

# THE TRUMPET ISSUE 3 - SUMMER 2025



Three big surveys in the bag! A huge thank you to our parents, pupils and staff. You have been very kind and constructive – you will see some more changes at CAL. WE ARE IN A GOOD PLACE – that's what those surveys have told me. Have a look at the new PATHWAY TO EMPLOYMENT, notice that we are DOUBLING the number of CLUBS, introducing SPORT FIXTURES with other schools, doing more to get ATTENDANCE up. Read on ... happy holidays!

**Michael Jeffrey – Head of school**



## Pathway to Employment



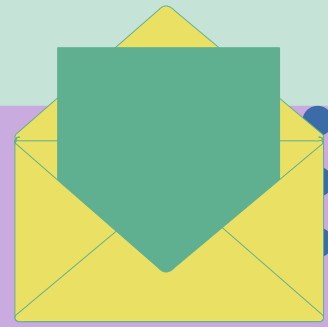
Many of our students have a diagnosis of ASD, ADHD, have suffered trauma, or have been out of school for many years. This does not stop us from doing our best to turn them into useful members of society. We take a rigorous and realistic approach to their development and aim to get 100% of our students into work, an apprenticeship or further education through our Gatsby Benchmark\* reinforced strategic, 6-point careers programme.

**Continues on Pages 17 and 18**



# KNOWN DATES

[WWW.CENTREACADEMY.NET/LONDON/CALENDAR](http://WWW.CENTREACADEMY.NET/LONDON/CALENDAR)



## AUTUMN TERM 2025

Inset days:  
Monday 1<sup>st</sup>  
September 2025

-  
Tuesday 2<sup>nd</sup>  
September 2025

First day:  
Wednesday 3<sup>rd</sup>  
September 2025

-  
Last day  
Friday 24<sup>th</sup>  
October 2025  
School finishes at  
3 pm

Half term:  
Monday 27<sup>th</sup>  
October to Friday  
31<sup>st</sup> October  
2025

Last day of term:  
Friday 5<sup>th</sup>  
December 2025  
School finishes at  
1pm

## SPRING TERM 2026

Inset day:  
Monday 5<sup>th</sup>  
January 2026  
First day:  
Tuesday 6<sup>th</sup>  
January 2026  
Last day:  
Friday 13<sup>th</sup>  
February 2026  
School finishes at  
3pm

**Half term:**  
Monday 16<sup>th</sup>  
February to  
Friday 20<sup>th</sup>  
February 2026

**First day:**  
Monday 23<sup>rd</sup>  
February  
**Last day of term:**  
Friday 27<sup>th</sup>  
March 2026  
School finishes at  
1pm (Teachers  
Inset 1pm-3pm)

## SUMMER TERM 2026

Inset day: Monday  
20<sup>th</sup> April 2026  
First day: Tuesday  
21<sup>st</sup> April 2026  
Bank Holiday:  
Monday 4<sup>th</sup> May  
2026  
Last day: Friday  
22<sup>nd</sup> May 2026  
School finishes at  
3pm

**Half term:**  
Monday 25<sup>th</sup> May  
to Friday 29<sup>th</sup> May  
2026

**First Day:**  
Monday 1<sup>st</sup> June  
School Graduation:  
TBC

**Last day of term:**  
Friday 3<sup>rd</sup> July  
2026 (Sports' Day)  
School finishes at  
1pm

**May Bank  
Holidays:**  
Monday 4<sup>th</sup> May  
2026



SUMMER TERM

# MATHS

ANGELA FARLEY

BERNADINE COLE

MISHKATH AHMED



**Students are given support by Mr Ahmed during homework intervention sessions.**

## Rashford and Williamson visit the Bank of England

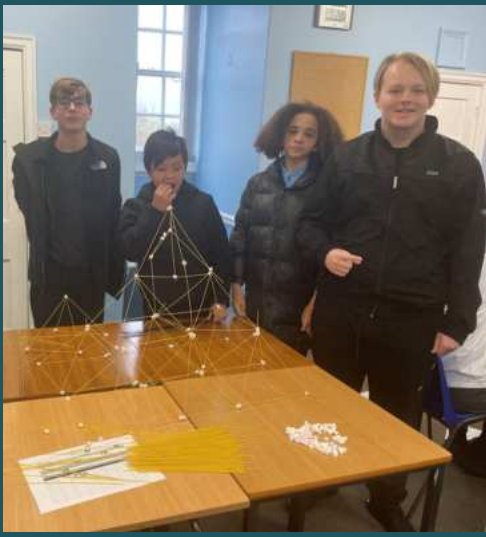
Ava: I enjoyed the trip to the Bank of England because it was fun and enjoyable. We did loads of fun things such as a scavenger hunt and there were many artefacts to look at and learn about.

Penny: We learned about what money used to be like in the olden days. We also saw that now they use bracelets as a way of paying so you're less likely to get stolen from. It was also really fun to learn about what it was like with money many years ago. There was also some interactive bits. It was also really cool to feel real gold!



Angela Farley

# STEAM DAY



## Success Story of the Term

This year was our second STEAM Day and again was a resounding success, with students displaying exemplary behaviour while diving into various activities that enhanced their mathematical skills. From orienteering challenges to construction projects and graphing transformations, participants worked cohesively in groups, showcasing exceptional teamwork and a passion for learning. Additionally, engaging in arts projects related to math and tackling maze work further reinforced their mathematical understanding, all while fostering a collaborative and positive learning environment.







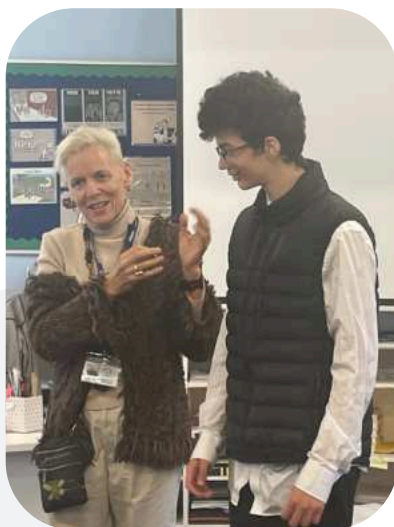


# LEADERSHIP IN ACTION

## Welcoming Our New Maths Prefect

A Role for a Strong Leader

Each year we have a 'Maths Prefect' to select a maths challenge for the whole school each half term. The maths prefect then marks all the entrants.



## Congratulations to Our New Prefect

Thank You to Our Outgoing  
Prefect

The prefect needs to be an able mathematician who will set a good example to the whole school and be able to take on this level of responsibility. We say a big thank you to Gordon Lau who was our previous prefect, and a very warm welcome to our new and promising prefect Michele De Gregorio. Congratulations Michele!



*A special mention to...*

# **JAMES FOR HIS UKMT JMC SILVER AWARD!**



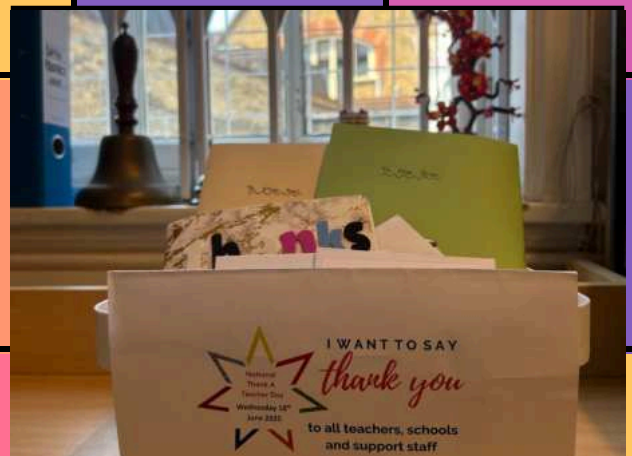
The UK Maths Trust (UKMT) hold maths 'challenges' each year and also select and train the British team for the annual International Mathematical Olympiad. Their objective is 'to advance the education of children and young people in mathematics'. They have three age group categories for challenges: Junior, Intermediate and Senior. This year James Cacot was entered for the Junior Maths Challenge (JMC) aimed at year 8 students (James is year 7). The challenge asks questions aimed at the gifted and talented; the problems can become very 'outside the box' and often require a lot of algebra and geometric reasoning to solve. In my experience only top schools and/or top students are entered for these challenges, and we were very pleased that James was up for this challenge as some the questions can make your eyes water! James is a year young for the JMC hence we were looking at this as an experience to help him develop his thinking and to use this as a mock for next year. However, James showed us all how capable he is by gaining a SILVER award. (Certificates are awarded to the top 50% of participants, with Gold, Silver, and Bronze certificates awarded in a 1:2:3 ratio).

**THIS IS A VERY  
PRESTIGIOUS  
ACHIEVEMENT AND  
WE ARE EXTREMELY  
PROUD OF JAMES!**



# THANK A TEACHER DAY

This Thank a Teacher Day, our school took a heartfelt approach to celebrating the incredible work of our teachers and staff. Students and staff were encouraged to write thankyou letters, cards, and notes expressing their gratitude to staff who have made a difference in their lives. A special tray was placed in the school office, where these messages were collected throughout the week. At the end of each day, the notes were shared with staff, bringing smiles, encouragement, and a strong sense of appreciation to everyone involved. It was a powerful reminder that even small gestures of appreciation can have a big impact.



## MS MARSHALL SAID :

"It was a lovely feeling to be thanked and recognised for the work that we all do - it really made my day!"



## ENGLISH

Our trip to the British Museum was a fascinating exploration into ancient worlds and cultures. We got to see, read and touch artifacts from all over the world, including Ancient Egypt, Mesopotamia, Assyria and Greece. It was interesting to see how people of the past used pictures as well as words to tell stories!

## & STUDENT COUNCIL

Alfie: The bake sale went excellent and everyone worked efficiently. We should do it again next year and we've learnt from this experience about how to make it better in the future.



Student council preparing cupcakes for the bake sale.

At the start of the year, the student council came up with a list of goals: on top was organising a fundraiser for a charitable cause. Our bake sale - which took place during the Science, Art and Media fair - was set up to raise money for Meningitis research. The Student Council decided to raise money for Meningitis research as it is a disease which affects those from all walks of life and we felt it would be a good way to help society.



Alfie and Misty selling cakes during the bake sale. Nearly out of stock!

Misty: It was really fun making and decorating cakes for our bake sale. It was for a really good cause, Meningitis research and we raised just over £100 and I'm really proud of us.



Misty preparing chocolate apples



# National Creative Writing Competition

Mr Chris Likoray

We are proud to celebrate the success of our pupils who were selected as winners in the national creative writing competitions run by Young Writers. We decided to enter our students into this competition to help spark their imagination and boost their confidence through a fun and engaging writing experience. The competition provided an exciting opportunity for children to explore their creativity, guided by inspiring themes and prompts.

We were thrilled to see our pupils rise to the challenge, with many gaining recognition for their work and having their writing published in a real book—a truly memorable achievement. This experience not only improved their writing skills but also gave them a lasting sense of pride and accomplishment.

Well done:

Misty  
Alfie  
George J  
Destiny  
Aaliyah

**Poems that have already been published:**

## Love

Your touch like a tattoo on my skin,  
The diamonds in your eyes so bright,  
My love for you has no bounds,  
Every moment with you is treasure,  
Your words circle me like hounds,  
We both know more than pleasure...

## Computing

Computing is my favourite subject.  
You can write down stuff  
Instead of writing it down in a book.

**Ethan George Jacob (14)**  
Centre Academy London, Battersea

## A Tall Tale

The children gathered around old man Snorey,  
To hear another intriguing story.  
He awoke from his slumber,  
And sat on his bench made of lumber.  
"Be prepared to not sleep at night,  
For my story will give you all a little fright!" he spoke.

"Oh, but a young boy who lived in the forest,  
Who used to prank the local towns,  
He stole their food, released their cattle,  
And brought the town's people quite a frown.

But when the famine hit he had a plan,  
A dark and devious one.  
He would hide the food in the cows' pen before they awoke.  
Boy did he have some fun.

When he was done he ran and hid,  
In a crate to jump out and let the townsfolk know what he did.  
But all his noise and all his sounds,  
Woke the cows and came right around.

Old man Comer saw this and went to see the problem.  
Saw what the boy had done,  
He would make that boy run, run, run!  
But then he had a better plan,  
So he called up old fisherman Sam.

Poetry Escape - Inside The Mind

They found the boy who was asleep,  
Strapped him to the ship and set sail,  
To a random island.  
When they arrived they kicked him off the ship,  
Laughing to themselves all the way back,  
And he was never seen again."

**Alfred Middlemist (15)**  
Centre Academy London, Battersea



# National Creative Writing Competition

Work that will be published next!



## GRIM TALES

## STUDENT ENTRY FORM

Name: Destiny Surname: Coleman-Walters Age: 16  
 Tutor Group: Elish Teacher's Name: Centre academy london C. L. Kony  
 School Name: Centre academy london Postcode: SW11 1SH

(Title isn't included in 100-word limit)  
 Title: Under the twisted sea  
 Write your 100-word mini saga here. Use one word per box (there are 100 boxes, we checked!) and you won't go over the word limit. Punctuation DOES NOT need its own box.

Start here! (Write across from left to right)

What	is	Ariel	never	met
Eric?	Once	upon	a	time
In	a	deep,	deep	ocean
there	lived	a	mermaid	named
Ariel,	She	was	due	to
marry	a	half	Octopus	man
that	her	father	arranged	her
with	named	Arthur,	who	happened
to	be	ursula's	Son.	On
the	day	of	their	weddings,
a	huge	storm	arrived	and
caused	a	massive	ship	wreck
to	crash	into	their	ceremony.
Anita,	One	of	Ariel's	sisters,
nursed	a	Body	desperate	to
help.	She	list	him	up
to	the	shore,	little	did
she	know,	she	would	fall
in	love	with	him.	That
man	would	be	Prince	Eric.

This form can be photocopied. Details are required for competition purposes only and will not be passed on to any third parties. Young Writers is an imprint of 'Borealis Ltd' VAT No. 102781343 Reg No. 05368980. Full competition T&Cs are available on [www.youngwriters.co.uk](http://www.youngwriters.co.uk)

## GRIM TALES

## STUDENT ENTRY FORM

Name: Isabel Surname: Kinton Age: 11  
 Tutor Group: Wentworth Teacher's Name: M. L. Kony  
 School Name: Centre academy london Postcode: SW11 1SH

(Title isn't included in 100-word limit)  
 Title: Under the twisted sea  
 Write your 100-word mini saga here. Use one word per box (there are 100 boxes, we checked!) and you won't go over the word limit. Punctuation DOES NOT need its own box.

Start here! (Write across from left to right)

Bathed	in	the	heavily	glow
as	the	moon	delicate	low
discovered	petals	bloomed	trip	air
glowed	past	harshly	and	coiled
itself	around	the	infant	that
lay	asleep	amid	the	petals,
with	like	a	snake	would
an	its	pen	suddenly	the
angel's	lips	parted	and	immediately
surrounding	with	glow	up	tearful
the	flower	and	echoed	throughout
the	right	Walking	alongside	a
summers	never-ending	river	was	a
fragile	woman	hot young	a	modern
bucket	Her	young	eyes	narrowed
upon	heaving	the	miss	the
crushing	as	moist	earth	was
the	and	sound	as	the
woman	approached	the	love	flower
surrounded	by	skin	imposing	barbaric

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# SCIENCE FAIR

Jamyang Dorjee

- Live Demos
- STEM Workshops
- Student Projects
- Expert Talks

27/06/2025





# SCIENCE FAIR



It has been a yet another successful science fair at Centre Academy London!!!

The annual science fair is the end-product of a series of processes. In this regard, each project reflects a student's creativity; ability to research; ability to plan and organise; and willingness to work on a specific challenge over a sustained period of time.

The science fair allows students to demonstrate theories through experiments and present their work to an audience of peers, teachers, and parents. This poses a significant challenge, particularly for SEN students. However, all showcased their work with pride and confidence, across various topics including electricity, mental health and ecosystems. Participation in the fair helped students become more resilient, organised, and skilled in public speaking. Gratitude is expressed to parents for their support, which reinforced students' efforts as it motivated them to impress their families.



## SCIENCE FAIR 2025 RESULTS Rashford

- Winner: James
- Runner-up : Lola

### Williamson

- Winner: Jacob
- Runner-up: Amaiya

### Watson

- Winner: Remy
- Special mentrion: George W

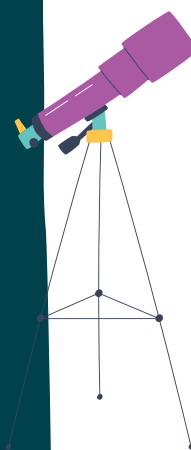
### Eilish

- Winner: Amy
- Runner-up 1: Mimi

Runner-up 2: Jayrek

### Attenborough

- Winner: Ben
- Runner-up: Alfie



## JUDGE

We are thankful to former headteacher Mrs Walker for judging this year's Science Fair. She appreciated the opportunity to see students' experiments and noted that the fair promotes learning long before the event. Students take charge of their projects, enhancing their investigative, organisational, and life skills. The fair showcases their hard work and planning, and Mrs Walker enjoyed the presentations, hoping to be invited back in the future.

# SCIENCE FAIR



Parents eagerly waiting for the science fair to start



Finding the perfect pitch



Generating electricity from salt water



Rocket science!



Coke and mentos experiment



Did it work? Yes!



Instant Lava Lamp



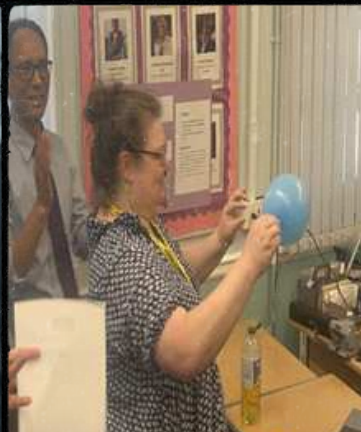
# SCIENCE FAIR



Inflating balloon  
with a chemical  
reaction



What is the gas in  
the balloon?  $\text{CO}_2$



The judge can do it...  
pierce the balloon  
without popping!



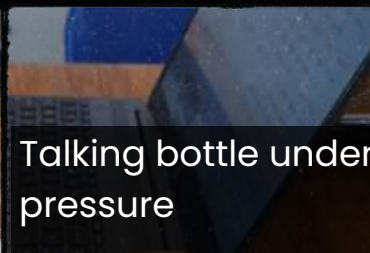
James's mini  
ecosystem



Egg in a bottle - practice



Egg in a bottle



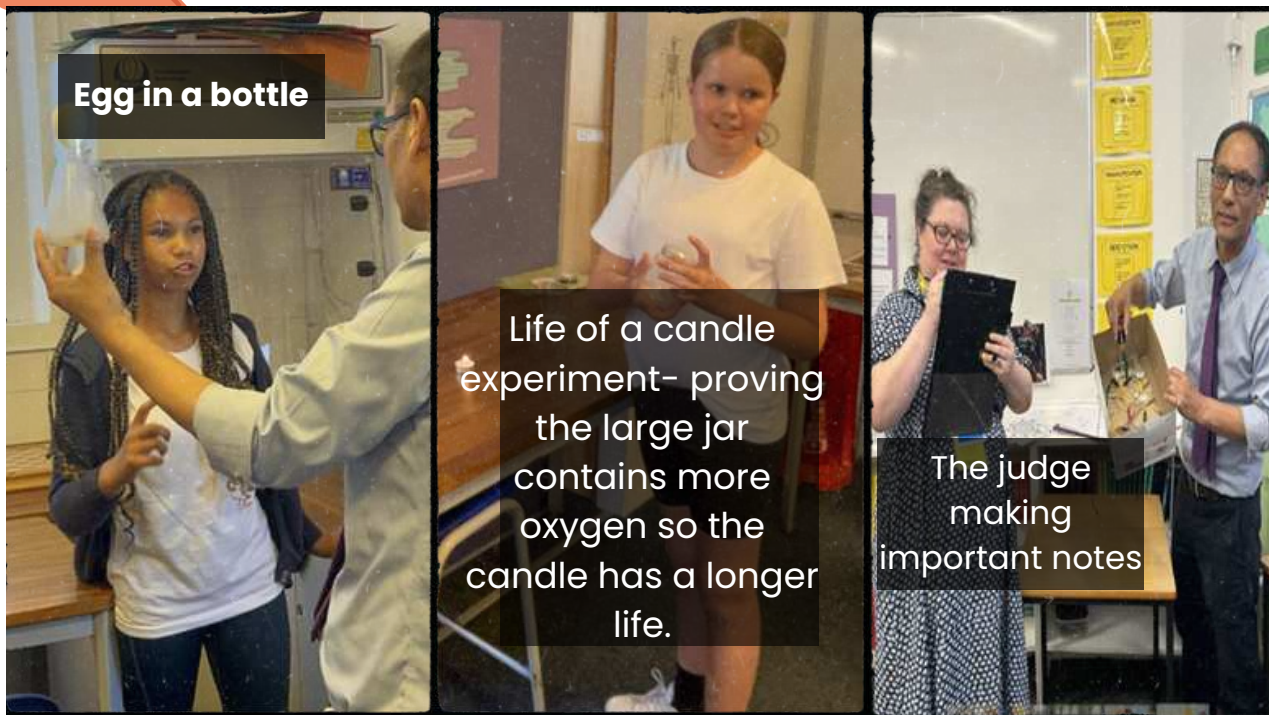
Talking bottle under  
pressure



Turning an iron nail  
into a magnet



# SCIENCE FAIR



## Student feedback:

**Oscar** – 'It was great day because I had great fun doing my experiment. Everyone was kind – they clapped.'

**Ethan** – 'It was the most fun I ever had. Everyone was so kind and clapped everyone's presentation and showed support. I am happy my dad came.'

**Jacob** – 'I enjoyed it. It was fun and everyone else was having fun watching science experiments. I am happy that my mum came, and I enjoyed my experiment.'

**Andy** – 'I was very happy with my experiment, and I want to do a different experiment next time. I was happy both my parents were there.'

**Amaiya** – 'I did not want to do it, but I did it and I happy that I did it.'

**Amy** – 'I am happy with how it turned out. I am glad that my dad came to watch.'

**Mimi** – 'It went better than it could have and I had been able to use knowledge.'



# PATHWAY TO EMPLOYMENT

Continuation...

From Michael Jeffrey

**1. The Golden thread – work related learning.....** All our subject teacher's weave curriculum learning to careers advice and guidance in their lessons. In future, career links will be on their schemes of work and incorporated into topics in a way that increases pupil's awareness of the opportunities available.



**2. A day in the Life of – inspirational talks.....**

We invite regular guest speakers to share their own Pathway to Employment. The sessions take place as an interview. Pupils can ask questions. Recent speakers have included the director of Wandsworth foodbank, local police officers, fire fighters, retail managers, the CEO of Lego, an environment champion and the local mayor. These will resume in September 2025

**3. Travel Hopefully** – independence when out and about..... Some students need to be taught how to find their way around and travel independently, so we have developed a life-skills curriculum for identified students. Weekly outings into the community take place to enhance safety, confidence and well-being and help them learn how to use buses and trains.

**4. Job Done!** Central to CAL's Pathway to Employment scheme is our work-experience programme. Rather than send our students out in one block like many schools do, we 'trickle' our students out to work throughout the academic year, starting after Easter. This way a member of staff can accompany the pupil to and from their placement

thus upholding our high levels of safeguarding, and the disruption to the rest of the students is minimal. Work experience partners include McDonald's, Fara, Ark Children's Nursey, Waitrose, Clip and Climb, Northcote Library, British Heart Foundation and 12 Rounds Boxing Club. Each December we hold JOB DONE! and invite parents, students, and our placement hosts to an afternoon of music, drama and celebration.



# PATHWAY TO EMPLOYMENT

Continuation...

From Michael Jeffrey

**5. It Pays to know....** careers advice and preparation. All students get 1-1 time with the head of school who talks them through career options. In depth discussion of character, personality, strengths, weaknesses, skills, likes and dislikes and academic requirements help to decide on the next step a pupil should take. Independent careers advice and support is available from The Spear Foundation and the Shaw Trust, both organisations have a close link with the school. Older students are taken to 'Employ Wandsworth', a local careers fair. In addition, every year we invite representatives of Apprenticeship Skills and Knowledge [ASK] to give a series of workshops where our pupils learn how to write CV's, interview techniques, awareness training. Every pupil can sign up for life to the National Apprenticeship Database.



**6. Money Talks** – The school has teamed up with Deloitte who send four representatives to run two weeks of workshops on financial matters. These highly differentiated sessions cover topics such as savvy shopping, household budgeting, leaving home, loans and debt, online finance safety and saving for your future. For further information please contact the head of school [mjeffrey@centreacademy.co.uk](mailto:mjeffrey@centreacademy.co.uk) or visit our website for the Work experience and careers policy. [www.centreacademy.net/london/](http://www.centreacademy.net/london/)  
\*[www.gatsby.org.uk/education/focus-areas/good-career-guidanc](http://www.gatsby.org.uk/education/focus-areas/good-career-guidanc)

'I went to the clip n climb and it helped me learn loads of new things. One being changing a bin! Also I was helping people clip in and it taught me to be patient. Work experience helps you figure out what it's like when you're older.' – AJ





# UPDATES ON FILM & MEDIA



**SARAH  
MACGREGOR**

## IDENTIFYING DIGITAL TRENDS

It's been an incredibly hectic but fruitful year in the Film, Media and Performance Arts Dept. Twelve Creative Media Skills students were entered for the BTEC Level 2 qualification which is a GCSE equivalent and I'm happy and proud to say all 12 students passed with flying colours, with their work - alongside the Film Studies students and the Drama students - being displayed and screened at school on the 27<sup>th</sup> June 2025.

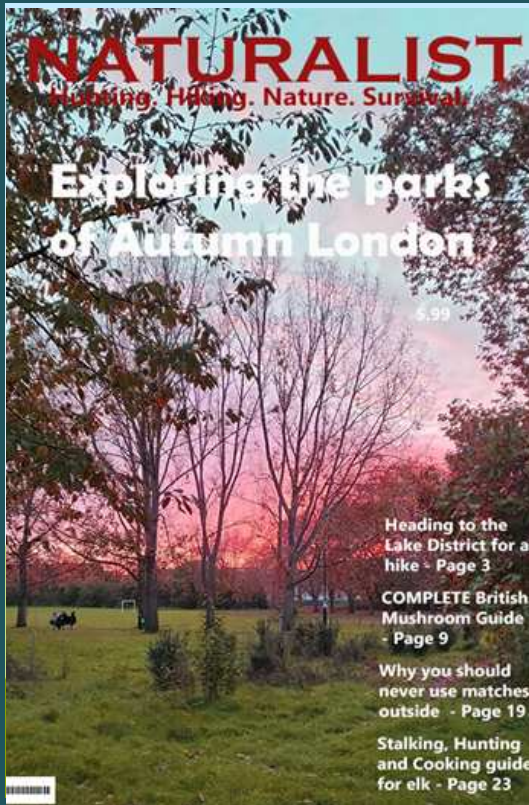


## ACHIEVEMENTS

- Alfie Middlemist achieved his Level 2 Extended Certificate in Creative Media Skills with a Double Merit and special mention goes to his camera work on a music video he made as one of his assignments 'Everybody Wants to Rule the World'.
- Ben Evans achieved Level 2 Extended Certificate in Creative Media Skills with Double Merit and special mention goes to his production and editing skills on the above music video. Well done Ben and Alfie!
- Ash Barry achieved his Level 2 Certificate in Creative Media Skills and designed an original gaming magazine cover as one of his projects.
- Jayrek Dzidza was awarded his Level 2 BTEC Certificate in Creative Media Skills.
- Michael Cunane was awarded his Level 2 BTEC Certificate in Creative Media Skills for his original photography and magazine design.

Below are some of the Creative Skills students with their certificates





# FILM & MEDIA

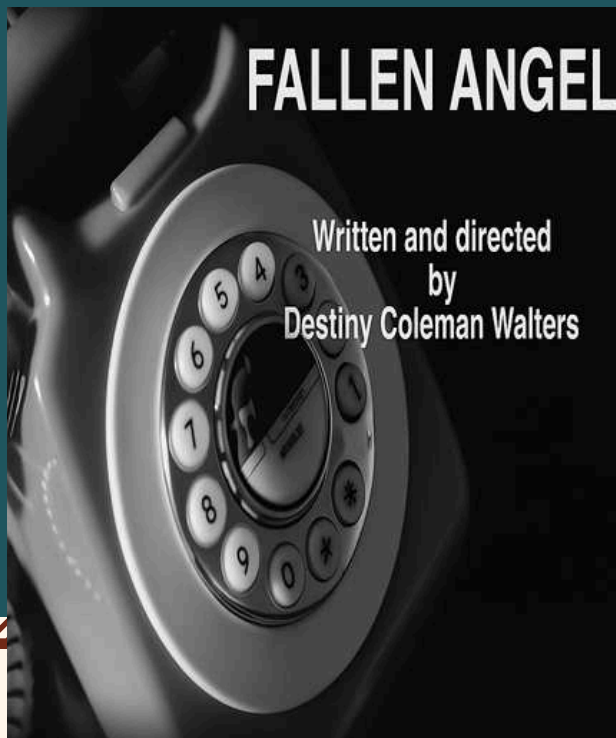
## Achievements “

Sofia Kissell earned a Level 2 Extended Certificate in Creative Media Skills with Double Distinction and created an animated music video, “The Exorcist’s Guide to Ignorance,” as a project for her novel. Her film was submitted to the Sky TV ‘The Edit’ competition in May 2025, receiving a special mention for her editing style, which is commendable given the high number of entrants.

Zariah Smith was awarded her Level 2 Extended Certificate in Creative Media Skills with a Double Distinction for her 2 assignments; original photography and magazine design for a fashion magazine and for her work in progress on another lovely animated music video. Well done to all the Creative Media Skills students who worked hard to keep up with their work schedules and meet the deadlines for the BTEC course which is a nationally recognized industry facing qualification.







# FILM & MEDIA

**Destiny Coleman-Walters** achieved her Extended Certificate at L2 in Creative Media Skills with a Double Distinction and wowed everyone with her fantastic short noir film *Fallen Angel*.

- Mimi Rosenberg achieved her Level 2 BTEC Extended Certificate in Creative Media Skills with a Double Merit and for her final project film, mixed the soundtrack, performed in and edited her music video 'Breaking me/Making Me'.
- Rachel Kifle was awarded her Level 2 Creative Media Skills Certificate with Merit for her original photography and magazine design.

Tom Honey achieved his Level 2 Creative Media Skills Extended Certificate with a Double Distinction for his magazine design and a great photography portfolio exploring his interests in nature, macro photography and landscapes.



Amy Woodley and Zariah Smith in 'What makes you happy?'

Taja Baptiste was awarded her Level 2 Creative Media Skills Certificate for her original magazine design for thriller films.



What else have the students been up to? Well we decided to enter for the Sky News Newsreel Competition for Students.

The competition was intense as students adhered to Sky News' brief, format, and topics to produce a 90-second news item within tight deadlines. The stills showcase aspiring presenters, camera operators, and reporters in Media and Drama. Notably, Amy Woodley excelled in her report on Happiness, with Rachel Kifle as the camerawoman and Ash Barry as the producer and editor.



Amy interviewing Teddy Noyes George J in Watson's newsreel investigating 'What makes you happy?'

# Film & Media



Other great newsreels were created by Watson (see George Jacob above) filmed by George Weatherston and edited by Misty Brockhouse, as well as entries by Williamson and Rashford. In the end the students did not win in their categories but we got some very encouraging feedback from the judges at Sky : 'we were blown away by the effort, creativity and passion shown by your students'

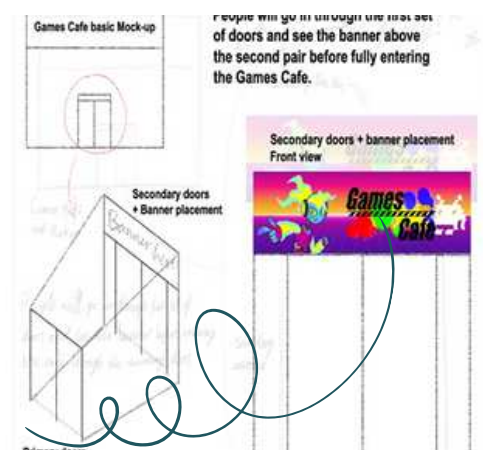


This will be my last contribution to the school Newsletter - sadly - as I am about to open an exciting new chapter of my life running Film and Media Broadcast training courses along with the Film and Media industry. I will miss working with the creative students and the community here at CAL but looking forward to the new challenges - and lots more film and media 😊

Wishing everyone a happy and restful holiday.

Last but not least of course a mention for the hardworking L3 students in the Media and Film Department. Rose Horle who worked hard to meet the deadlines and demands of the new Digital Media and Design AS Level. For her assignments she chose to create exhibits for an exhibition on the theme 'Boundary between Dreams, Fantasy and Reality' and also made a design to promote a Retro Video Games Café. Rose came up with some wonderfully imaginative - as well as playful - ideas for her assignments and is heading off to train in Games Design in September 2025. Well done Rose and best of luck with all your future plans!

Also the best of wishes and a mention to Noah Boucher who is heading off to study Film (I hope!) 😊 along with a range of other subjects at college.



Gordon Lau decided to continue with his exploration into light, shadows and Japanese influenced illustration following a great result for his work in BTEC last year. This year Gordon entered for the Extended Projection Qualification which is a Level 3 course and he researched in depth the design of tradition kimono so that he could incorporate this knowledge into his own contemporary illustrations coming up with - quite a serene design. For his project Gordon had produce a research paper as well as his final illustration and a time lapse of his design process.

Well done to all the students in Film, Creative Media and Performance Arts you have all produced some amazing work this year!



## AUDHD (ADHD + AUTISM)



## WHAT IS AUDHD?

AUDHD is a term used to describe individuals who are diagnosed with both Autism Spectrum Disorder (ASD) and Attention Deficit Hyperactivity Disorder (ADHD). While these are distinct neurodevelopmental conditions, they often co-occur, and their combined presentation can create unique challenges, particularly for teenagers navigating the complex world of secondary school, friendships, and self-identity.

Although the term AUDHD is not a formal diagnosis yet, professionals can now diagnose both ADHD and Autism Spectrum Disorder if the person meets the criteria for both disorders. However, it does take a skilled professional to identify when both conditions exist as sometimes symptoms of one diagnosis might be more prominent while symptoms of the other diagnosis might be less noticeable even when both conditions impact the person's day to day life in different ways. For example, ADHD traits might be more noticeable at home while ASD traits might be more noticeable in social situations.

### SOME SUPPORT CAN BE FOUND HERE:

[HTTPS://WWW.AUTISMANDADHD.ORG/](https://www.autismandadhd.org/)  
[HTTPS://AMBITIOUS-YOUTH-NETWORK.AMBITIOUSABOUTAUTISM.ORG.UK/](https://ambitious-youth-network.ambitiousaboutautism.org.uk/)  
[HTTPS://WWW.AUTISTICEMPIRE.COM/](https://www.autisticempire.com/)  
[HTTPS://ADHDEMBRACE.ORG/OUR-SUPPORT-GROUP/](https://adhdembrace.org/our-support-group/)  
[HTTPS://AAPS-UK.ORG/PARENT-SUPPORT](https://aaps-uk.org/parent-support)

### FINAL THOUGHTS

RAISING A TEEN WITH AUDHD CAN BE CHALLENGING, BUT WITH UNDERSTANDING AND SUPPORTIVE STRATEGIES, YOU CAN HELP THEM THRIVE. EVERY YOUNG PERSON IS DIFFERENT, SO FLEXIBILITY, PATIENCE, AND OPEN COMMUNICATION ARE KEY TO CREATING A SUPPORTIVE ENVIRONMENT AT HOME.

## WHAT ARE THE MOST COMMON TRAITS OF AUDHD?

Children with AUDHD may show traits from both ADHD and Autism, including:

- Difficulty focusing and organizing (e.g., trouble with homework and instructions)
- Social communication issues (e.g., misreading cues, needing downtime, struggling with routine changes)
- Sensory sensitivities (e.g., heightened or reduced reactions to stimuli)
- Emotional regulation challenges (e.g., intense emotions, impulsive reactions)
- Masking traits to fit in, leading to mental and emotional exhaustion.

## STRATEGIES FOR PARENTS AT HOME

Supporting a secondary-age child with AUDHD involves understanding, structure, and flexibility. Here are some practical strategies:

- **Create Predictable Routines:** Use visual schedules or apps for task organization.
- **Support Executive Functioning Skills:** Break tasks into steps, provide reminders, and encourage checklists or timers.
- **Foster Emotional Safety:** Ensure home is a judgment-free space for decompression, actively listen, validate feelings, and avoid punishment for overwhelming behaviors.
- **Collaborate on Problem-Solving:** Involve your child in finding solutions to daily challenges to empower them and build self-advocacy skills.
- **Be Flexible with Expectations:** Recognize that energy and focus levels vary with AUDHD; adjust expectations based on capacity rather than age norms.
- **Connect with School:** Keep communication open with teachers for consistency between home and school strategies.
- **Prioritise Mental Health:** Seek professional support, such as occupational therapy, counseling, or peer groups designed for neurodivergent teens.

# ARTS

**TRISH RAW**

## ANNUAL ART EXHIBITION – A CELEBRATION OF CREATIVITY

This year's Annual Art Exhibition was memorable, featuring outstanding work with diverse techniques and creativity. Students, staff, and visiting judges praised the quality of the exhibits. Special thanks to visiting artist Mr. James Willis for his valuable feedback. Judging the high-standard entries was a challenging but enjoyable task. Congratulations to all participating students for their impressive contributions!



The range of creations was phenomenal and widely commented upon by all who visited this marvellous exhibition



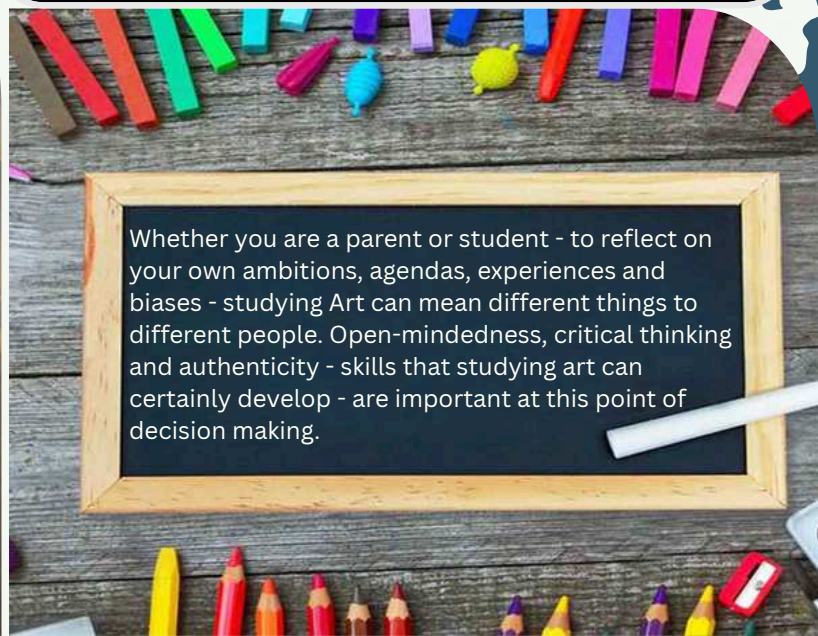
# ARTS







# ARTS



Whether you are a parent or student - to reflect on your own ambitions, agendas, experiences and biases - studying Art can mean different things to different people. Open-mindedness, critical thinking and authenticity - skills that studying art can certainly develop - are important at this point of decision making.



# ARTS

## 1ST PLACE WINNERS DRAWING, PAINTING AND PHOTOGRAPHY

A big well done to this year's overall winners! With so many wonderful entries, the decision was far from easy, but these six students stood out for their exceptional creativity and execution. Their work truly captured the spirit of the exhibition, and they are to be commended for such fantastic achievements.



**KS3 JAMES CACOT**



**KS4 NOAH BOUCHER**



**KS4 THOMAS MCNALLY**



**KS3 GROUP PIECE  
PENNY WETHERSTONE, AVA MAE  
BROWN-CRAWFORD & MUHRAH**



**KS3 HOLLY AND FREYA HODGSON**



**KS4 AMY WOODLEY**





# ARTS

## HIGHLY COMMENDED DRAWING & PAINTING

In addition to our 1st prize winners, this year's exhibition saw an incredible range of high-quality entries that impressed judges and viewers alike. Given the multitude of exceptional work, it was only fitting to award a set of Highly Commended accolades.



**RACHEL KIFLE**



**CJAY JACOBS**



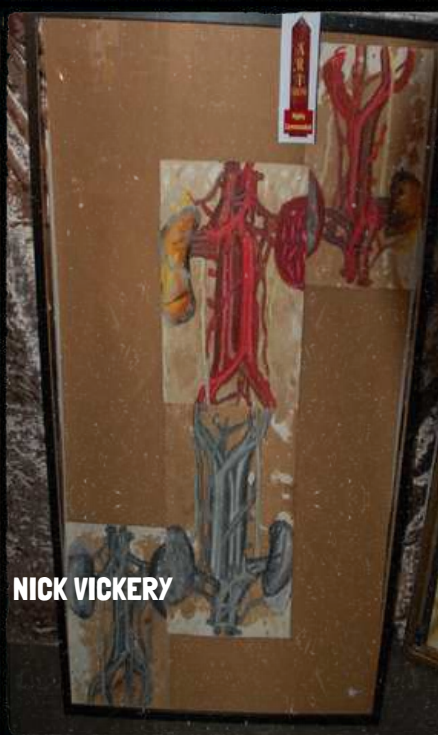
**SOFIA KISELL**



**ZARIAH SMITH**



**MIMI ROSENBERG**



**NICK VICKERY**



**CJAY JACOBS  
& THOMAS  
SPYKA- BRNA**

**ROSE  
HORLE**



# ARTS

## INDEPENDENT SCHOOLS ASSOCIATION REGIONAL ART COMPETITION CHAMPION



Last, but certainly not least, a very special mention goes to Teddy Noyes who has exhibited and won in 2 exhibitions this month. Teddy along with a number of our students had work entered for the prestigious Independent Schools Association Regional Art competition and we are delighted to announce he won 1st Place in the KS4 Photography competition. He will now go forward to represent Centre Academy in the National Competition in November this year going up against Independent Schools across the country.



As you may know I have been part of CAL for over 20 years and this is our 1st big win in an art competition.

**A BIG well done Teddy, it has been a delight to see you beaming with pride!**

At CAL's Art Exhibition he received a **Highly Commended** for his 'Collections' themed Photography.

# Speech & Language Therapy

*Building Social Understanding:  
Perspective-Taking and Problem Solving*

## Term Activity

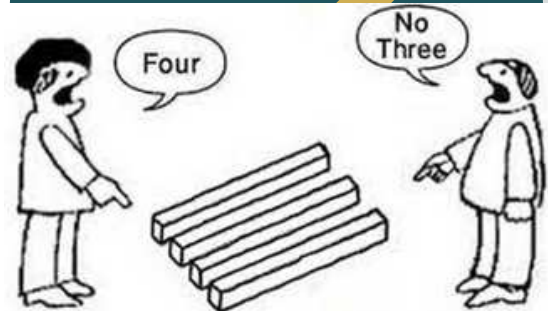


This term, our students have been actively developing their perspective-taking skills and learning how to solve social problems effectively. Through a variety of engaging activities—including role plays, group discussions, and interactive games—students explored how to understand others' points of view and respond thoughtfully in different social situations. These experiences are helping to build empathy, communication skills, and stronger peer relationships.

### **Spotlight on Inclusion: "Life, Animated" Documentary**

This term, some of our students explored the documentary *Life, Animated*, which shares the remarkable true story of Owen Suskind, a young man with autism. After losing the ability to speak as a child, Owen found a path to communication and emotional understanding through Disney animated films. The documentary follows his journey toward independence, highlighting the powerful role of storytelling, perseverance, and support from family and educators.

It's a moving and inspiring film that helps build empathy, awareness, and understanding of how individuals with autism may experience and navigate the world.





# INFORMATION, COMMUNICATION, TECHNOLOGY

Angel Okundaye



## FIGMA

Students were introduced to figma, a collaborative interface design tool. They learned to:

- Create wireframes and basic ui designs.
- Use design elements like shapes, text, colors, and components.
- Understand the importance of layout, alignment, and user experience.
- Collaborate in real-time on shared design files.

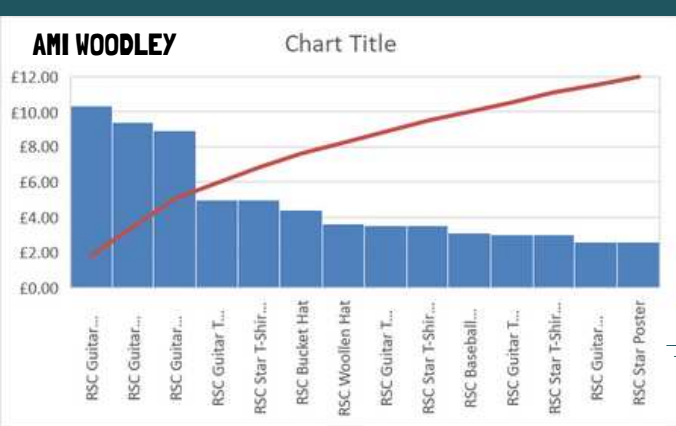
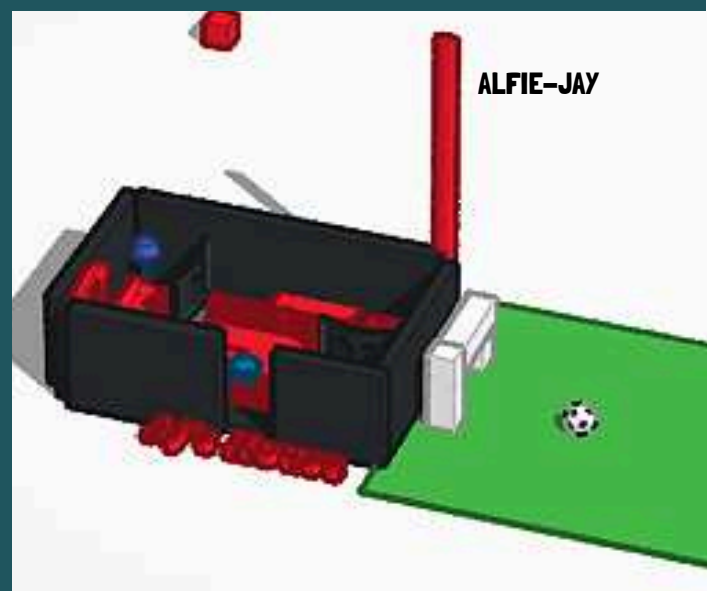
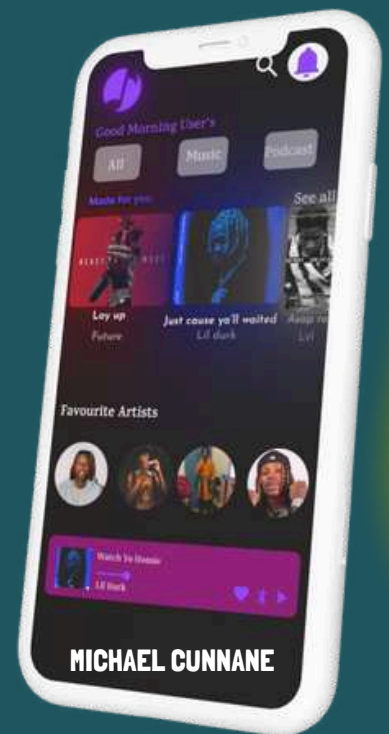
By the end of the term, students had successfully designed simple app interfaces showcasing creativity and digital design skills.

## Spreadsheets

In Spreadsheets, students gained skills in:

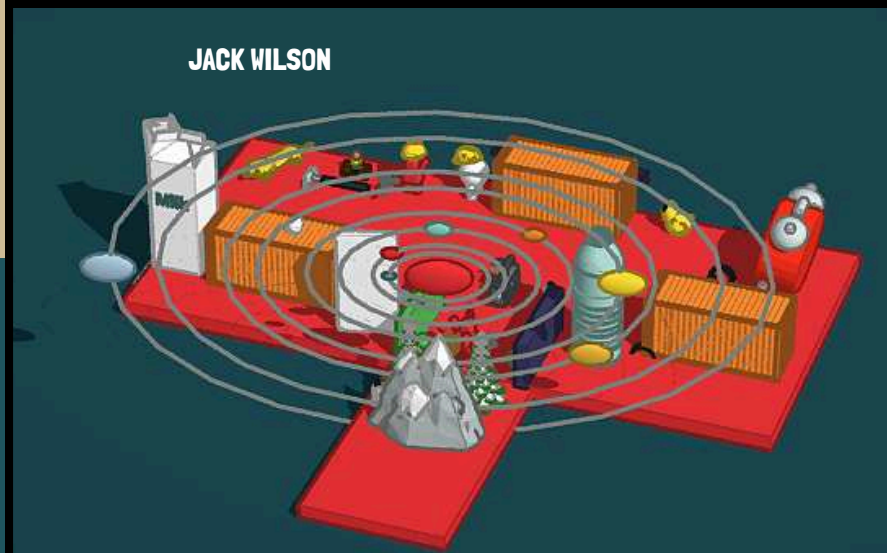
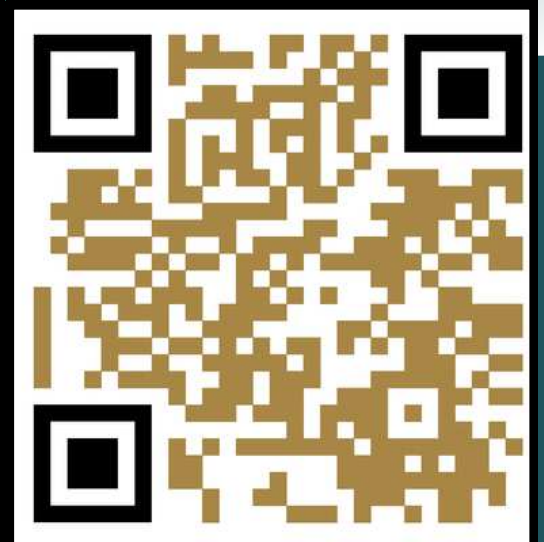
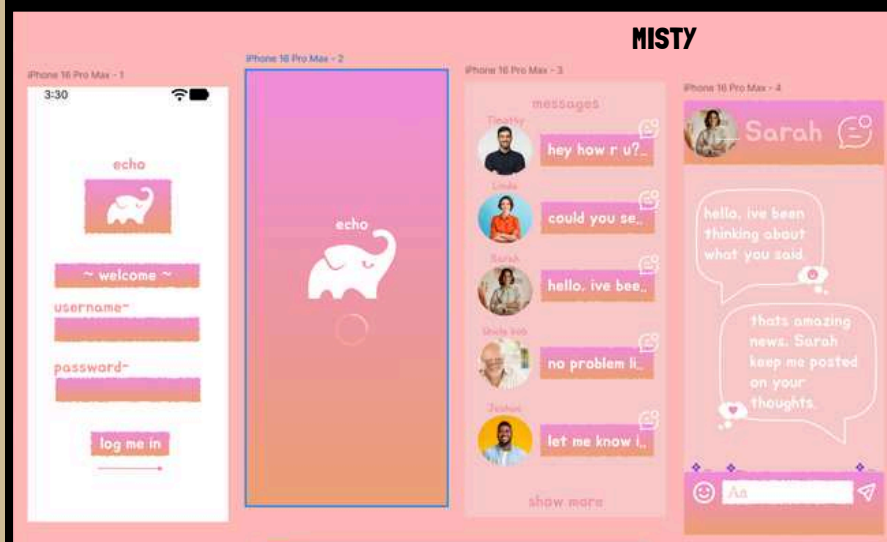
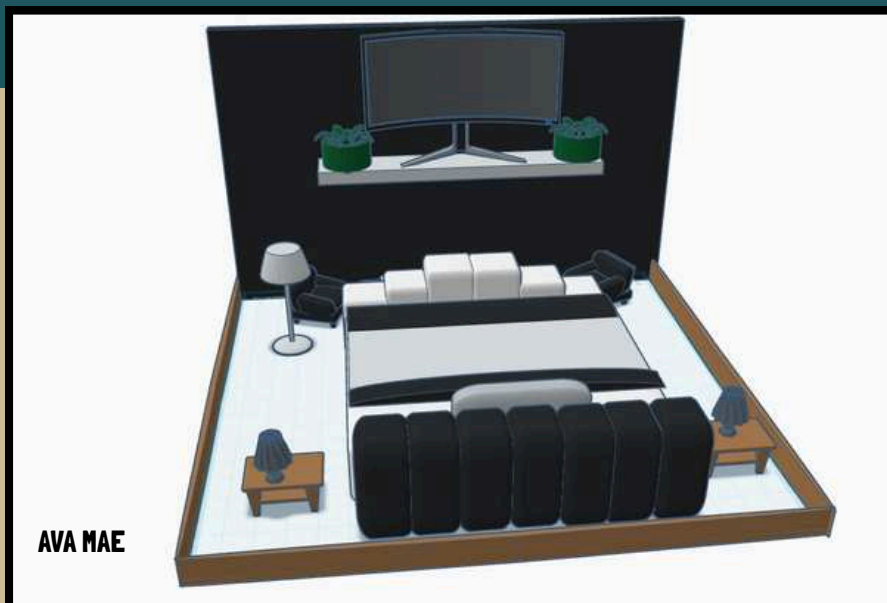
- Entering and organizing data efficiently.
- Creating charts and tables to visualize data.
- Understanding how spreadsheets can be used for budgeting, planning, and analysis.

Students demonstrated their learning by completing projects that involved data collection, analysis, and visual presentation of results.



# INFORMATION, COMMUNICATION, TECHNOLOGY

Kindly scan the QR code to explore some of our students design projects.





Uduma Kalu

# Physical Education

The latest update from the world of sports!

## This Week's Highlights

The PE department has gone from strength to strength during the 2024/25 academic year, offering students a wide-ranging and inclusive programme that has supported physical development, skill acquisition and personal growth.

This year, students have participated in an exciting mix of sports including handball, boccia, badminton, basketball, football, touch rugby, cricket, boxing, and circuit-based fitness training. These activities have helped students build a variety of physical attributes such as coordination, endurance, strength, and agility, while also encouraging teamwork, resilience, and inclusivity—particularly through sports like boccia.

**A major highlight of the year was the successful delivery and completion of the BTEC Level 1 Sports course, which was offered for the first time in our school.**

**The standard of teaching and learning was described as exemplary by the external moderator, with particular praise given to the delivery of Unit SP8: Coaching Skills in Sport. Moderators were so impressed by the quality of student work that they requested to retain examples to share with other centres as a model of outstanding practice. Student feedback has been overwhelmingly positive, reflecting the impact and enjoyment students have felt throughout the year.**



*Ben commented, "PE has been fun and exciting this year, although some aspects have been challenging, I have understood and seen the benefits of them. Through Mr Kalu's guidance, my shooting in basketball has improved massively."*



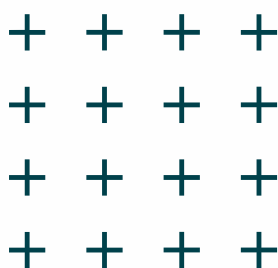
# PHYSICAL EDUCATION

Andy shared, "PE this year has pushed me to improve my technique through all the sports and allowed me to tap into my determined spirit even more." AJ highlighted his enjoyment of the variation in PE this year and said he especially loved attending the ISA Inclusive Sports Festival in Reading, where he met new friends and tried sports he had never experienced before.

## MAKE YOUR MOVE



Penny also reflected positively on the Reading trip, describing it as a really fun experience where they won medals, received ISA T-shirts, and took part in a variety of inclusive sports such as rugby, sitting volleyball/netball, cricket, walking football, and target games. Even the coach journey back was filled with excitement and laughter.



Another memorable moment was the school basketball team's competitive away fixture against Sutton and District College in Carshalton, where they secured an impressive 38-12 win. Standout performances from Ben, AJ, and Michele demonstrated the talent, dedication, and progress that has defined the PE department's exceptional year.





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A special mention to..

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# Andy for getting the gold, again!

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	Sunday 8th June 2025	
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## Gold medal defended!

The London Youth Games Foundation delivers the largest annual youth sports event in Europe, offering competitive and participation opportunities to over 160,000 young Londoners across 37 sports.

We are very happy and so proud to report that Andy had defended his gold medal from last year with another gold medal! His team (Lambeth Borough) also took home bronze for overall scores this year so Andy has taken home TWO medals!



10 students, 2 teachers, 1 epic  
adventure!

Monday 19<sup>th</sup> - Friday 23<sup>rd</sup> March

# *East Soar 2025*



**IN MAY, A GROUP OF 10 STUDENTS AND 2  
TEACHERS EMBARKED ON A MEMORABLE  
RESIDENTIAL TRIP TO EAST SOAR IN DEVON,  
WHERE THEY SPENT FIVE DAYS IMMERSED IN  
NATURE, ADVENTURE, AND HANDS-ON  
EXPERIENCES WHILE STAYING ON A  
WORKING FARM.**





*'It was hard but the walks were good and the views were nice.'* - Oscar

*'I enjoyed going on walks, seeing the ocean and roasting marshmallows.'* - Jacob

*'East Soar near the sea shore!' AJ*

*Throughout the trip, students embraced a wide range of activities that brought them closer to the natural beauty of the area and to each other as a group. They enjoyed crabbing by the shoreline; hiked along the stunning Devon coastline; cared for farm animals; and spent their evenings toasting marshmallows around the campfire.*

*For some, it was their first time away from family, and they did a fantastic job adjusting, supporting one another, and showing real independence. Their positive attitude, resilience, and curiosity were great to see, and we were proud at how they overcame challenges.*



Alfie M said 'The walking, the hiking was hard BUT rewarding in the end. It was a pleasant time.'



*"The walks were tiring but there were a lot of things I liked - like the beaches! The views were really nice and I liked the cat that would come and visit us at our tent.'* - Amy









# OCCUPATIONAL THERAPIST ON...



## ...SPINNING!

MICHELLE BILLA

### DID YOU KNOW?

**Spin Left:** Activates the left cerebellum which boosts the right cortex, helping with anxiety, sensory processing, attention, spatial awareness.

**Spin to the Right:** Activates the right cerebellum that support the left brain perfect for language delays, dyslexia and learning difficulties.

This must be a graded vestibular input recommended and specifically planned by a Ayres Certified Sensory Integration therapist.



### YOU SHOULD TRY...

Spinning in standing for 10X, in both directions. Young person spins clockwise and anti clockwise with arms spread to the side - like Ava!

Ensure student maintains eye contact with a target/you throughout.

If they are too dizzy afterwards, ask them to jump up and down for 10 times.

**Note:** This can also be done using an office chair in sited position like AJ.



SUMMER TERM

# HUMANITIES AND CITIZENSHIP

Jasmine Kaur



This term saw a time machine; CAL's very first History mag; and a farewell - not goodbye - to our GCSE students.

To find out more, read on!

## RASHFORD

### A SHORT RUN DOWN ON WHAT'S BEEN HAPPENING IN THE CLASSROOM!

This term, students explored the question: 'Wealth was the main reason for the colonisation of the Americas in the 16th century.' How far do you agree?

They used the case study of the Aztec empire and interrogated factors behind why the Spanish invaded the Aztecs. To support their learning, students got involved in a role play, exploring the motivations of the Spanish.

James said: 'I enjoyed the play' in his student survey.





# ART X HISTORY ASSEMBLY

Art and History had a moment to collaborate, and we did it through travelling back in time in a time machine. In art, students created a time machine with the expert help of Ms Raw. In History, they prepped two scenes which they confidently performed in front of the whole school; students went back to reenact King Henry's Great Matter and Tull's lifetime achievements before arriving back to the year 2025!



## WILLIAMSON

Williamson travelling through time to the summer of 1914, where the world was at the brink of war. Students spent the summer term grasping why the first world war took place and if it was inevitable. Again, role play was a key element in learning. Students took part in two plays over the course of the term:

Play 1: 'A soldier of two armies.' A play about the life and achievements of Walter Tull.

Play 2: Play 2: 'The trigger.' A play about the assassination of the Archduke Franz Ferdinand.

A highlight for Oscar was playing the Imperialism game where he played as Germany and tried to gain as many colonies as possible – a way to learn more about empire building. He said: 'You had to buy land. I think I bought India, and it had gold. It's a very good game. I was learning what people tried to do when they colonised the world.'



# WATSON

Students spent the summer creating a History Magazine! They spent time considering what makes a good magazine before researching and presenting potential ideas to be included in the magazine. Students were required to work individually, whilst considering how their work would look in a collective document.

The magazine will be submitted for the 'Mid-Trent Historical Association Prize for the Best Secondary School History Magazine.' Please find a copy of the magazine attached – happy reading!

**MISTY SAID 'VERY FUN,  
VERY ENTERTAINING, VERY  
CREATIVELY STIMULATING'  
WHEN DESCRIBING  
MAGAZINE MAKING!**

# ATTENBOROUGH

In History, students completed their first topic of learning: Medicine Through Time. They have spent the last few weeks researching and writing up a project in a bid to submit their work for Historical Association's GCSE World War 1 Prize.

Students have written on the following:

Alfie: The cost of the First World War

Ben: A comparison of propaganda used in Britain and Germany

Michele [has joined Attenborough since finishing his exams]: The role of the USA on the Western Front

In Citizenship, students have finally completed their study of the second topic: Rights and Responsibilities. Students had the opportunity to provide feedback to a select community on 'The Rule of Law' and how it is taught in schools - citizenship in practice!







## GOLDBERG

Both History and Citizenship students did well to prep and sit their exams. I wish them all the best and hope to celebrate their successes in August. I am proud to say that this will be the first cohort of CAL students who have sat History and Citizenship GCSEs for a long while!

## MEANWHILE...

On a more personal note, I would like to share that earlier this month I attended the UK Parliament Teacher Ambassador course. The purpose behind it was better supporting students understand our political world whilst providing opportunities for them to be active citizens and get involved in democratic practises. I picked up lots of new information and rubbed shoulders with a Lord or two! Lots of exciting things to come next academic year as I try to gain Gold Teacher Accreditation for the CAL community.

A highlight would have to be meeting Sarah Binstead - Chapman, Parliament's first female doorkeeper! She spoke on how to gained her prestigious position and informed us that she gets to wear part of the crown jewels as part of her uniform. I will work hard to try and get her to visit our school!



# LOOKING AFTER YOUR MENTAL HEALTH THIS SUMMER.

NEEMA MARSHALL



Summer break is a great time to rest and recharge, but it's also important to look after your mental health. Here are a few simple things you can do to protect and promote your wellbeing:

Stay connected – Spend time with friends and family, even if it's just a quick catch-up.

Get outside – Fresh air and sunshine can do wonders for your mood.

Keep a routine – Sleeping, eating, and moving regularly helps you feel your best.

Try something new – A new hobby, book, or creative project can give your mind a boost.

Talk it out – If you're feeling overwhelmed, don't keep it bottled up.

Remember, you're not alone. If you need support over the summer, feel free to email me and I'll get back to you as soon as I can. Alternatively, here are some free and confidential mental health services available to young people:

Childline – 0800 1111 or [childline.org.uk](https://www.childline.org.uk) (for under 19s, available 24/7)

The Mix – 0808 808 4994 or [themix.org.uk](https://www.themix.org.uk) (support for ages 11–25)

YoungMinds Textline – Text YM to 85258 for free, 24/7 support

Take care and have a great break!

Ms Marshall 😊



# Graduation 2025

We celebrated our graduating students on Saturday 28<sup>th</sup> June. There was lots of laughs and sharing of memories as we recounted the amazing journey our young people have gone on.

Well done Rose, Gordon, Noah, Zack Jude and Kurt! We will you all the best for your next steps!



## Sports Day, 4<sup>th</sup> July

Sports day will take place on the last day of term. We look forward to welcoming parents, guardians and friends to cheer on our students who will take part in a range of games. What a great way to end a successful term!

# AND FINALLY... HAPPY SUMMER

*Wishing you all a safe and restful break*