance and Punctuality*



## ***Celebrating Excellent Attendance This Term***

This term, students were set an exciting challenge:

**Achieve 100% attendance for a 24-day streak** for the chance to win a **£100 Amazon Voucher**.

We are delighted to announce that the winner of the prize draw was:

 Esme Fowler - Year 7 

*Congratulations on demonstrating outstanding commitment to your learning!*

### **100% Attendance Success by Year Group**

A big well done to all students who achieved **100% attendance last term**. Your dedication is impressive and plays an important role in creating a positive school culture.

Here are the numbers by year group:

- **Year 7:** 120 students achieved 100%
- **Year 8:** 93 students achieved 100%
- **Year 9:** 92 students achieved 100%
- **Year 10:** 87 students achieved 100%
- **Year 11:** 94 students achieved 100%

 **Congratulations to every student who achieved this milestone - keep going!**

### ***Whole-School Attendance Update***







Thanks to the collective efforts of students, staff, and families, our overall school attendance has improved by more than 1% since Christmas.

This is a fantastic achievement and reflects the commitment across the school to make everyday count.

 **Well done, everyone!**

### **Next Term: Reward Trips**

To continue encouraging excellent attendance, behaviour & attitude to learning. Next term students will have the opportunity to earn invitations to exciting end-of-term reward trips. These include:

-  Alton Towers
-  Drayton Manor
-  Walesby Forest
-  Bowling & Cinema
-  Planet Bounce
-  Golf

Maintaining strong attendance is the key to securing a place on these fantastic experiences!

### A Final Reminder... Attendance Matters

Every day in school helps students grow academically, socially, and personally.

Let's keep aiming high and finish the year stronger than ever.

## New Attendance Rules!

There are new rules for unauthorised absences, whether this is due to holiday, irregular attendance, or otherwise. Don't get caught out!

**1** I'm a single parent of one child and we want to go on holiday for 5 days.

Make sure you use the absence request form before you book anything. Your holiday will not be authorised. As your child will miss 5 school days, you'll be given a penalty notice fine. See section 2, too!

For each child a penalty is given...

1 parent & 1 child = £160  
*Reduced to £80 if paid in 21 days*

1 parent & 4 children = £640  
*Reduced to £320 if paid in 21 days*

For a family of 2 parents & 4 children

£1280  
*Reduced to £640 if paid in 21 days*

**What happens if school suspects children are actually on holiday?**

Photos on Facebook?  
Foreign mobile dial tone?  
Other children talking about your holiday?  
Amazing sun tan?  
Home visit shows no-one at home?

Please don't be offended if we ask for evidence or mention these questions to you. We're required to do this to ensure a fair system!

**2** What about subsequent absences? Is it still the same penalty amount?

No, not anymore. If in any period of not more than 3 years, your child has a 2<sup>nd</sup> and 3<sup>rd</sup> leave of absence OR pattern of irregular attendance, which is unauthorised, then...

**2<sup>nd</sup> TIME**  
e.g. 1 parent and...  
1 child = £160  
2 children = £320  
3 children = £480  
4 children = £640

**3<sup>rd</sup> TIME**  
A penalty notice fine will not be given. Instead, your case may be taken to court. A magistrate can fine each parent £2,500 for each child.  
1 parent & 4 children = £20,000  
2 parents and 4 children = £20,000

**NO DISCOUNT FOR EARLY PAYMENT**

**3** What about irregular attendance? Could I get a penalty notice? **YES**

If your child is absent for 10 or more sessions in 10 weeks, and their absences are unauthorised, then the school is required to consider penalty notices / prosecution.

**PENALTY!**

So, half a day here and a day there could all add up to 10 sessions in 10 weeks. If unauthorised, then it would be a penalty notice. Remember, 1 day is 2 sessions (morning and afternoon).

**4** What are typical reasons given that **won't** be authorised?

**Examples of unauthorised absences**

A family member's birthday	Sickness of parent or sibling	Where attendance is irregular, or historically poor, sickness absences may be unauthorised unless medical confirmation by a medical professional is given.
Shopping for uniforms	Sibling's school closed	
Inadequate clothing for school	Refusing to attend, but able to	
Child being used as a carer	Poor family organisation	
Problems with transport	Family holidays	
	No absence request completed	

Hampshire County Council use the income generated from the fines to take legal action against those who do not pay the fine or repeat offenders, the school never receives any of this money.

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**Examples of unauthorised absences**  
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 Shopping for uniforms  
 Inadequate clothing for school  
 Child being used as a carer  
 Problems with transport  
 Sickiness of parent or sibling  
 Sibling's school closed  
 Refusing to attend, but able to  
 Poor family organisation  
 Family holidays  
 No absence request completed  
 Where attendance is irregular, or historically poor, sickness absences may be unauthorised unless medical confirmation by a medical professional is given.

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## Uniform and Equipment



🌟 Supporting Students to Be Fully Prepared for Learning 🌟

Here's a quick, reminder to help everyone feeling prepared and confident! 📖

Every Day Uniform - Must Be Worn Proudly

- ▲ OIEA blazer
- ▲ Academy tie
- ▲ Black full-length tailored trousers OR OIEA pleated skirt

- ▲ White shirt (tucked in at all times) ▲ OIEA V-neck jumper (optional)
- ▲ Plain black shoes 🧦👟 PE Kit – On PE Days & for Enrichment ▲ OIEA polo shirt (compulsory)
- ▲ OIEA hooded top (compulsory)
- ▲ OIEA shorts, tracksuit bottoms, or leggings (all compulsory options)

### ✘ Not Allowed

To keep everyone looking smart and ready to learn, the following are *not permitted*:

- ▲ False eyelashes ▲ Unnatural eyebrows (e.g., HD brows)
- ▲ Fake tan or spray tan that looks unnatural
- ▲ False nails (including coloured or French polish)
- ▲ Painted nails (only clear polish is allowed)
- ▲ Bandanas (including worn as headbands)
- ▲ Caps or hats
- ▲ Facial piercings (other than a clear nose retainer)
- ▲ Extra jewellery (bracelets, bangles, additional rings)
- ▲ Hoops, sleepers, stretchers, spikes
- ▲ Smart watches

### ✔ Allowed

- ▲ One small, plain, discrete pair of earrings (circular/ball shaped)
- ▲ A clear nose spacer/retainer
- ▲ One ring per hand
- ▲ Natural-looking make-up

🌟 Let's return to school looking smart, feeling prepared, and ready for a brilliant term ahead!

Thank you to all for helping us keep students looking sharp and ready to learn!

Please continue to ensure students wear full, correct uniform and arrive fully equipped each day. “Dressed for Success and Ready to Learn” isn’t just a slogan it’s a daily commitment that sets the tone for respect, readiness, and success across our academy. 📌 **Full Uniform and Equipment Guide (2025–26):**[Download here](#)

## *Parent Information and Guidance*



### ● **Keeping Our Community Safe – Important Message for Students**

We want everyone at OIEA to feel safe, supported and confident to speak up if they’re worried about something happening in the community.

The police are currently asking all schools across Derbyshire to share important information about serious violence and knife crime, and how young people can report concerns safely. Even though the campaign is based in Derby City, the message is relevant to us here in Erewash too.

#### **What Is Fearless.org?**

**Fearless.org** is a website where young people can report information about crime 100% anonymously, meaning:

- 🧑 You don’t need to give your name
- 📄 You don’t have to talk to the police
- 📱 You can send information safely online
- 💬 You can get advice if you’re worried about something

Fearless is run by Crimestoppers and is designed especially to support young people.

### **Why This Matters**

Even small bits of information can help keep people safe.

Crimestoppers say:

“If you know something about knife crime, where knives are kept, or if someone is planning to hurt someone, you can tell us anonymously. What you share could help protect your community.”

This is why police are asking schools like ours to make sure students know how to report things safely and anonymously.

### **If You Hear or See Something...**

If you ever become aware of:

- Someone carrying a knife
- Someone trying to sell knives to young people
- People talking about violence
- Anything that makes you feel unsafe

You can:

- Talk to any trusted adult in school
- Report anonymously on **Fearless.org**
- Call **999** if it's an emergency
- Call **101** for non-emergencies

You will never be in trouble for telling someone about something that worries you.

### **We Are Here to Support You**

If you ever feel unsure, scared, or just want to talk through something, you can go to:

- Your Head of Year
- Any teacher
- Our safeguarding team
- Pastoral staff

You are never alone - we are here to help.



We have included some key information and helpful guidance for parents and carers below. Please have a read and stay up to date with what’s happening at OIEA.

[Keeping your Child Safe Online](#)

Should you require extra support please see below services who may be able to help:

**Mental Health and Emotional Wellbeing:**


[Derby and Derbyshire Emotional Health and Wellbeing](#) signposting to a wealth of support agencies.

**Online Safety:**


[NSPCC guide to online safety](#) giving parents and carers a full and comprehensive guide to keeping young people safe online, from setting up parental controls to reporting online safety concerns.

**Support in the Community:**

[Arena Community Foodbank](#)













**[OAT]**  
AN OAT ACADEMY



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OIEA Safeguarding Team

 Designated Safeguarding Lead (DSL) <b>Mr S Glover</b> Contact details: sglover@oiea.co.uk	 Senior Deputy Safeguarding lead (DDSL) <b>Mrs L McIntyre</b> Contact details: lmcintyre@oiea.co.uk	 Principal: <b>Mr S Leach</b> Contact details: sleach@oiea.co.uk	
 Deputy Safeguarding Lead (DDSL) <b>Mrs G Steeples</b> Contact details: gsteeples@oiea.co.uk	 Deputy Safeguarding Lead (DDSL) <b>Mrs S Harris</b> Contact details: sharris@oiea.co.uk	 Assistant Principal: <b>Miss K Hughes</b> Contact details: khughes@oiea.co.uk	
 Courage Senior HOH: <b>Mrs S Hatherly</b>	 Ambition HOH: <b>Mrs N Christou</b>	 Excellence HOH: <b>Mrs S Gillen</b>	 Respect HOH: <b>Mr G Taylor</b>

Should you have safeguarding concerns about a child during any school's half term breaks please contact [Derby and Derbyshire Safeguarding Children Partnership](#) for support.

### ***Safeguarding Update***

Protecting Young People from Online Misogyny and the “Manosphere”

We are increasingly aware of online content promoting misogynistic views, sometimes referred to as the “manosphere.” Some students have recently encountered this material online, and programmes such as the Louis Theroux documentary have also brought this issue to wider public attention.

We want to reassure families that we are monitoring this carefully and addressing any concerns raised through our safeguarding systems. In school, we continue to teach about respectful relationships, equality, and critical thinking so that young people can recognise harmful narratives and seek help when something concerns them.

#### ***How you can help at home:***

- Talk openly with your child about what they see online.
- Encourage them to question extreme opinions or content that puts down any group of people.
- Remind them they can speak to you, or a trusted adult in school, if something they see online makes them feel uncomfortable or confused.

If you have any concerns about what your child has been exposed to, please contact our safeguarding team. <https://www.childrensociety.org.uk/what-we-do/blogs/protecting-children-from-misogyny-manosphere>

#### ***Talking to Your Child About Inappropriate Images Online***

At a recent safeguarding event in Sheffield, the Internet Watch Foundation (IWF) presented their “Think Before You Share” campaign. This initiative aims to help young people understand what is safe to share online, how to protect their privacy, and how to respond if they come across inappropriate or harmful images.

#### ***Key advice for parents:***

- Remind children not to share images or videos that could put them at risk.
- Reassure them that if they ever receive or see something inappropriate online, they should not forward it, but instead talk to you or a trusted adult.
- Let them know they will not be in trouble for speaking up — we are here to support them.


You can find more parent resources on the IWF website. <https://www.iwf.org.uk/about-us/our-campaigns/think-before-you-share>

## School Medicines: Guidance for Parents

Following some recent questions, we want to remind families that our procedures for administering medicines follow the OIEA medicines policy.

This means:

- All medication brought into school must be handed in via the school office.
- Medicines must be in their original packaging, labelled with your child's name and dosage instructions.
- A completed parental consent form must be provided before we can administer any medication during the school day. <https://www.oiea.co.uk/admin/wp-content/uploads/sites/21/2024/10/Supporting-Children-with-Medical-Needs.pdf>

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### Online Safety Newsletter

April 2026

#### COM Groups/Networks

COM Groups are online communities or group chats where harmful and deeply disturbing behaviour can take place. This could be via mainstream messaging apps, gaming platforms or through social media. It is important to be aware that such networks exist and understand the risks they may pose to our children.

The Molly Rose Foundation has issued an alert highlighting the size and nature of COM Networks, including how they target vulnerable young people:  
<https://mollyrosefoundation.org/molly-rose-foundation-issues-public-warning-into-prevalence-of-online-groups-targeting-children-for-self-harm-suicide-and-abuse/>


The Gloucestershire Safeguarding Children Partnership provide further information including who may be at risk, the type of offender involved, potential warning signs and what you can do such as show interest in your child's online life:  
<https://www.gloucestershire.gov.uk/gscp/professional-resources/sadistic-online-exploitation/>

Would you like to read this newsletter in a different language? You can use the translate tool on our web version:  
<https://www.knowsley.lcs.org.uk/april-2026-secondary/>

#### Age ratings in games

Age ratings exist to help protect your child as they show whether content is suitable for your child's age. Make sure you check the age rating of any game your child is playing.

**Why should I check?**  
Not all games will be appropriate for your child. Some may appear child friendly due to fun or cartoon style graphics but still include unsuitable content. Age ratings consider factors such as violence, frightening content, bad language and/or in app purchases.



**How can I check?**  
Most games are rated by PEGI (Pan European Game Information), who not only state the age you should be to play the game but also provide further content descriptors to give you an indication of the type of content that your child might encounter. Apps are rated by the App store/Google Play.

**How can I stop my child from accessing a game they are not old enough to play?**  
You can set up **parental controls** to restrict access to games or apps that your child is not old enough to play and set restrictions so any downloads/purchases must be approved by you. For example:

- Nintendo – restrict software by age so if you restrict to 10+, games with that rating or above cannot be played by your child.
- Xbox / PlayStation – set an age limit so anything that exceeds that age rating must be approved.
- Apple / Google (Family Link) – restrict your child from installing apps, allowing you to review before approving all purchases.

**What else do I need to do?**

- Review any additional content descriptors, read reviews and check if the game includes any form of communication or in app purchases. This will help inform your decision as to whether the game is suitable for your child.
- For any game your child plays, set up appropriate parental controls.
- If you decide a game is not appropriate, explain to your child why. We know your child might feel peer pressure to play certain games, but explaining your reasoning will help them understand your decision.

**Further information**

- <https://www.ceopeducation.co.uk/parents/articles/gaming/>

## Fake or Real? Know the Deal

Essex Police have launched a groundbreaking AI Safety Campaign in partnership with BT and EE to tackle the growing risks posed by artificial intelligence (AI) misuse and deepfake technology. This is the first time a UK police force is working directly with a global technology firm to provide practical advice to parents, guardians and young people.

AI technology offers incredible opportunities, but it also introduces serious risks when misused. Deepfake content – highly convincing, fabricated images or videos – can be used to exploit young people, sometimes without their knowledge. Artificially generated Child Sexual Abuse Material (CSAM) is one of the fastest-emerging crimes Essex Police is actively investigating.

The campaign is designed to help you understand:

- What deepfakes are and why they matter
- How to protect children from online harm
- What to do if an image is misused

### Further information

Find out more here, including advice on how to protect your child:  
<https://eephonesmart.co.uk/fake-or-real>

## What is the Manosphere?

Have you seen the new Netflix documentary 'Louis Theroux: Inside the Manosphere' in which Louis Theroux interviews several 'influencers' that promote extreme / disturbing ideologies online. It is a shocking watch but prompts the importance of ensuring our children are protected from this content. In essence, the manosphere is against the empowerment of women and certain people promote these views and other harmful misinformation online via social media etc.

### What should I do?

We need to develop critical thinking in our children and have age-appropriate conversations with them as explained in these two articles:

- <https://parents.actionforchildren.org.uk/feelings-behaviour/talking-about-feelings/talk-to-your-child-gender-equality/>
- <https://www.brook.org.uk/blog/4-ways-to-tackle-misogyny-among-young-people/>

### Further information

- <https://www.unwomen.org/en/articles/explainer/what-is-the-manosphere-and-why-should-we-care>

Users of this guide do so at their own discretion. No liability is entered into. Current as of the date released 03.04.26. The inclusion of any links does not imply any affiliation with or endorsement of the linked websites, documents, or videos, nor are we claiming any ownership or copyright in the content of the linked materials.

## How to set up parental controls on ChatGPT

Internet Matters have published an article detailing how you can link your own account to your child's account (they must be logged in) to set parental controls on ChatGPT.

You can read the article here:  
<https://www.internetmatters.org/parental-controls/entertainment-search-engines/chatgpt-parental-controls/>

## WhatsApp update: Parent-Managed Accounts

WhatsApp have announced that they are rolling out the option of Parent-Managed accounts for those under the age of 13. The settings will include allowing you to choose who can contact your child and ensuring only you can add them to groups. Find out more here:  
<https://faq.whatsapp.com/894871699629864>

**Whilst, these features could be useful, it is important to emphasise that just because the option now exists, WhatsApp may still not be an appropriate platform for your child to be on.** We often receive reports of issues, particularly with group chats on WhatsApp. Wayne Denner (online safety trainer) explains more here:  
<https://www.waynedenner.com/whatsapp-parent-managed-accounts-what-parents-need-to-know/>

## AI and homework

AI can be a useful tool for helping children with homework both in understanding a topic and for research. However, please remember that it should not be used to complete tasks as this would constitute plagiarism.

## 🌟 Arbor Update 🌟

Below is a QR code that will take you directly to the Parent App information page, where you will find:

- Guidance on logging in
- Details about what the app can be used for

If you have any further questions, please don't hesitate to get in touch.

Arbor – Parent Portal  
Getting started and logging in



### *Personal Development and Enrichment*

#### **Year 7 Join WWF Polar Live – A Window Into Antarctica** ❄️🧊🌍

Our Year 7 students recently took part in an inspiring WWF Polar Live session, broadcast directly from the British Antarctic Survey headquarters in Antarctica and hosted by explorer and presenter Steve Backshall alongside the BAS science team.

The session transported pupils to one of the most extreme environments on Earth, giving them a fascinating insight into life and research in the polar regions. Students learned about the unique wildlife that survives in Antarctica, the challenges scientists face while working in such harsh conditions, and the impacts of climate change on fragile polar ecosystem.

Steve and the BAS team shared real-time footage, scientific discoveries, and personal stories from their work on the ice, sparking curiosity and thoughtful discussion back in school.

Our students came away inspired, better informed about polar environments, and motivated to take action to help protect these extraordinary regions for the future 💙🌍.



### **Upcoming History Trips**

We have an exciting programme of History trips planned across the summer term, offering students rich opportunities to deepen their learning beyond the classroom.

**✔ Year 7 - Horrible Histories Live Show - Nottingham Theatre Royal – 18th June**

Year 7 students will enjoy a fun and educational performance from the award-winning *Horrible Histories* team, bringing the past to life in their unique, entertaining style.

**✔ Year 8 – Black Country Living Museum - 30th June**

Our Year 8 cohort will step back in time at this immersive open-air museum, exploring Victorian streets, heritage workshops, and real-life demonstrations of industrial Britain.

**✔ Year 9 – London Experience - 2nd July**

Year 9 students will head to the capital for a full day of History and culture, including visits to:

- The **Houses of Parliament**
- The **London Dungeons**
- The **London Eye**

More information on booking and costs will be shared with families in the coming weeks.

### **Additional Year 9 Opportunities**

#### ***Bletchley Park – 16th April***

45 - Year 9 students will visit Bletchley Park as part of a combined History-Maths experience. They will learn about the vital role of WWII codebreakers, explore how codes and ciphers have shaped history, and even use a genuine Enigma machine.

#### ***PL Krakow, Poland – 30th April to 3rd May***

46 - Year 9 students will travel to Krakow for a powerful and unforgettable educational experience. During the visit, they will:

- Tour Auschwitz-Birkenau to support their Holocaust studies
- Descend over 300 metres into the historic Wieliczka Salt Mines
- Visit Wawel Castle
- Explore Krakow Old Town
- Enjoy some well-earned fun at Energylandia – Europe’s largest theme park

#### **Year 7 Explore History at Tamworth Castle**

Our Year 7 students enjoyed a fantastic day out at Tamworth Castle, where they stepped back in time to experience life in the medieval period. Throughout the visit, students explored the castle’s historic grounds, tried on medieval costumes from hardworking peasants to noble lords and ladies and took part in an engaging workshop on medieval battle tactics.

A particular highlight was the opportunity to get a closer look at items linked to the Staffordshire Hoard, giving students a unique insight into the craftsmanship and culture of early medieval England.

As expected, our students were a credit to the academy. Their enthusiasm, curiosity, and excellent behaviour shone throughout the day, especially during questions and discussions with the castle staff.

A special well-done goes to **James, Daisy, Noah, Oscar, and Emily**, who were absolute stars from start to finish.

We’re proud of all our Year 7s for making the day such a success, and we hope you enjoy the photos capturing their adventures.







## *Careers and Aspirations*



### **Exploring the World of Aviation Careers**

This term, a group of our students had the exciting opportunity to visit **East Midlands Airport** for an immersive aviation careers experience. The day was packed with hands-on activities, industry insights, and behind-the-scenes access to some of the airport's most fascinating departments.

#### **✨ Highlights From the Day**

#### **Flight Simulators & AI Photo Booth**

Students stepped into the role of a pilot using realistic flight simulators and enjoyed creating aviation-themed images in the AI photo booth.

### **Manchester Airport Group (MAG) Departments**

Students explored key airport roles across:

- **Landside Operations**
- **Airfield Operations**
- **Assisted Travel Support**

These sessions revealed the teamwork and precision required to run a major international airport.

### **EMA Fire Service**

A favourite of many students participants experienced the life of an airport firefighter and even had a go at parts of the firefighter fitness test!

### **Ryanair Engineering**

Students discovered how aircraft are maintained and kept safe, getting close to real equipment and learning about engineering roles.

### **Jet2.com Operations**

A fascinating look into the fast-paced world of airline operations, including turnaround procedures and ground handling.

### **MAG Technology**

Students explored the digital side of aviation, discovering careers in **IT, cyber security, and airport technology systems**.

### **Royal Aeronautical Society**

Hands-on STEM challenges tested teamwork, problem-solving, and technical thinking perfect for students interested in engineering or science pathways.

### ***A Fantastic Insight Into Aviation Careers***

Students gained a deeper understanding of the many different roles that keep an airport running far beyond just pilots and cabin crew. From engineering and firefighting to customer support, IT, and operations, the day showcased the wide range of pathways available within the aviation industry.

The trip was both educational and inspiring, and we hope it encourages students to further explore the STEM and aviation sectors as potential future careers.





## Staff Spotlight



We are excited to feature Mrs Lomax in this month's Staff Spotlight! Mrs Lomax joined OIEA in 1998 and has been an integral part of our team ever since. To help you get to know her better, here are some of his answers to our spotlight questions.

**Q - What is your role at OIEA and how long have you been part of the team?**

My role is Physical and Sensory Lead Teaching Assistant. I have worked as a teaching assistant for 25 years starting at the local infant and junior school and have been at OIEA academy for 23 years.

**Q - What does your role involve on a typical day?**

On a day to day basis, my role is supporting students who have EHCP's, Health Care Plans and physical and sensory needs, also students who have learning difficulties. I support in the classroom and also do interventions with small groups to support a range of different needs.

**Q - Why is the role of a Teaching Assistant so important in the classroom?**

TA's are so important in the classroom, particularly those with SEND and physical disabilities as it enables them to access the curriculum and achieve academic success to the best of their ability. It is also important that all students with SEND receive the same equal opportunity as any other student in the academy.

**Q - What advice would you give to someone considering becoming a Teaching Assistant?**

I would advise anyone who has patience and empathy to apply to become a teaching assistance, as it is a very rewarding job.

**Q - What is your favourite thing about working at OIEA?**

I strongly believe in our CARE values in our academy, and enjoy seeing all the students and staff growing everyday. It is very rewarding giving back to the community I grew up in.

## **Reading & Literacy**

“The more you **read**  
the more **things** you know.  
The more that you **learn**  
the more **places** you'll go.”  
-Dr. Seuss

### **Reading/Literacy**

*Half-term 5 sees the launch of our 3rd and final books for Reading Aloud this year.*

Year 7 will be reading Wonder by RJ Palacio. It is about a boy with a facial difference who starts mainstream school for the first time and, through kindness, resilience, and friendship, teaches those around him the importance of empathy and acceptance.

Year 8 will be reading *The girl of ink and stars* by Kiran Millwood Hargrave. It follows a girl who maps her island using stories and ink and embarks on a dangerous journey to uncover the truth about her land and herself.

Year 9 will be reading *Boys don't cry* by Malorie Blackman. It is about a teenage boy whose life changes when he becomes a father, forcing him to confront responsibility, relationships, and what it truly means to grow up.

Year 10 will be reading *On Midnight Beach* by Marie-Louise Fitzpatrick. It is about a man revisiting a beach from his childhood, where memories, imagination, and reality blur as he reflects on growing up, friendship, and loss.

Over the course of the academic year, each Year group across Years 7 to 10 will have read 3 books, encountering hundreds of thousands of words!

### ***Key Dates & Reminders***



#### ***School Inset Days***

- Friday 26th June (Staff Inset Day)

#### ***Provisional dates for Parents Evening***

- Year 10 – Thursday 7th May 2026

Please note, the dates may be subject to change, we will provide notice in advance of any changes. Enrichment will not run on Parents Evening meaning the school day will finish at 2.40pm.

#### ***Our Year 6 Open Evening 2026 will be held on Thursday 1st October***

Please share this date with anyone who may like to visit and find out more about our school.

***Meningitis and HPV Dates - separate information has been sent out regarding these***

Year 9 - DTP & Meningitis - 20th April

Year 8 - HPV - 20th May

## ***Contact Us***

***Your voice matters to us! Whether it's feedback, suggestions, or news from around school, here's how you can get in touch with our team.***

**Ormiston Ilkeston Enterprise Academy**

**King George Avenue**

**Ilkeston, DE7 5HS**

**0115 9303724**

**info@oiea.co.uk**

**Visit us on the web at <https://www.oiea.co.uk/>**

**A Heartfelt Thank You We would like to extend our sincere thanks to each and every one of you!**