



CENTRE ACADEMY

The Trumpet

Issue 2 March 2025



My door is always open!

'Welcome to **Beibhinn ni Mhuircheartaigh**
Known to us as Miss Moriarty! Our new full-time
Speech and Language therapist!'



Staff List – Spring 2025

Michael Jeffrey - Head of school, Admissions and work experience

Jasmine Kaur - Humanities, Citizenship, Teaching, Learning and Assessment Lead

Christopher Likoray – English, Curriculum lead, Exams Officer

Maria Palmartsuk – SENCO, Safeguarding

Rocheline Mabika - Citizenship and DSL

Michelle Billa - Occupational Therapist

Beibhinn Ni Mhuircheartaigh - Speech and Language Therapist

Neema Marshall - School Counsellor

Teachers

Neterma Jordan – English, School Council

Bernadine Cole - Maths

Mishkath Ahmed - Maths

Hamzah Hossain – Maths, English, History

Angel Okundaye - ICT

Sarah McGregor - Creative Media, Digital Media and Theatre/Film Studies

Uduma Kalu – PE, PSHE

Trish Raw - Art and Admissions

Jam Dorjee - Science

Angela Farley - Maths

Office

Karen Scully - Office Manager

Dawn Gallagher - Office Assistant and PE



KNOWN DATES

MENTOR AND THERAPIST REPORTS delivered by email 20th March

PARENTS EVENING 25th and 26th March

STEAM DAY 28th March

EASTER HOLIDAYS 31st March

TERM STARTS 23rd April

GCSE EXAMS START 28/4/25 - [art] and continue until 25/6/25

KS3 ASSESSMENT [Summer 1] 12th - 16th May

EAST SOAR 19th to 23rd May

HALF TERM Monday 26th - Friday 30th May

KS3 ASSESSMENT [Summer 2] 16th June - 30th June

SUMMER REPORTS 25th June

EXAM CONTINGENCY date from JCQ 25th June.

SCIENCE and ART FAIR 30th June

GRADUATION Saturday 28th June

SPORTS DAY Friday 4th July

ART News — Trish Raw

The Arts are often safe spaces for students with learning difficulties and/or mental health conditions to express themselves and shine outside of the academic pressures of learning!



Do you have memories of being disappointed by your art teachers response to your art?
Have you ever said things like I can't draw /I could never draw?

Sadly many students feel this way when they have joined CAL, they felt they had no talent or no future in art and “what is the point if I'm so bad at it”

- ▶ Giving neurodiverse students a voice in the arts should be part of every school. It is so important for us as educators to remain aware of this and purposefully hold a safe space for these students as they move through their journey.
- ▶ Students who have dyslexia or dyspraxia can be fantastic storytellers but struggle with spelling and grammar. It is now being realised it is there is sometimes similar going on in art!
- ▶ There is a renewed effort to instil the fact that SEN is not a barrier to art. **We just need to think outside the box sometimes.**

Break the mould! Put the box in the bin- and- make a new one!

The preconception that art has to be 'pretty' or look like a photographic representation is a very common hurdle to overcome.

A lot of students who are struggling with learning difficulties may have been in schools who incorrectly label them as lazy, disconnected and disorganised. I have heard this all too often. For me it has been the best thing ever for a student who refused to do art for several years, or some who were adamant there was no way they could produce something artistic, to be so proud of their work they've asked to show it to teachers and peers and photos sent home.

It is our duty as educators – especially as Art educators – to welcome these students; support them to achieve alongside their peers; have a chance to showcase their voice and work; and learn vital skills like creativity, problem-solving, persistence and personal expression that will assist them for the rest of their lives.





Let's take a peek at what has been going on in the art department this term.

Wow, it's a busy, bustling term in the Art Department!

All the classes have been finalising their creations for entry to the Royal Academy of Art and the Independent Schools Association's Annual Art competitions, as well as ongoing topics for assessment.

We have some fabulous pieces based on the bright and vibrant work of Georgia O'Keefe.



Fantastic efforts
I'm sure you agree!



THE GCSE COUNT DOWN BEGINS!

Having received the exam topics for the exam in April, the pressure is on for Goldberg! They are currently linking exploration and their art from the year with their chosen theme and embarking on their final development and refinement of some very exciting responses to this year's topics.

They are in the final straights so to speak and I am so proud of their efforts and excited to see their final pieces after the gruelling 10 hour exam in April!



ENGLISH

Chris Likoray and Neterma Jordan

YoungWriters
EST. 1991

POETRY ESCAPE

COMPETITION FOR 11-18 YEAR-OLDS

ESCAPE THE CHAINS OF:

- ▶ SOCIETY
- ▶ FRIENDS
- ▶ FAMILY
- ▶ TECHNOLOGY
- ▶ SCHOOL
- ▶ SOCIAL MEDIA

LIBERATE THE WORLD FROM:

- ▶ WAR
- ▶ INJUSTICE
- ▶ RACISM
- ▶ POVERTY
- ▶ GLOBAL WARMING
- ▶ INTOLERANCE
- ▶ INEQUALITY

RETREAT INTO:

- ▶ IMAGINATION
- ▶ THE FUTURE
- ▶ DREAMLAND
- ▶ UTOPIA
- ▶ AN ALTERNATE UNIVERSE

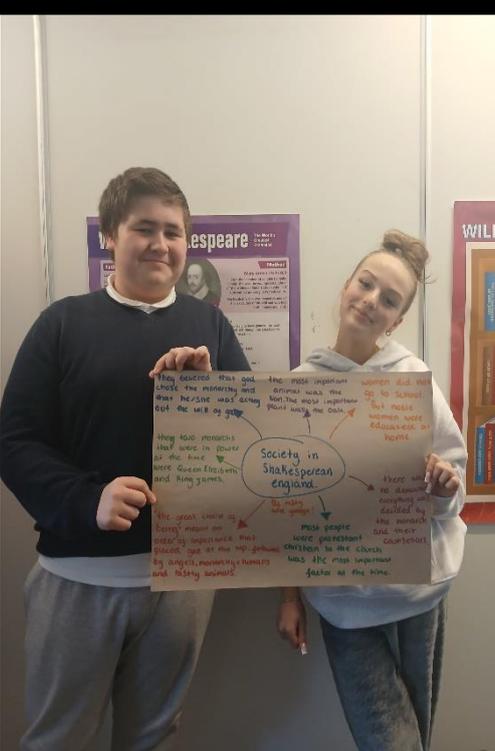
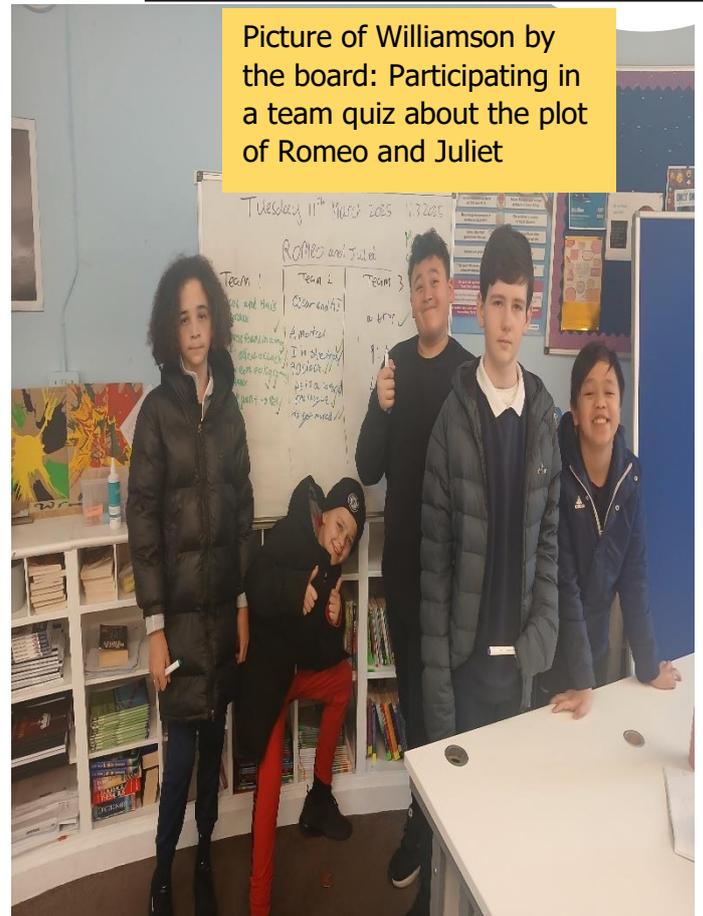
Congratulations to Misty, Alfie and George for an original piece of creative writing that was selected for publication in a Young Writers Anthology

SEE YOUR WORK PUBLISHED IN A BOOK

WIN AN IPAD MINI AND A TROPHY!

SEE THIS TEACHER FOR MORE INFO: [Name]

HAND IN BY: [Date]



Picture of Rashford by the board: Working together to do a group character analysis on A Midsummer's Night Dream

Picture of GWE and MBr: Creating posters about Shakespearean society

Pictures of Pen Pal project (you have): Williamson completing their pen pal project to send to CAEA, an exciting new cross school

KEW GARDEN TRIP



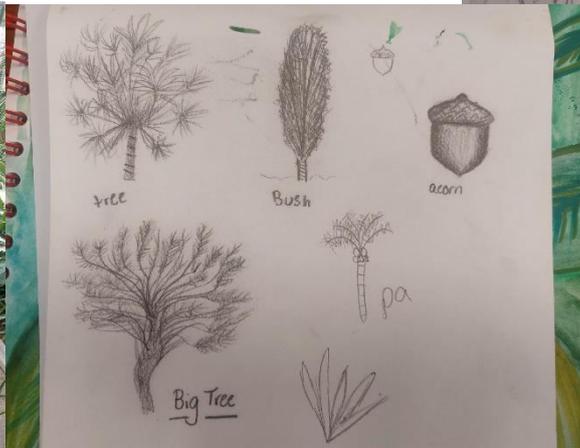
Students recently enjoyed a cross-curricular trip to Kew Gardens, where they explored connections between English, Art, and Science. In Art, they honed their observational sketching skills, capturing intricate botanical details with precision and patience. This linked directly to their English studies, where they examined extracts from Marianne North's writings, reflecting on her pioneering work in both science and art during a time when women had limited rights. The visit also reinforced British values such as mutual respect and individual liberty, as students appreciated North's resilience and the importance of diverse contributions to history. With the added bonus of beautiful weather, it was a fantastic opportunity for students to learn beyond the classroom.



Alfie: I thought the trip was well planned and that the activities were well planned.

Marianne North's paintings were exquisite. I want to go on another trip.

Misty: It was really good!



Marianne North Exhibition



According to Kew Garden's Marianne North's gallery is, to this day, "the only permanent solo exhibition by a female artist in Britain". Natural history, thus, in many ways, functioned in the Victorian era as an agent of liberation that had the capacity to free women like Marianne North from the trappings of restrictive femininity.

We also had the pleasure of visiting this awe-inspiring exhibition which captures pictorially Marianne North's studies of plants and sights across the world.

Students have taken inspiration from this and are preparing artwork for CAL's own North inspired exhibition, here's a sneak preview of what to look forward to.



Through practical exploration & experimentation students will develop a personal response through observational drawing and field studies – sketching plants, flowers, and ecosystems and material exploration – experimenting with watercolour, acrylic, printmaking and mixed media.

SENCO INTERVENTION – Maria Palmartsuk

Rashford class had a great Math's revision session outdoor this week. We found a lot of 2D and 3D shapes in our local area and revised how we can collect, interpret and present data.



Speech & Language Therapist – Dani Lund

We've been having loads of fun in SaLT, with students learning various skills through games! We've practiced problem-solving in games of Cluedo, negotiation and emotional regulation in Monopoly, categorisation in Headbanz and perspective taking in Herd Mentality. The students have done further work on perspective-taking skills by exploring different characters' experiences of well-known stories, such as Goldilocks and the Three Bears. Activities have sparked great conversation and provided many opportunities for everyone to develop their language and social communication skills further. We have also welcomed the new Speech and Language Therapist (SaLT), Miss Beibhinn Moriarty, who has been getting to know the students before she takes over the SaLT department from next term.



OCCUPATIONAL THERAPIST – Michelle Billa

The tactile system, the first sensory system developed in the womb, plays a crucial role in body awareness, movement, emotions, social behaviour, and alertness regulation. Tactile discrimination allows individuals to interpret spatial and temporal qualities of touch, movement, or body position, contributing to praxis. Messy play and tactile exploration activities help children develop their sense of touch and adapt to stimuli. Encouraging play within a variety of textures, such as shaving foam, pasta, rice, water beads, and sand, can support the tactile system and promote appropriate adaptive responses.



Ms. Rockie's Self-help information page



Safety first

You can access the safety plan and find further details of helpful resources by following the link below:

https://safelives.org.uk/sites/default/files/resources/YP_safetyplan.pdf

External support agencies

GP - Anxiety or low mood, not coping with daily life.

Samaritans - providing emotional support to anyone in emotional distress, struggling to cope, or at risk of suicide. Tel: 116123

www.samaritans.org

Papyrus (Prevention of Young Suicide) - confidential advice and support for young people who feel like they want to take their own life.

HOPELineUK - 0800 0684141, Text on 07786 209 687

Shout - crisis helpline for all.

<https://www.giveusashout.org>

Relate - Counselling and Mediation for adults, children & young people and families.

Tel: 0300 003 2324

Relate.org.uk

Young Minds - Mental health support for young people. Text

Young Minds crisis messenger for free - 24/7 if experiencing a mental health crisis.

Text YM to 85258 for urgent help.

Kooth - Online counselling and wellbeing platform.



External support agencies

No Panic - Support for Anxiety disorders, panic attacks, Phobias, Obsessive Compulsive Disorders.

Tel: 0330 606 1174

nopanic.org.uk

Evolve - preventative education and support for Legal Highs, especially volatile substances.

Evolvenorthwest.com

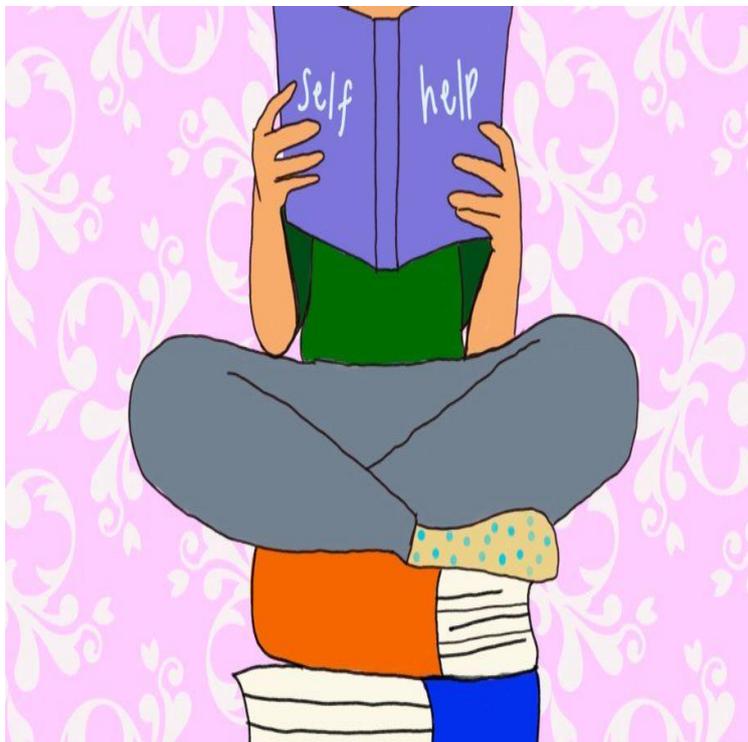
Safeguarding

If you are concerned for your welfare or that of anyone around you, please contact the 'Safeguarding team' where possible.

You can also call the Police on

'111' for non- immediate risk and '999' if at immediate risk.

You do not have to cope on your own



Lights, Camera, Action!



Updates from the Performing Arts Film and Media Department

The deadlines are approaching for the Film Studies GCSE practical components as well as the Creative Media Skills National BTEC Level 2



(Tom Honey working on his Creative Media Assignment in photography)

and so, I thought I would share some sneak peeks of the lovely creative work the students have been making for their moving image assignments.

GCSE Film studies students have completed some impressive short films for their practical component 3 and have gained some good marks already to count towards their final written exams in the summer:

Some stills from Noah Boucher's impressive and suspenseful post-apocalyptic drama 2-27



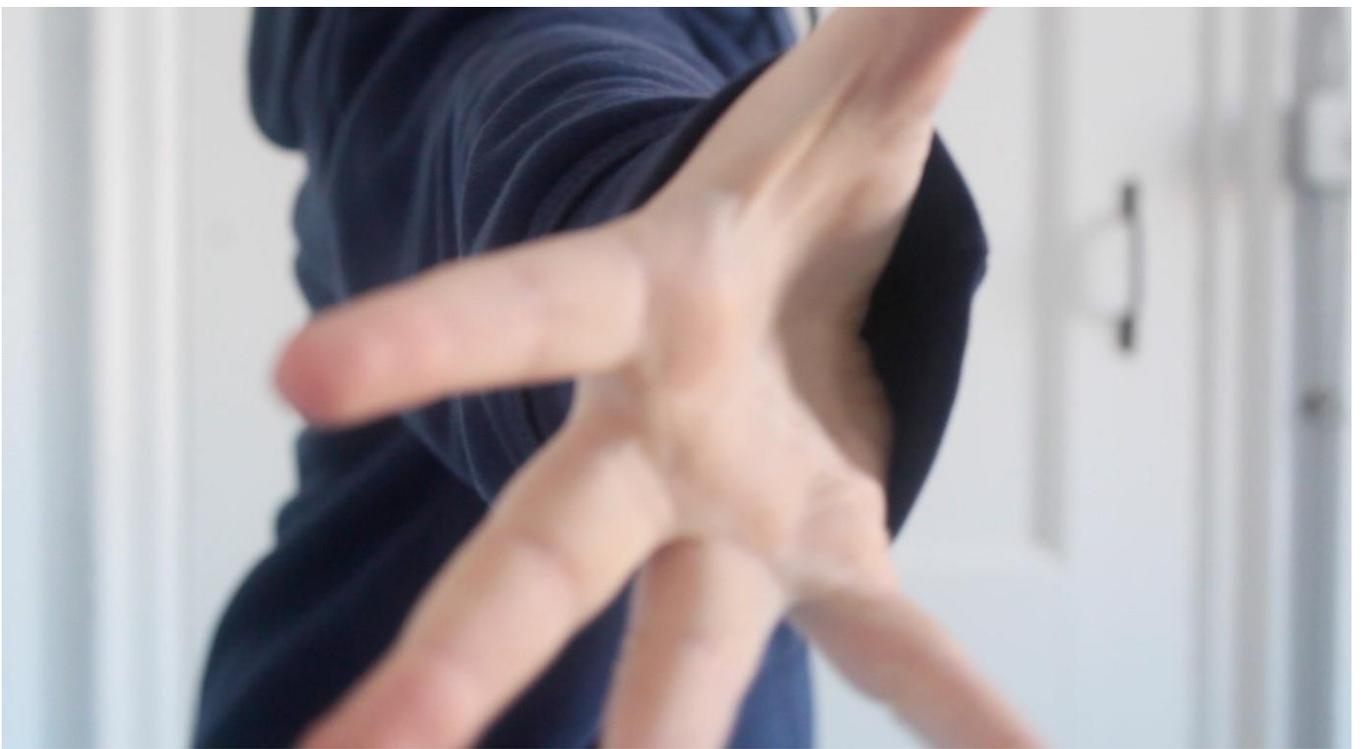
More Still from Nick Vickery's great art house horror *The Nightmare*



More short moving image work is underway for the Extended Certificate in Creative Media skills including:



Stills from *Making me/Breaking me* music video by Mimi Rosenberg



Stills from **'Everybody Want's to rule the world'** music video re-imagined by Ben Evans and Alfie Middleton



Destiny Coleman-Walters has written and directed a short film noir thriller 'Fallen Angel' that is nearing completion and looking very impressive as well – here are some stills the film will be eventually in black and white as all good film noirs so this is a sneak peak of work in progress



Last, but not least, we have more music videos and other short animated films in progress for Creative Media from students Ash Barry, Sof and Zariah Smith. Watch this space for news of how to view the students' completed film and music video work!

Ms MacGregor smacgregor@centreacademy.co.uk



Trip to SCIENCE MUSEUM

We organized a trip on 11th February 2025 for Rashford and Williamson classes to the SCIENCE MUSEUM at South Kensington.

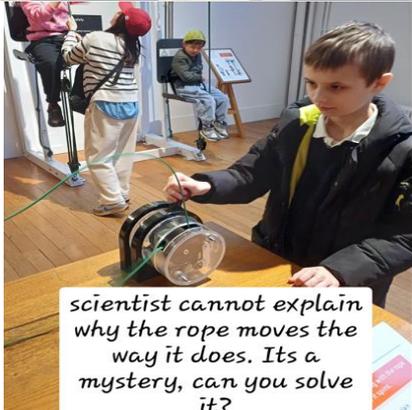
Our first activity was in the 'Wonderlab- interactive gallery' on the third floor. As soon as we entered, everyone acted and thought like scientists – experimenting and exploring a wide range of scientific concepts through interactive activities and demonstrations revealing the beauty of science and maths that shape our everyday life.

Rashford students were especially treated to an amazing demonstration around a giant periodic table – learning about a range of elements including sodium, chlorine and exciting experiments with dry ice. This fully reinforced knowledge they gained in class. They also immersed themselves in many other activities enriching their understanding of science and see the science behind the world around them. Although we stayed in this gallery for nearly two hours, having so much fun, many of them did not seem to have enough of it.

After lunch, we had a brief tour of the flight centre gallery. By this time, they were too tired, and we made our way to the bus stop to return back to school. What an amazing learning experience it was for the students!!!

Here are some students' feedback!

- AJ- fun! (went on slides, pulling up, liquid magnet, I sat on the moon)
- Ethan- exhilarating (slides to test friction, , cloud ring, dark room to take shadow photos)
- Jacob- (spinning around, slides, water jet)
- Jack- after 20 min I got bored, because I have been there before. (I enjoyed the slide, rope loop, cloud ring)
- Thomas – 'it was really fun!'
- Penny – 'great experience'
- James – 'that was fun in the wonderlab'
- Muhrah- 'I enjoyed the trip 100%'



scientist cannot explain why the rope moves the way it does. Its a mystery, can you solve it?

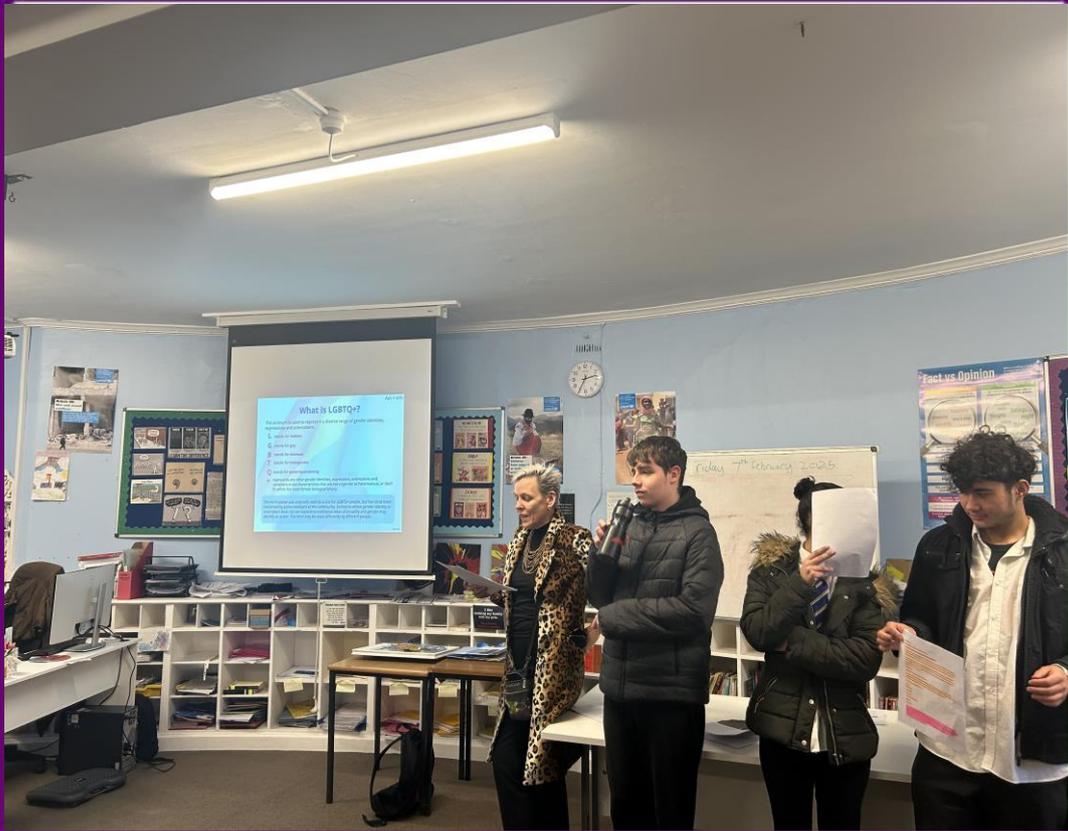


ASSEMBLY

Mr. Jeffrey receives a Keep-It-Real turtle from Penny



LGBTQ+ WEEK



CELEBRATING

WORLD BOOK DAY



Cyberbullying Awareness

Cyberbullying is one of the most harmful risks online. Let's use Safer Internet Day to remind ourselves and others to treat everyone with respect and kindness. If you experience or witness cyberbullying.



Here's how you can help:

- Speak up and offer support.
- Report harmful behavior to the platform.
- Encourage empathy in your online community. Let's work together to create a positive online environment



Stand Up to Cyberbullying: Be a Digital Ally

MATHEMATICS HIGHLIGHTS

Maths intervention 1-1 with A-J

A-J is bright and quick-witted young man but was having trouble during his life skills lessons dealing with money / cash. We agreed to do some 1-1 sessions to see if this would help. Here is a report from A-J:

“What it was, was that I was scared of paying and not getting the right change. It made me worried, and stressed and annoyed and angry. What I found difficult was, well if I had £5 and was charged £2, I know it’s £3, but if there’s pence.... well I get worried, stressed and angry – angry at myself, cos I feel like a failure.”

When asked how he was finding the 1-1 intervention sessions A-J had this to say:

“The lessons don’t make me feel nervous. I like playing with the money as it feels more like fun and relaxing. I love playing shops and doing the change. I like being the shopkeeper and giving the change. I’ve learned counting up – it used to scare me. I like that I am on my own, with no-one else as I get easily distracted. Also, if I’m doing it differently to everyone else, I feel like they may laugh at me.”

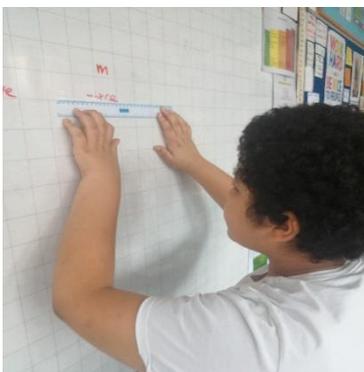
A-J has expressed beautifully why it is so important for some young people to have these 1-1 sessions. He has also shown how making maths into a fun, play type of session can take the stress out of a potentially very challenging situation. Rather than adding to the stress with the demands of calculating with ‘mental maths’, using a practical method of ‘counting on’, with the money in his hand, A-J has a concrete way of checking his change.

As A-J is such a lively and creative character these sessions have been fun for me as well!

AFa



Below, we can see Rashford enjoying a practical maths lesson. Some of the students have never been introduced to the basic measures of metres, grams and litres. By using varied equipment all of the students were able to get a real sense of scale: for example, the difference between millilitres and litres or grams and kilograms.

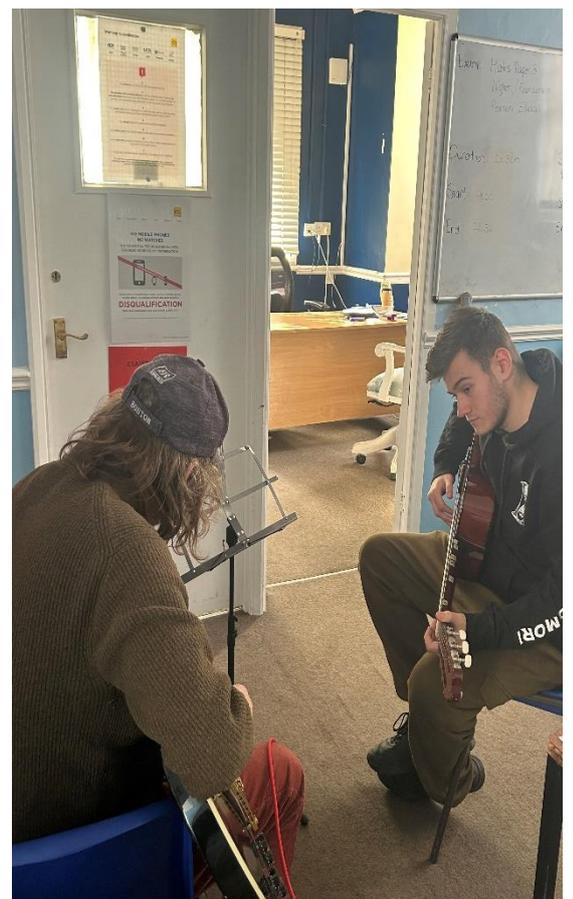


MUSIC



Remy: Music lessons are pretty fun and I enjoy them a lot. To be honest I like playing with my guitar and it's my passion. It's something I would want to fully master so would love to get a guitar at home!

Thomas: The best guitarist only learns from his instructor so I'd like to recognise the work my music instructor Batch has been doing. I've been playing a couple months. I enjoy the pure creativity that comes out of it; the fact that even with the littlest of knowledge you can still find new things and it doesn't matter if you play every day, you can still learn something new and progress. Whether that's better finger control or a new song!



PHYSICAL EDUCATION

- Student voice

As the trumpet think over the years, P.E has improved and I believe we can go further with even B-Tech students planning lessons.

So, I say the lessons are more inclusive overall and much better.

- Alfie Middlemist



When I first joined, I wasn't a big fan of P.E, But as I slowly started to attend the sessions, I realized how fun it actually is.

I like PE, because it's engaging and interactive, it gets me moving around and helps me let off steam.

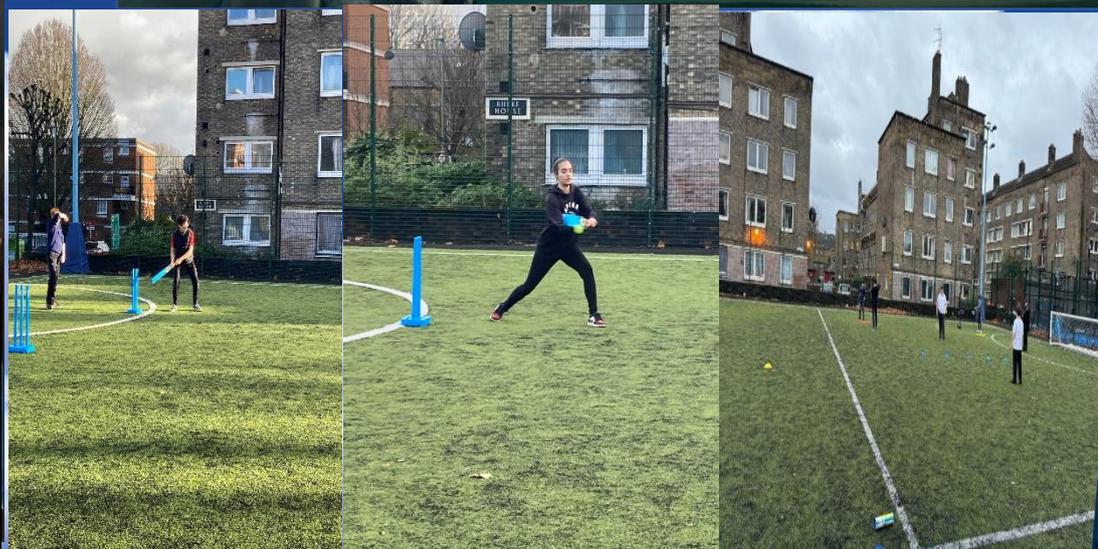
I have built a lot of friendship vis PE and it has helped me become a better team leader.

I hope more people get involved and become more active.

- Destiny



Our PE initiative called Sportsperson of the Week has continued to be impressive and motivating for more students to putting in the work and giving their best. Well done to everyone!



Humanities and Citizenship - Jasmine Kaur



KS3 Humanities

This half term Key Stage 3 students have been studying Geography.

Rashford students have been learning about population growth, comparing and contrasting between different countries whilst finding general global trends. They have been introduced to population density and to help visualise this concept, students created density squares in the classroom

Penny: We made small squares to show population density. We couldn't show population per km because then the squares would be too big! I thought it was really fun!



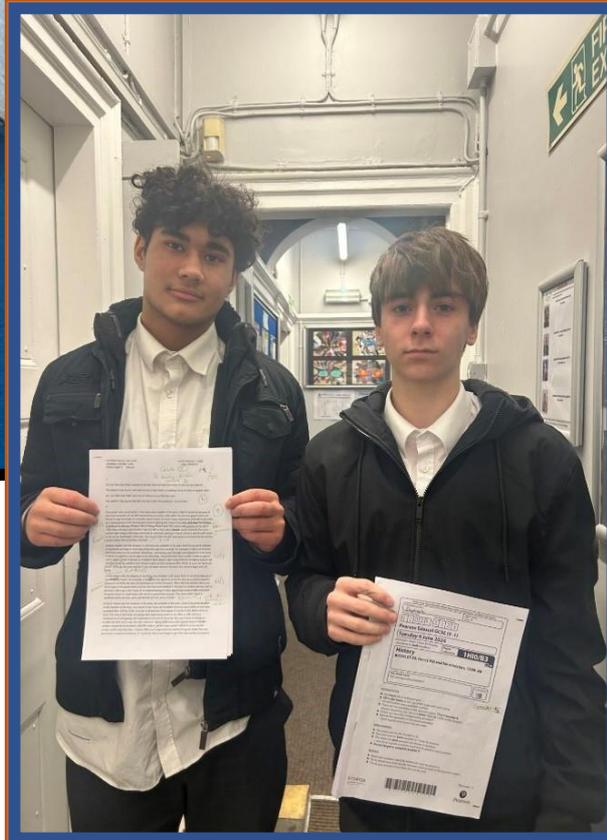
KS3 Humanities

Williamson students have been looking at a more practical side of Geography: how to use Ordnance Survey maps. Through looking at floor plans of the school to building compasses to orienteering in Wandsworth Common, there has been lots of learning outside of the classroom to learn and practice the key skills of navigation.

AJ said: *We have been doing map skills, compass skills and fun games. In Wandsworth Common we played a game where we ran to North, East, South, West (I came up with the game.) I worked out the route from Wandsworth Common to the school.*

A big well done to AJ who has excelled this half term!





Watson students have looked at global migration. A key part of learning has been unpicking misconceptions around immigration through learning the difference in key vocabulary as well as the motivations from migration. Students have also considered that migration to the UK is not a new concept through the creation of living timelines where they tracked events back to the Ice Age!

Michael said: *I was putting together a timeline. I used cards that had historical events and drew the timeline using chalk.*

George said: *We used our feet to find the time difference between each historical event. It went from 20 000 BC to 2024.*

Whilst Goldberg students have not been off on trips or using chalk to create timelines in the yard, they have been hard at work doing their mocks. A big well done to Zack and Jude who passed their History mocks, with a highlight that both got a grade 5 on one of their papers. They are both a great example that hard work pays off!

KS 4 HISTORY

Attenborough students started learning off with a bang – though not quite literally! Having visited the National Army Museum, students learnt about trench medicine and got the opportunity to handle historical artefacts. There was even some time for dress up. This visit aligned directly with the GCSE specification on the Western Front and students have since brought forward their learning to the classroom.



Ben said: *It was very fun. I really liked it. It was very informative and I got to touch historical artefacts.*



KS4 CITIZENSHIP

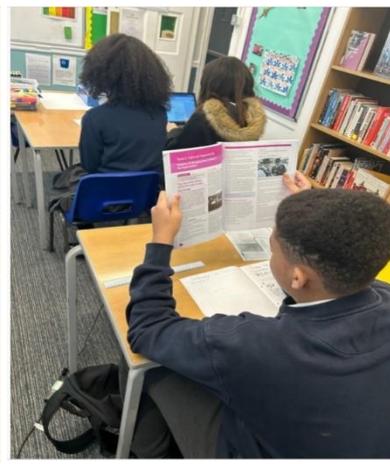
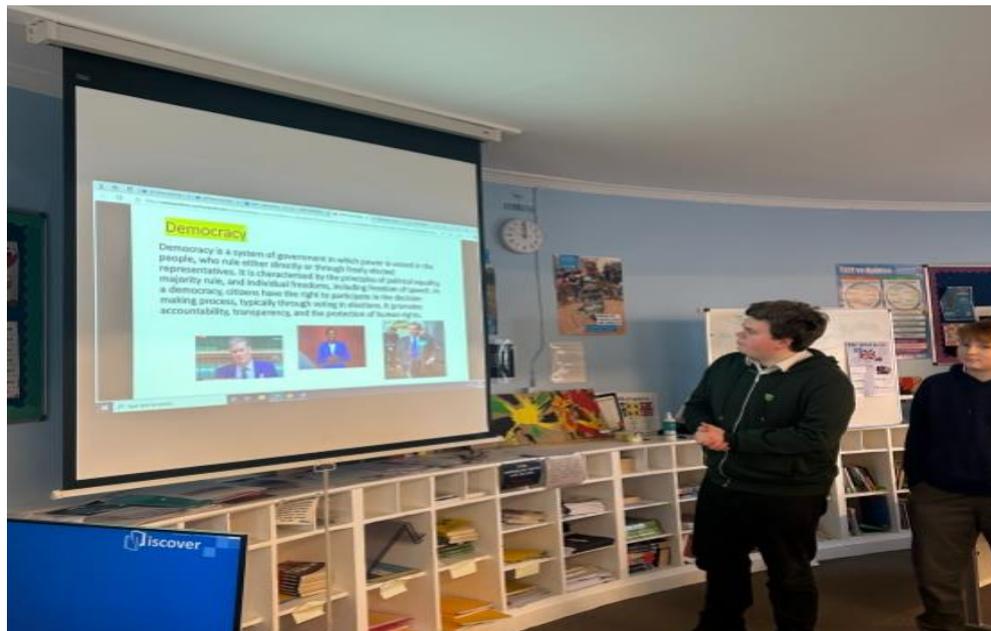
In the classroom, students have moved onto looking at Rights and Responsibilities. A highlight has been their work on the role of the jury in a trial. Students researched the advantages and disadvantages of trial by jury and used this to build 8-mark exam responses.



Attenborough students presented their understanding of the British values in a whole school assembly.



Again, Goldberg students have been working hard in their mocks and I'm happy to say that all passed - proud teacher moment! They are also working on their active citizenship investigation: one group is exploring how local government can reduce homelessness whilst Noah is considering police effectiveness in emergencies using the summer riots of 2024 as an example. Students will be sharing some informative resources with the whole CAL community soon so watch this space!



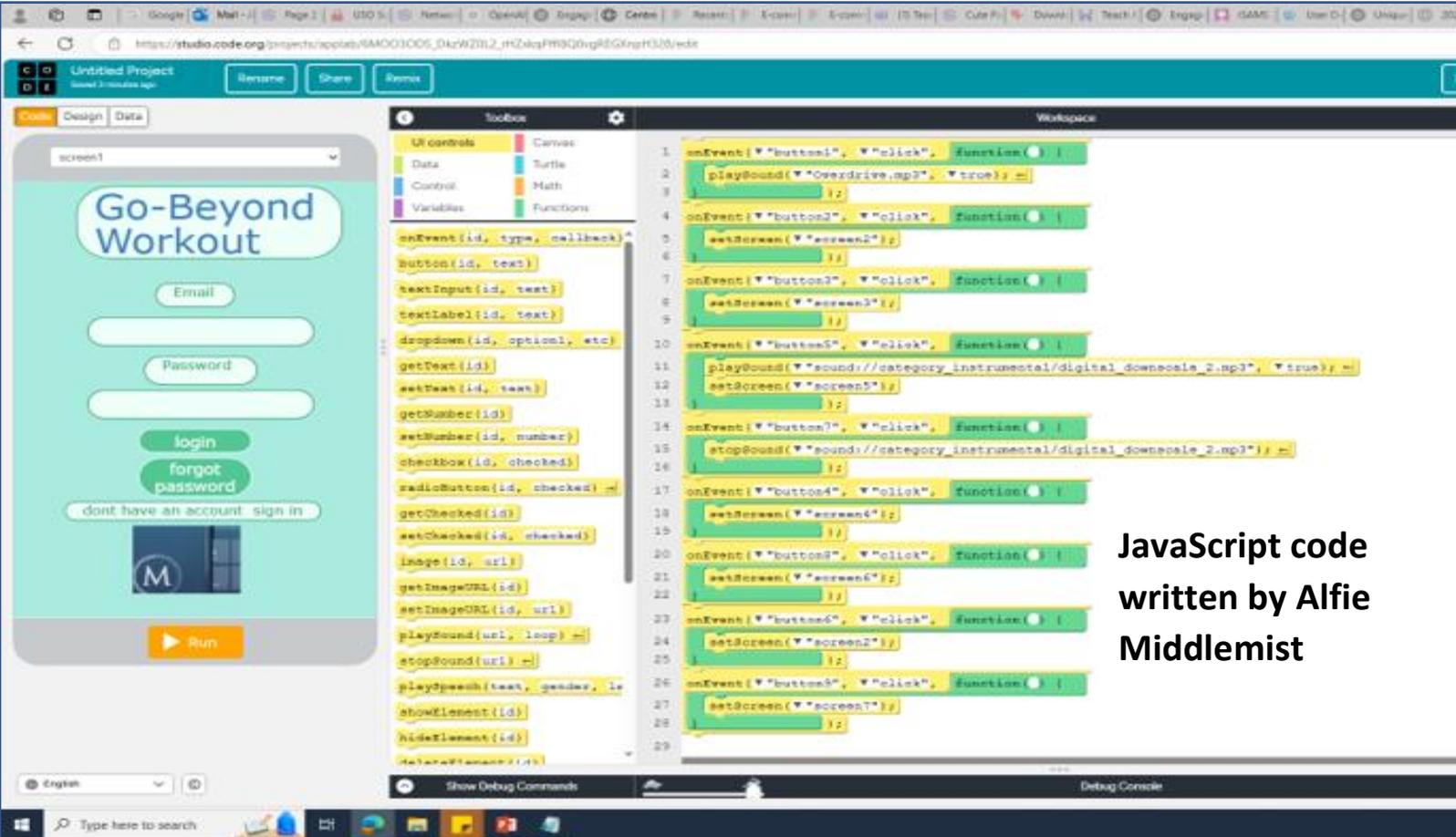
This term, the Attenborough group learnt about mobile app development, safety considerations, and user-centred design. Students reviewed projects, identified user needs, and explored hardware compatibility with safety. They created their own apps using App Lab, fostering teamwork and problem-solving skills.

Information, Communication, Technology – Angel Okundaye

Mobile APP designed and created by Sophia Kissel

The screenshot shows a mobile application interface for 'Sugar Overload' displayed on a computer screen. The browser address bar shows the URL: https://studio.code.org/projects/applab/_Q6v7MB_kPCO6PqQxHa_9-b-gDyYk4Lo_2gr0ZJFE. The app interface includes a 'Log In' screen with fields for 'Username / Email' and 'Password', and a 'Log Out' button. Below the login screen is a QR code and the text 'Scan qrcode to view APP'. To the right, there is a 'Go Back' screen with a paragraph of text: 'Sugar Overload is both a reseller and original Lolita brand based within the UK. Let's more information, blah blah blah, and then some more stuff, which you find very interesting. I need more words to fill up this area help. Do you like cats? Cause I love cats! This patch of text is so'. Below the text are six images of Lolita dresses. The interface also features a 'View code' button, a 'Make my own' button, and a 'Send to phone' button. The text 'Sugar Overload APP - App Lab - Code.org' is visible on the left side of the screen.

This term, our students also learnt about the fundamentals of JavaScript programming to build web and mobile applications.



JavaScript code written by Alfie Middlemist

Essential Digital Skills Checklist



Name _____ Date _____

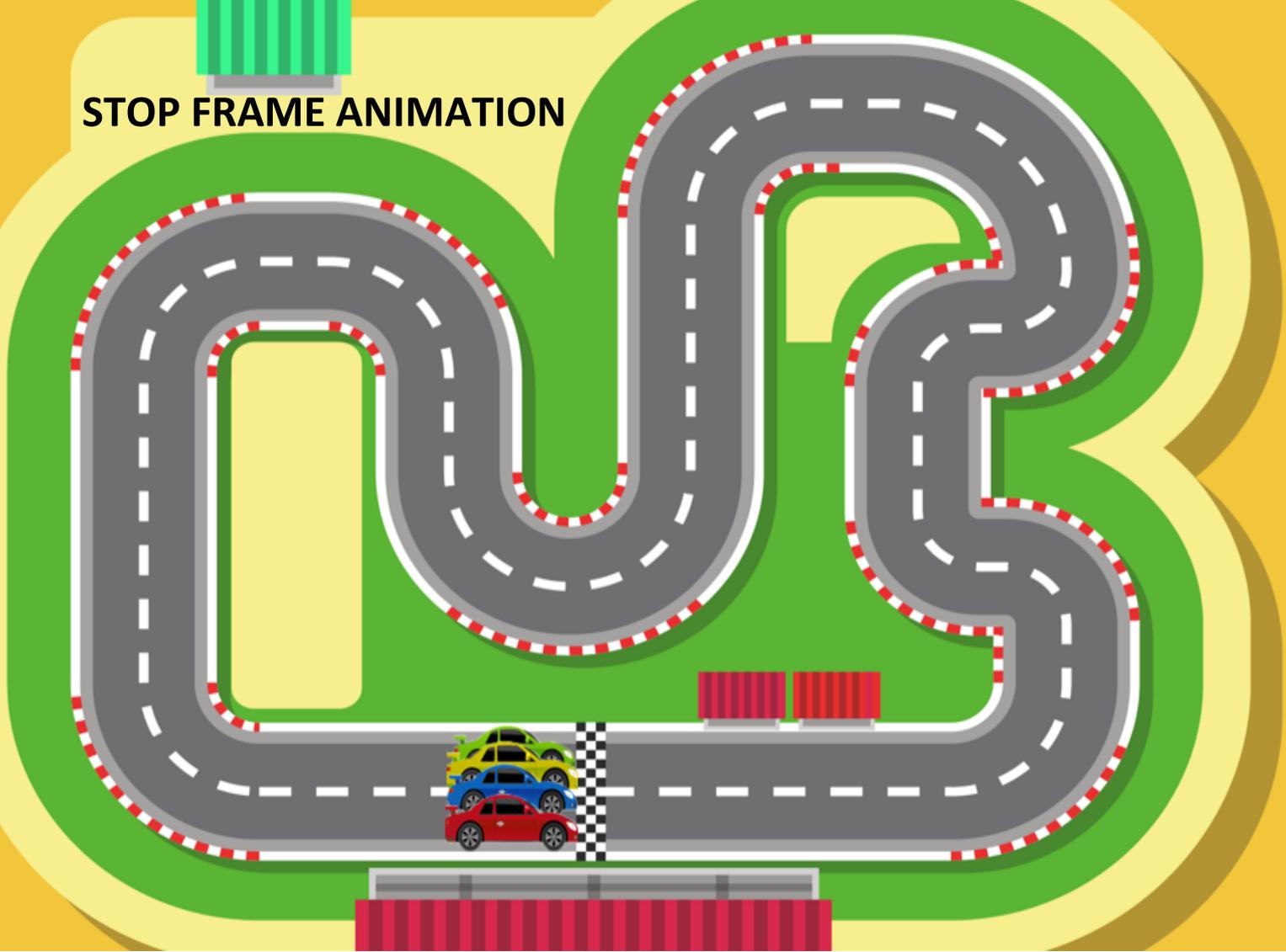
Complete the checklist honestly so that your teacher can offer support.

	I do not know how to do this.
	I know a little bit about this, but my confidence is low.
	I can do this confidently.
	I can confidently show someone else how to do this.

Regardless of the field in which our pupil will find themselves in the future, developing general technological abilities and the digital skills is important to help them perform their work responsibilities more efficiently. This term and subsequently, we are focused on ensuring our students understand the basic use of technological systems that allows them to adapt faster to emerging technologies and digital workflows.

Skill					
Digital Information	<i>I can...</i>				
	... Create wireframe designs that are fully annotated to provide clear guidance on style, positions, ids, and any linked events.				✓
	... Detail notes on authentication (passwords / 2 factor) on updated wireframes.				✓
	... Explain the functionality of the most hardware including sensors.				✓
	... Excellent knowledge of the ethical considerations shown through answers to the dilemmas, with answers fully explained and relevant to each specific scenario.				✓

STOP FRAME ANIMATION



THE WILLIAMSON CLASS LEARNT HOW TO USE A RANGE OF TECHNIQUES TO CREATE A STOP-FRAME ANIMATION. THEY LEARNT HOW TO APPLY THOSE SKILLS TO CREATE A STORY-BASED ANIMATION. THE ASSESSMENT FOR THIS TERM WAS A PROJECT BASED ASSESSMENT WHERE SOME STUDENTS CREATED A CAR RACE ANIMATION, WHILE SOME OTHER STUDENTS GENERATED THEIR OWN STORIES FOR THEIR ANIMATION PROJECT..

Next edition of the trumpet is July 2025