

# ★ The Trumpet Issue 4 ★

## WARM GREETINGS

Blow blow thou winter wind  
... or something like that, So,  
my phone rang on the  
morning of 10<sup>th</sup> November.  
An Inspector Calls!

Three of them, plus an  
observer turned up next day to  
shine their torches into every  
nook and cranny of our  
school.

The Independent schools  
Inspection doesn't come up  
with just one word to describe  
their findings. They are  
looking at whether we meet all  
the standards set out by the  
department of education  
And guess what? We did!  
Every single one – head on, no  
ifs or buts, nor near misses!  
The full report is on the  
website. Dry as Sancerre, but  
worth a read.



## THE BIG ONE ...

In September, I launched OPERATION FUNCTIONAL SKILLS – To my mind these stepping stone exams; as a means of measuring progress, as a means of raising self-esteem, as a means to presenting a structure of learning and attainment that parents and pupils appreciate, is a NO BRAINER [ well not quite, for the pupil taking them!] EVERYONE WINS! Functional skills go Entry level 1, EL 2, EL 3, level 1 and level 2 [ the last is an equivalent of a GCSE grade 4] — employers and colleges love them. Ask the teachers for more info.

Lastly, be in no doubt we are on setting the standard with careers and work experience – Find article about Independent School Journal on Page 17 and 18 ...

**In the Driving Seat...**

See Page 3 for the new form names.

**Michael Jeffrey**

**A BIG HELLO TO OUR NEW OCCUPATIONAL THERAPIST:  
-SINEAD O'LEARY-BURROW**



# known DATES

2025/2026



## Important Dates

- Tuesday 6<sup>th</sup> January 2026 start back at school
- Monday 19<sup>th</sup> January GCSE mocks start
- Monday 2<sup>nd</sup> February Assessment week 1
- Monday 16<sup>th</sup> – 20<sup>th</sup> Feb half term week
- Thursday 12<sup>th</sup> March Wandsworth journalism gala
- Tuesday 24<sup>th</sup> March parents evening 4pm – 5.30
- Thursday 26<sup>th</sup> March steam day
- Friday 27<sup>th</sup> March – break up for Spring holidays – school finishes at 1
- Tuesday 21<sup>st</sup> April – return to school
- Monday 11–15<sup>th</sup> May East Soar trip
- Monday 25<sup>th</sup> – 29<sup>th</sup> half term week
- Friday 3<sup>rd</sup> July sports day and end of term
- Thursday 3<sup>rd</sup> September term commences



OUT WITH THE OLD,  
IN WITH THE NEW ...



-

New form-group names -!  
The name of your child's form  
group has changed....

Rashford – MG

Williamson – Jaguar

Watson – Aston Martin

Attenborough – McLaren

Mandela – Jensen

Eilish – Land Rover

Khalo – Bentley

Goldberg - Lotus





## Summary of inspection findings

1. The proprietor and leaders ensure that the school meets all of the Standards. Leaders monitor the effectiveness of the school's programmes and provision in a sophisticated and thorough manner, ensuring that pupils have effective opportunities to develop the skills they need to succeed in their lives after school.
2. Leaders understand the additional risks that pupils who have complex special educational needs and/or disabilities (SEND) might face, whether through their own actions or from society more generally, and mitigate these effectively. The school meets its duties under the Equality Act 2010 well.
3. Leaders' provision of well-considered and tailored training for staff, combined with rigorous and supportive monitoring and target setting, ensures that teaching is typically well matched to the learning needs of pupils. Teachers and staff put the individual needs of pupils at the centre of their work by understanding the nature of their pupils and their needs. A range of speech, language and occupational therapists work alongside teaching staff to ensure that pupils' communication and sensory processing difficulties are addressed.
4. Subject leaders plan schemes of work carefully to suit the needs of the pupils and senior leaders ensure that there is a sharing of effective practice across departments. Teaching is characterised by thorough planning, secure subject knowledge, high expectations, rigorous tracking, effective questioning and efficient use of assessment to support learning. Staff employ a wide range of approaches to successfully challenge and elicit responses from pupils. The focus on developing pupils' skills in communication and numeracy has a positive impact on their achievement across all areas of their learning.
5. The school ensures that pupils can take individualised qualifications at GCSE, BTEC or in functional skills that meet pupils' interests and capabilities. Teaching is pitched at an appropriate level to suit the needs of the pupils and is challenging enough to ensure that pupils with higher prior attainment are being adequately stretched. Consequently, pupils follow pathways appropriate to their learning needs, and in Year 11 and the sixth form, are able to achieve accreditation in English and mathematics, as well as in independence and life skills.
6. Leaders and staff maintain a thorough knowledge of their pupils and their behaviours and needs. They provide appropriate support at the opportune time to prepare pupils well for adulthood. Pupils' personal risk and behaviour plans are comprehensive. These consider how to manage potential risks, including, when applicable, self-harm and dysregulation. Staff are skilled at refocusing pupils when they struggle to regulate their behaviour and need to take a break from their learning. This may involve taking movement breaks outside of class.
7. Many pupils prefer to work independently during lessons and in clubs, rather than working together as a group to achieve a common goal. The limited opportunities for pupils to work together collaboratively do not develop their social, interpersonal and teamwork skills as effectively as possible.
8. Leaders take particular care over combatting absence from school, as a key driver in the school's ethos is to ensure better attendance from pupils, many of whom have previously been poor school



attenders. Leaders emphasise that increasing attendance enables more opportunities for more successful learning, so that pupils understand this.

9. Older pupils follow an accredited programme and a personalised curriculum designed to teach them the skills they need for their future. Effective teaching encourages pupils to develop essential independent life skills, such as buying and preparing their own meals. Pupils benefit from work experience which is tailored to meet individual needs and aspirations.
10. The school implements effective procedures for safeguarding. These meet government guidelines and include thorough safer recruitment checks on adults, as well as a carefully planned approach to managing the safety and protection of pupils.



# English

*Chris Likoray*

The English Department began the term with a diverse range of literature, including works by Roald Dahl, Sir Arthur Conan Doyle, and extracts from Typhoon of Steel and Dr Jekyll and Mr Hyde.

Students also created speeches for their Functional Skills speaking and listening assessments. Learning was tailored to individual needs, with some students writing extended essays or creative pieces, while others focused on sentence writing or used speech-to-text tools.

All students completed Entry Level and Functional Skills Reading Assessments, and the department looks forward to receiving the results. The term concludes with warm holiday wishes to students and their families.

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Parents and carers are encouraged to explore resources that support understanding of child development and SEN. Recommended materials include Jonathan Haidt's The Anxious Generation and the Stuff You Should Know podcast episodes on ADHD, which offer helpful insights into young people's wellbeing and diverse learning needs.

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# LITERACY AND NUMERACY *at*

## CENTRE ACADEMY LONDON



At Centre Academy London, we are committed to helping every student grow in both confidence and ability through our literacy and numeracy initiatives. This term, students have been taking part in guided reading sessions with their tutors and practising key maths skills through engaging Sumdog Maths activities on the computer. These sessions are designed to nurture a love of reading, build fluency, and strengthen the solid foundations in English and Maths that are vital for future success.

A strong grasp of English helps students prepare for upcoming examinations and opens doors to further education, apprenticeships, and careers. Likewise, developing numeracy skills is essential for everyday life – from managing money to problem-solving in the workplace.

We've already seen remarkable progress. Some students are now reading aloud confidently in groups, while others have improved their reading ages and grown more comfortable with tasks such as shopping independently. A special congratulations goes to Jack and Oscar, whose reading age scores increased well beyond expectations in the latest NGRT testing.

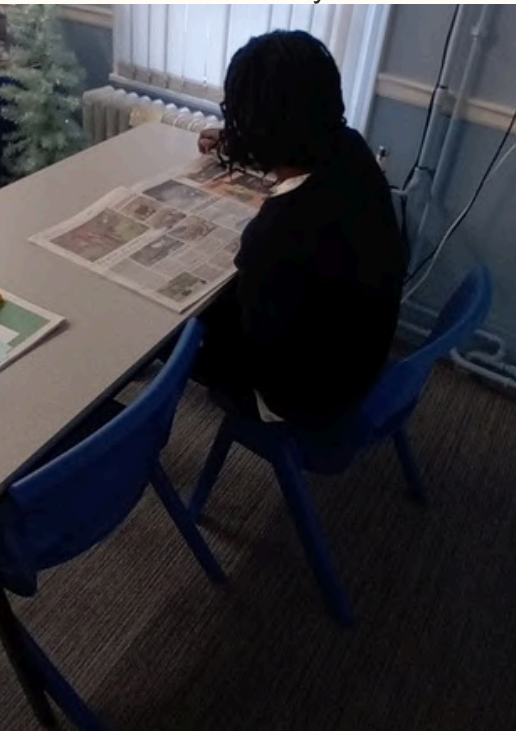
In our recent sessions, older students on the GCSE route have also been supporting younger pupils, creating a wonderful sense of teamwork and shared achievement. Even some of our more reluctant readers and mathematicians have faced their challenges head-on, finding success and joy in their accomplishments - moments we've proudly captured in the photos included.







Mikaeel reading news paper is a reflection of tutor time in the morning with the students watching News round or reading to improve their Literacy and numeracy skills.



# MATHS

*Bernadine Cole*



Mikaeel supporting Soraya with her home work during tutor time. This is a great reflection of peer support.







McLaren  
Construction



Bentley and  
Lotus



KS3/4  
*Angela Farley*



Jaguar  
Construction





# OCCUPATIONAL THERAPY

MICHELLE BILLA

## OT Sensory Motor Play at the Local Playground

WHEN THE STUDENTS BECOME CONFIDENT IN THEIR BALANCE, GROSS MOTOR STRENGTH, AND COORDINATION – AFTER BLOCKS OF SENSORY INTEGRATION THERAPY AT SENSORY GYM – WE ENCOURAGE THE STUDENTS TO PLAY AT THE LOCAL PLAYGROUND. STUDENTS LOVE TO PLAY AT THE LOCAL PLAYGROUND AS A PART OF THEIR SENSORY DIET. THIS PROMOTES SENSORY-MOTOR EXPLORATION; HELPS THEM EXPRESS THEIR IDEAS AND FOLLOW GAME RULES; PLAN THEIR MOVES IN AN OBSTACLE COURSE; DEVELOP CRITICAL THINKING SKILLS THROUGH PROBLEM SOLVING; GROW THEIR SOCIAL SKILLS; AND PROMOTE WELL-BEING.







# SCIENCE

## ACADEMIC PROGRESS – 2025-2026

*Jamyang Dorjee*

We are proud to show how much progress our students have made in a year, using the GL assessment.

Student	June 2024 GCSE indicator	June 2025 GCSE Indicator
A	1.9	4
B	2.6	3.6
C	2	2.6
D	1.7	1.6
E	3.8	5
F	2.4	4.4
G	2.6	3.3
H	2.5	3.3
I	4.5	4.8

### Science challenge

This takes place every half term and winners are awarded a £10.00 amazon voucher.



**KS3 Winner - Ethan**

**KS4 Winner Michele**



## HERE ARE SOME OF THE QUESTIONS IN THE FIRST SCIENCE CHALLENGE OF AUTUMN IF YOU WISH TO TRY!

1. What is the chemical symbol for water?

- a) HCl
- b) H<sub>2</sub>O
- c) CO<sub>2</sub>

2. What force keeps us on the ground?

- a) friction
- b) Gravity
- c) Air resistance

3. What is the largest organ in the human body?

- a) Heart
- b) Lungs
- c) Skin

4. What is the main gas in the Earth's atmosphere?

- a) Oxygen
- b) Helium
- c) Nitrogen

5. What is the boiling point of water in Celsius?

- a) 5
- b) 50
- c) 100

6. What planet is known as the Red Planet?

- a) Earth
- b) Mars
- c) Jupiter

7. What is the name of the process plants use to make food?

- a) Respiration
- b) Photosynthesis
- c) Diffusion

8. Who proposed the theory of evolution by natural selection?

- a) James Watson
- b) Frances Crick
- c) Charles Darwin

9. Which element is added to swimming pools to kill harmful germs like bacteria and virus? .....

10. Which element is added to swimming pools to kill harmful germs like bacteria and virus? .....

11. What is the hardest natural substance on Earth?

- a) iron
- b) gold
- c) diamond

12. What is the study of weather called?

- a) geology
- b) meteorology
- c) biology

13. What do bees collect from flowers to make honey?

- a) worms
- b) water
- c) nectar

14. What part of the cell contains genetic material?

- a) chloroplast
- b) nucleus
- c) mitochondria

15. What is the smallest unit of matter?

- a) particle
- b) atom
- c) molecule

16. Which scientist developed the three laws of motion?

- a) Einstein
- b) Alexander Flemming
- c) Sir Isaac Newton

17. What type of blood cells help fight infections?

- a) red blood cells
- b) white blood cells
- c) plasma

18. What is the weight of 60kg person on the Earth and on the Moon?

Earth? .....

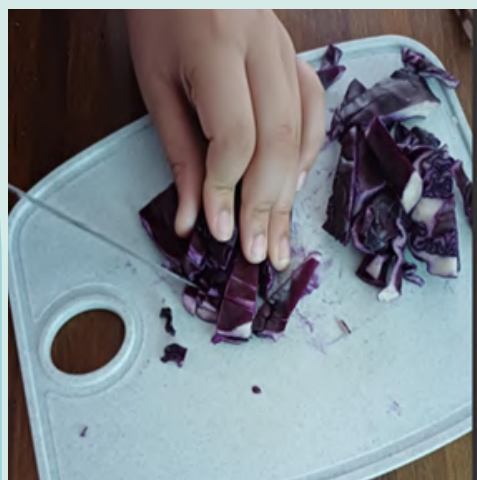
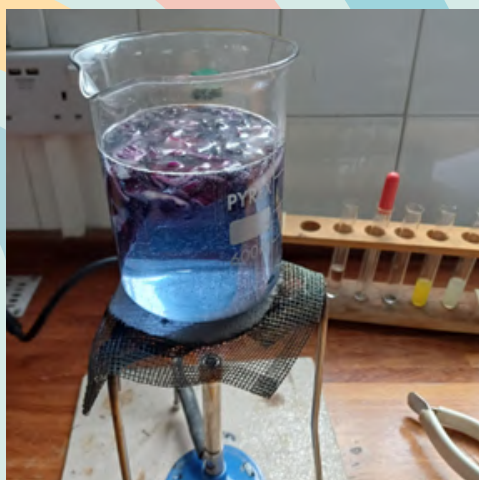
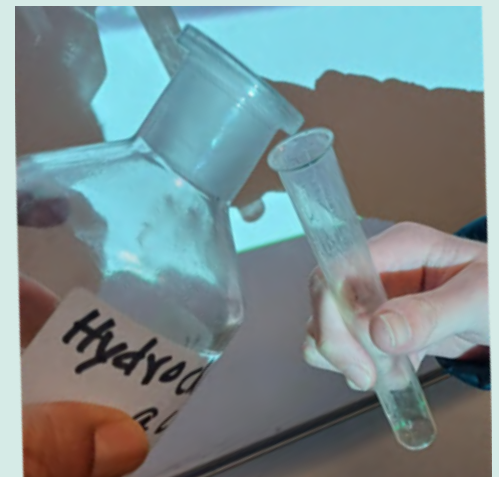
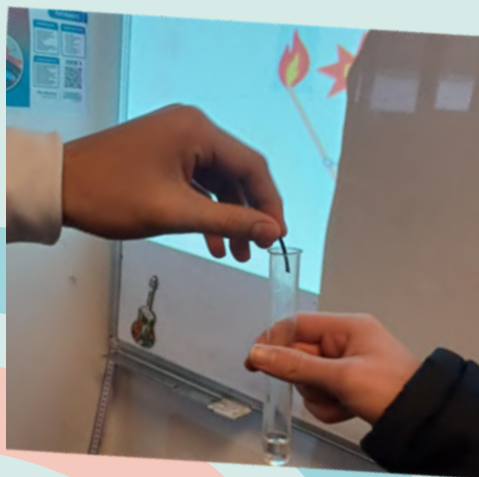
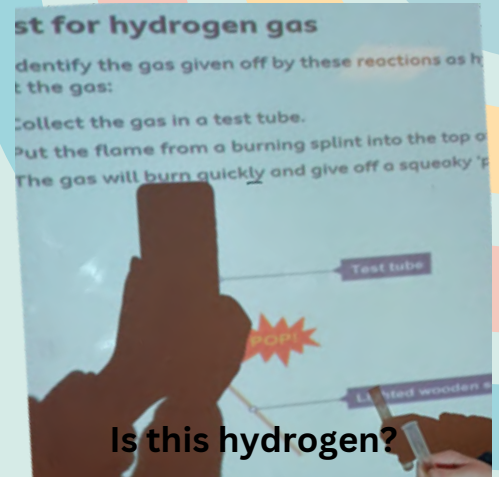
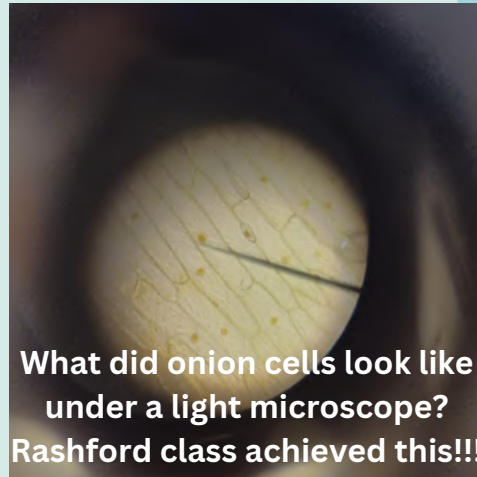
Moon? .....

19. What is the structure of DNA called?

.....

20. What is this element? Na =

# SOME OF THE EXPERIMENTS CONDUCTED THIS TERM



Red cabbage juice to test for acid and alkali.



## STUDENTS VOICE

- **Louis** – 10/10 best lessons ever, best science teacher ever
- **Remy** – 11/10 – ‘jack in a box’ – lots of fun and surprises
- **George W** – sirs lessons are easy to understand, always leave class with a positive understanding of the topic
- **George J** – Science is good, you can learn new stuff about disease etc..
- **Ben** – 6/10 need more practical, I learn a lot in science lessons
- **Alfie** – In science I learn quite a lot but I struggle more in physics. Wish to do more practical.
- **Mikaeel** – I like science here because we do more experiments than my old school and lessons are interesting.
  - **Amaiyah** – Science is fun
- **Jacob**– science is fun and we do a lot of experiments
- **Andy** – Science is impossible but I improved reading.
- **Muhrah** – 6/10– I enjoy science lessons. It is fun and nice lesson. I like it when students are quiet and you ask questions.
- **Ava**– 8/10– You are funny and makes lesson easier to learn.
- **Lola** – 7/10 – I sometimes like science, and you are also very funny.

# ASSEMBLY

## Autumn 2025



### ACTIVITIES INCLUDES:

- Organising 'wear red' day during Black History month to show racism the red card. On that day we had fund raising with a bake sale and selling red bracelets made by students.
- Organising Halloween - wearing costumes, face-painting and apple bobbing. We had a raffle of 2 skulls and a bake sale to raise funds.
- Selling Ghanaian bracelets for fundraising for Little Village and Ms Farley's charity SCAP in Ghana (training young people from the street in a skill)





# HALLOWEEN

*Autumn 2025*





MICHAEL JEFFREY  
HEAD OF SCHOOL, CENTRE ACADEMY LONDON

# On the right track: Careers and work experience at Centre Academy London

*In hindsight, I wish I'd had the confidence to go with 'Chattanooga Choo Choo' as the name for our careers and work experience programme. To my mind, the metaphor of a mighty train powering down the tracks to some desirable destination, accompanied by that great song, captures our intentions perfectly. Instead, with an ISI inspection looming, I bottled it and went with 'Pathway To Employ;ment', which I subsequently discovered every school in the land seems to have used. Yawn.*

Ours is a new scheme on paper, though we have been doing things in a less strategic, almost ad-hoc way since 2022, when the then head, after something of a drubbing from Ofsted, skied up to me in the yard and asked, 'would you sort out work experience and careers?' This, I knew, meant starting from scratch. It seems there are many millions of words written to advise on what the best career strategy should look like. So many folk are busy away on ideal programmes - great, if all schools are alike - but for a quirky, 50-SEN-kids school like ours, I needed to make it real to their needs. [Yes, of course I know the Gatsby benchmarks - a kind of aide-memoire to common sense.] For me, it's about talking, watching, encouraging, changing, and being patient. It's all about making the commitment, which I have verbally and in writing, that all our students will progress from Centre Academy London to a college place, a job, or an apprenticeship. No exceptions. So what exactly is Chattanooga Choo Choo - I mean, 'Pathway to Employment'? [Pardon me, boys.] It is a manageable, flexible six-point plan that is pertinent to our school. This is how it looks:

## 1. The golden thread - Career ideas woven into lessons

Recently, I sat in on a history class where the teacher ingeniously linked the 19th-century Golden Square cholera outbreak to the recent pandemic by looking at the roles and temperaments of the people involved - scientists, doctors and so forth. It occurred to me: why not try and make career/job links in all classes?

Teachers actually schedule time to discuss how whatever they are teaching can have a practical application in the outside world. For example:

Art - design - everything tangible starts as a drawing  
Maths - measurements, budgets, sales, carpenters, TV producers, newspapers  
English - communication, making things clear, efficiency  
PE - health, good diet, keeping fit, stamina and concentration

It's a thought-generating exercise and good to do as a team effort towards the end of an inset day.

## 2. JOB DONE! - Work experience

We don't set aside a block of time when everyone goes off to a placement. It wouldn't work because our pupils need to be taken and collected from the host venue. There is much less disruption if we trickle the work experience throughout the year. When we started this in 2022, the first thing I did was to count up the number of children aged 15 and over. 17 pupils would need a placement. I grabbed some school letterhead and typed an attractive letter asking local business owners if they would consider giving our students a week of work experience. Thomas, a conveniently on-hand pupil, and I wandered into Clapham and distributed 20 letters. We smiled, charmed and chatted up managers, all of whom promised to 'get back'. Not one did.

It took a considerable amount of hard work to line up a list of companies. We are now able to provide students to Waitrose, McDonald's, local charities, 12 Rounds Boxing, the local library, a local children's nursery, and Clip'n Climb. The written professional feedback is invaluable. We keep a copy of their provision maps. It's very hard for an employee to offer work experience provision, so each year we host an afternoon of drama, music and singing to thank the kind people who offer us these amazing opportunities. There are certificates and speeches. Last time, I donned the boxing gloves and gave a medley from hit musicals on the piano.

## 3. A day in the life of...

This heading, stolen from the Sunday Times Magazine, describes the series of talks given by men and women on the contribution they make to life - basically, what makes them tick.

The focus is not so much on academic qualification, or whether they went to university, but rather on character and drive, resilience and courage—a bit of life philosophy. What are the rewords, the challenges? Questions include: How do you spend leisure time? Are you content in your job? Will you be moving on? The talks take place in front of the whole school every Friday in an interview format, followed by a GuA format. [Always the inevitable question: "How much do you earn?" The local mayor was honest.] We've had a very mixed selection of people: a vet, our local food bank rep, a policewoman, a shop manager, an actor, the CEO of LEGO (who turned up with 50 LEGO sets), to name a few. It's aimed to give our pupils an idea of life and work, to demystify the idea of the workplace. Our new season kicks off in the autumn with a lady who sells private jets to the very rich. The following week, the bloke who runs Londis opposite the school will come in. The pupils thank them with a drawing linked to their profession. If you know how to ask the right questions, most people can come across as interesting, even accountants.

4. Travel hopefully- and Life Skills

A number of our pupils can't travel independently and lack basic road safety awareness. They need to be worked with. Each week, a small group leaves the school with our OT specialist (who also takes the cooking club). They negotiate their way on buses, trains, in shops (checking varieties, comparing prices, interaction at the checkout), using crossings, they learn time awareness, and how to interact with other people. Frequent outings eventually build up confidence. One boy who took part in these sessions eventually left our school to work for the Elizabeth Line—his dream job. We've just doubled the number of extra-curricular clubs, all of which improve our pupils' life skills: bead-dexterity, cooking - obvious, chess - problem-solving, debating - making an argument, basketball - team player, and so on.

5. Money talks

I listened to a radio phone-in lamenting the appallingly low level of financial knowledge in school leavers. "Money Talks" was my solution. We teamed up with Deloitte, who send six of their finest once a year to lead two weeks of differentiated workshops for the whole school. The money matters discussed include home budgets, leaving home, everyday banking, deals and tariffs, and online safety. All students get a certificate of completion to keep with their written work experience feedback. Money is also discussed in PSHE and citizenship lessons, but these yearly workshops firm up their learning and give them some money sense. Pupil feedback from the last session asked for more online shopping safety awareness, so that will be new this year.

6. It pays to talk

Guiding our pupils to make the right choices in how they progress when they leave school is key. When I became Head of School in January, I kept "careers" as an aspect of my role. I work with our older students and make sure each one has as much one-to-one time with me as possible. We obviously take into consideration academic ability, but more importantly, I ask the student to take a serious, good look at him/herself and ask: What will fulfil me? What can I see myself doing? Where are my character strengths and weaknesses? Am I driven? Should I consider an apprenticeship? Further education? We then look for jobs or courses together. I help with all the applications and will, if necessary, accompany a pupil to a college open day. I also make sure they can get independent advice.

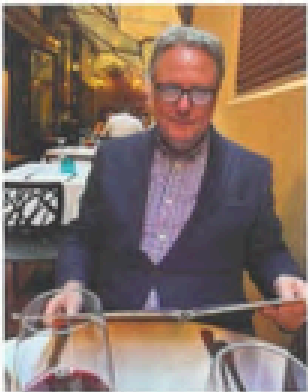
We have links with the Clapham Spear Programme, with the local Job Centre, and we are regular attendees at the Wandsworth Job Fair. We also have a great relationship with the Shaw Trust (who helped the above-mentioned boy get his job with London Transport). Each year, we invite our friends at Apprentice Skills and Knowledge (ASK) to do two mornings of whole-school workshops on CV writing, interview technique and apprenticeship awareness. Each student is given a life membership in the apprenticeship database. The aim is to prepare the pupil practically and



emotionally for this transition. The motto of our school is "Keep it Real." Given the fact that the vast majority of our students have an EHCP, and their needs are complicated—often by very high levels of anxiety—the very fact that they leave Centre Academy London with a place to go is an extraordinary achievement. In many cases—and I made this point to the leavers, parents and staff at this year's graduation lunch—the learning trajectory of our students is more akin to the vertical take-off of a Harrier Jump Jet than the long, carefully calibrated trajectory of a neurotypical pupil. It might be the case that for the first two or three years, they do very little work or refuse to write.

The important thing is keeping them in school. Too much pressure, and we will lose them; too little, and they will not achieve. The same might be said for the delicate transition when they leave school. My advice to parents is to be patient—see the college place not as a means to an end, but as a stepping stone. Our pupils need extra time. Yes, it's inspection-busting having a glittering careers policy on paper, but it needs to really serve the pupils. 100% of our leavers at the summer 2025 graduation have a job or a college place. They have all done at least two rounds of work experience, they have access to the apprenticeship database, and their social life skills have grown immeasurably [ask the parents]. We have all got our hands dirty figuring out their futures. It's hard work, but if you're true to your pupils, it will work out.

This Chattanooga Choo Choo business - I think we're right on track. But should I finally take the plunge and rename it after all?



Michael Jeffrey is a BAFTA winning composer and producer, who started part-time at Centre Academy London in 2020, to 'teach a bit of music'. He took on careers and admissions and then, in January 2025, became Head of School, a position he describes as a 'glorious and unexpected privilege'.

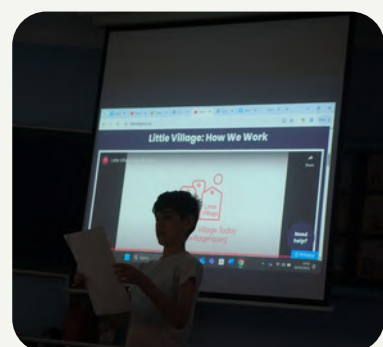
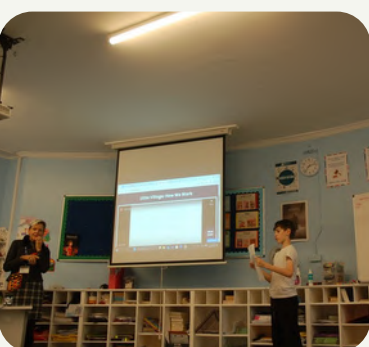
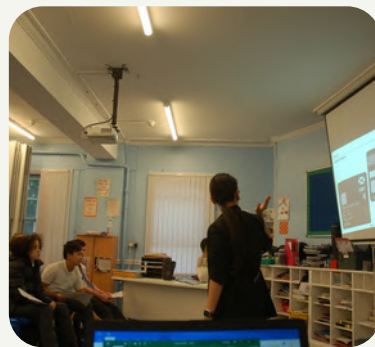
# DAY IN LIFE

## Autumn 2025



As an important part of our careers programme, we resumed, A DAY IN THE LIFE OF - here I invite people from all walks of life to talk to the pupils. It's not so much about qualifications and skills - rather what drives someone, why do they get out of bed in the morning. A big thanks to FREYJA - a vet, CLAUDIA - who supplies private jets to the super-rich [like me!], VIC, who runs Londis across the road and DECLAN who wrote an inspirational book called SO YOU WANT TO BE CAPTAIN.

Our Friday assemblies are all about coming together - we have a travelling trophy, certificates, I give out my HEAD's award and I tell my weekly joke. MJ





# Wellbeing Day at Hampton Court Palace

**LYA MBAKADI AND JASMINE KAUR**

TO MARK WORLD MENTAL HEALTH DAY, THE STUDENTS AND STAFF ENJOYED A TRIP TO HAMPTON COURT PALACE. THEY EXPLORED THE HISTORIC CASTLE, DISCOVERING ITS FASCINATING STORIES AND BEAUTIFUL GROUNDS. THROUGHOUT THE DAY, STUDENTS ALSO TOOK PART IN ART AND KITCHEN WORKSHOPS, WHERE THEY TRIED NEW SKILLS AND SPOKE WITH DIFFERENT HISTORICAL ACTORS. A HIGHLIGHT OF THE TRIP WAS THE VISIT TO THE MAGIC GARDEN, WHERE EVERYONE HAD THE CHANCE TO PLAY, UNWIND, AND ENJOY THE FRESH AIR. IT WAS A FANTASTIC DAY WITH POSITIVE MENTAL HEALTH AT ITS HEART.

**AJ: 'THE TRIP WAS FUN, MY FAVORITE THING WAS CRUSHING THE HERBS.'**

**ALFIE: 'IT WAS FUN TO GET OUT OF SCHOOL AND DO SOME INTERACTIVE LEARNING. '**

**BEN: 'A 7 OUT OF 10 ONLY BECAUSE I'VE BEEN BEFORE.'**







# ART

TRISH RAW

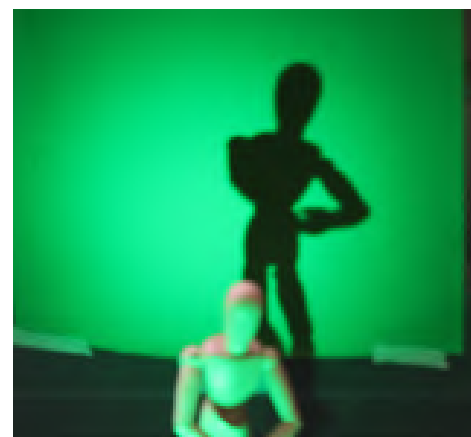
The art room is absolutely bursting with creativity, enthusiasm, colour and pizaaz! The students have certainly hit the ground running this Autumn. The extremely high quality of work has been commented upon by recent Inspectors and visitor from The Good Schools calls the Art studio "an Aladdin's cave of creative activities with the walls and corridors decked with displays"

## COLLABORATIVE REMEMBRANCE TRIBUTE



## AND IT'S NOT JUST THE TEACHER THAT TEACHES ...

Teamwork and comradery are a strong factor in art, whether its sharing skills in a GCSE class; working as a team to photograph ; and experiment with lights and shadows in Rashford or a whole school display - CAL students are exceptional in this respect.



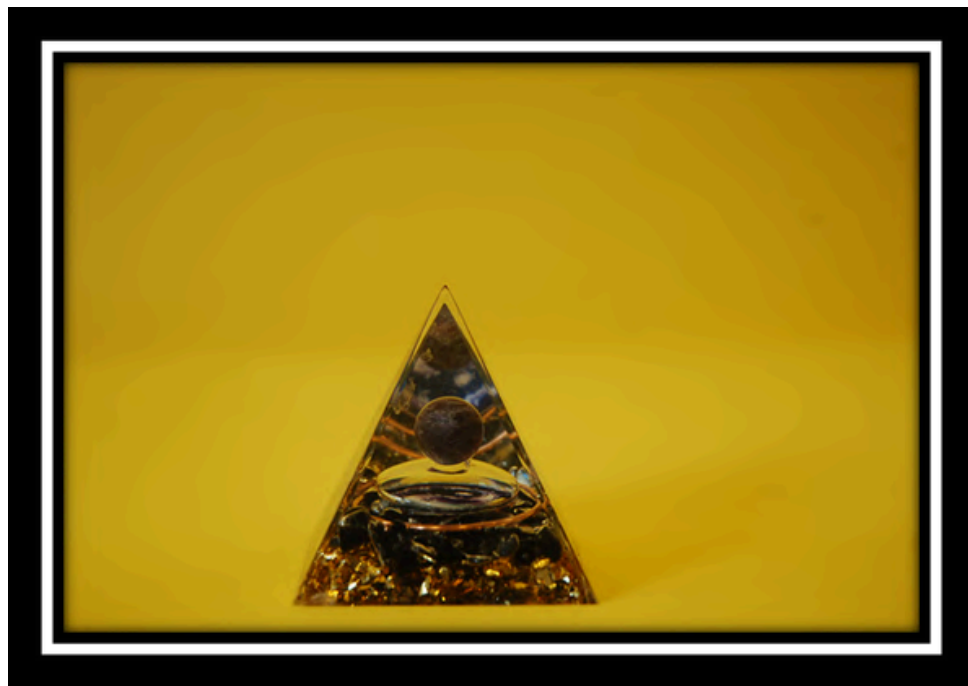
## STUDENT COUNCIL EXPLAINS THE MEANING AND LEADS THE 2 MINUTE SILENCE



# PRESTIGIOUS WINNER

**GAL - HOME TO A 1ST PLACE WINNER IN THE REGIONAL  
ISA ART COMPETITION.**

Teddy had already done us proud. I  
am elated to announce.....



**TEDDY HAS NOW RECEIVED 3RD PLACE, IN THE RECENT PRESTIGIOUS NATIONAL  
ISA ART COMPETITION.**

Mr Jeffrey was in attendance, and along with other delegates, sent Teddy lovely messages. The competition comprised of 1700 entries nationally so this is an amazing accolade!!



**A BRONZE STAR SPECIAL SPEECH:**

Thank you from the bottom of my heart for being there for me through all the ups and downs. I truly appreciate your constant support and encouragement. You've been there for me through every lesson – even the ones that weren't my favourite – and that means more than words can express.

Coming 3rd place in art photography was such a special moment for me, and I couldn't have done it without the people who believed in me along the way. Every kind message from the competition team made me feel proud and motivated, and seeing Mr. Jeffery looking so dapper with a glass of bubbly was the perfect finishing touch to a wonderful experience.

I'm so grateful for everyone who's been part of this journey – for the guidance, the laughter, and the faith you've all shown in me. This achievement isn't just mine; it's a reflection of all the support and inspiration I've received.

Thank you, truly, for being part of it.

thank you to the teachers for Your patience, kindness, and dedication to me.

Teddy

"To say he was excited to hear the news was an understatement!!! I too was leaping up and down! The week prior he told me he would be over the moon to be in the top 3, well done Teddy.

I am sharing his message in response to the news which brought me to tears. I could not be prouder of this fantastic young man who I am lucky enough to have been part of your journey into photography...not hating your art lessons with me anymore" - Trish Raw

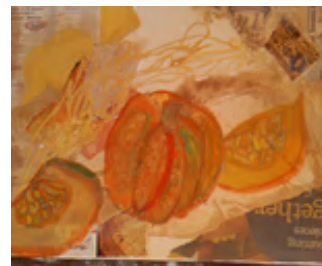


# SEASONAL COMPETITION WINNERS

Seasonal Pumpkins in a variety of methods and mediums: here are our top the for KS3 and KS4...

1<sup>ST</sup> SOF2<sup>ND</sup> ZARIAH3<sup>RD</sup> GEORGE J

SO MANY BEAUTIFUL CARDS TO CHOOSE FROM, HOWEVER JACOB'S 'STARRY NIGHT' INSPIRED WINTER SCENE HAS BEEN PRINTED AND SENT TO OUR CAL COMMUNITY TO WISH YOU MERRY CHRISTMAS!

1<sup>ST</sup> OSCAR2<sup>ND</sup> ZARIAH3<sup>RD</sup> CJAY

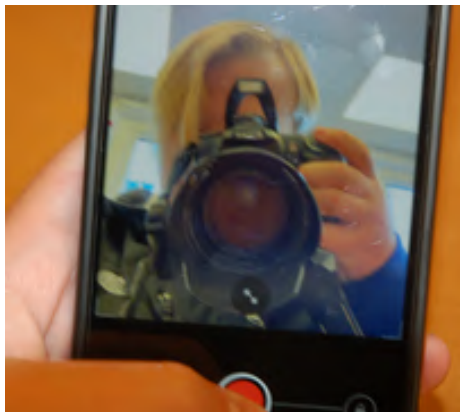
# PHOTOGRAPHY

*Some amazing photography this term as we commence our new  
photography course*

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FROM THE MACABRE TO THE BEAUTY OF CAPTURING LIGHT, SHADOW,  
COLOUR AND REFLECTION, STUDENTS HAVE CERTAINLY CAPTURED SOME  
ABSOLUTELY FABULOUS SHOTS FOR THEIR PORTFOLIOS!





CAL says Thank  
You to guest  
speakers with  
panache!!

ART



As part of our careers drive we have speakers in to share what they do for a living, giving our students a glimpse into future career opportunities. Williamson then creates these masterpieces as thank you cards for our valued guests



# KS4 Trips and Coursework

Battersea Art Centre- Into the Forest installation



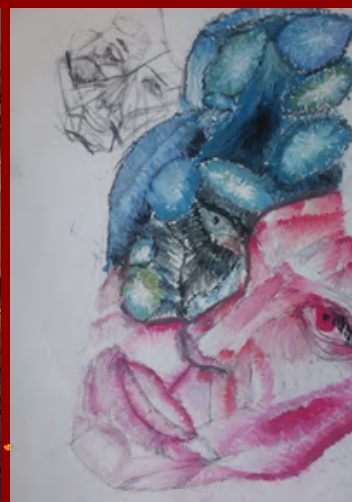
SOME PHENOMINAL WORK  
DEVELOPMENT EXPLORING OIL  
PAINTS



Some great inspiration for KS4 to explore their work on natural forms in 3D, lighting and multimedia methods and they will be working toward an installation inspired by our recent visit to the Battersea Art Centre local to us.



AN ARRAY OF EXPLORATORY DRAWINGS,  
METHODS AND MEDIUMS - HIGHLY  
COMMENDED BY RECENT ISI INSPECTORS



EXCELLENT MIXED  
MEDIA.

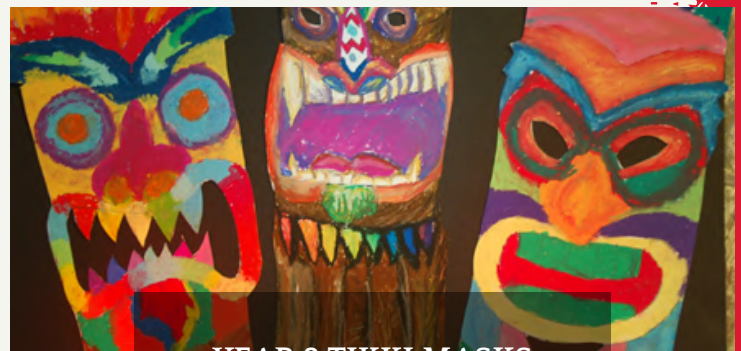


# KS3 coursework

Spectacular Year 8-9 landscapes.  
Watercolour triumphs!



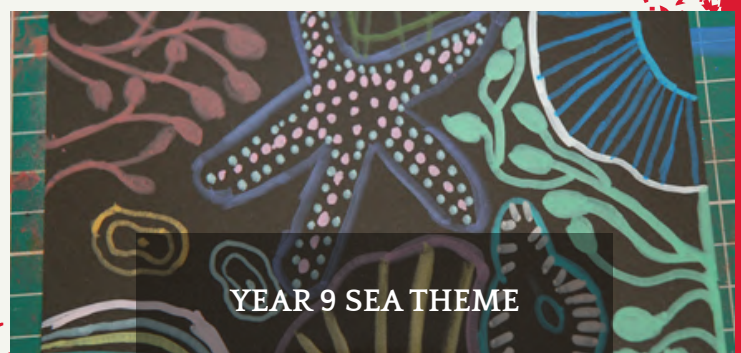
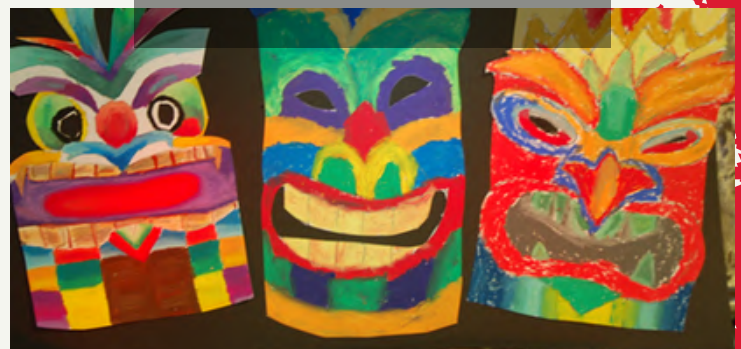
YEAR 9 POP ART



YEAR 8 TIKKI MASKS



YEAR 7 ABORIGINAL DESIGNS



YEAR 9 SEA THEME



# Film & Media

## REPORT

SOPHIE WOODLEY

### Welcome note

It's been an exciting first term joining Centre Academy as the new Teacher of Drama, Media and Film, and I couldn't have asked for a warmer or more enthusiastic welcome. The students have thrown themselves into every task with energy, creativity and real flair, making this term a genuine pleasure.

#### Rashford - MG

Our Rashford Drama group began the year by exploring key introductory skills such as vocal and physical techniques, narration, hot-seating and thought-tracking. They then moved on to working with pantomime scripts, building confidence and character work. Next term, they will be putting their new skills into practice as they create their own horror-inspired devised performance titled Darkwood Manor.

#### Williamson - Jaguar

The Williamson Drama group have also had a wonderfully varied and vibrant term. They started with 1920s silent film acting before moving on to rehearse a lively pantomime that they will proudly perform in assembly. In the new year, they will shift their focus to acting for camera, which will give them the chance to explore performance from a completely different perspective.

#### Year 9

Year 9 students have taken part in the combined Drama, Media and Film programme, a new initiative I introduced this year to give them a proper taster of their future options before they choose. This term they have created moodboards, developed comic characters, researched genre conventions, built original characters and experimented with storytelling techniques to produce their own devised pieces. Next term, we will move into scriptwriting for both stage and screen, giving them even more creative freedom.

#### GSCE

Our GCSE Film Studies group have also made an excellent start to what is both a brand new and challenging subject. They have begun learning specialist film terminology and have started exploring our two core films, Skyfall and Jojo Rabbit. After Christmas, they will begin their coursework, where they will create their own original film extract, a brilliant opportunity to develop both creative and technical filmmaking skills.

Drama Club has been full of energy, creativity and laughter. Students have explored a variety of scripts and performance skills, and I am really looking forward to growing the club even more in the new year.

It has been a fantastic first term, and I am incredibly grateful for the enthusiasm and support from both students and staff. I cannot wait to see what we create, explore and perform together next term. Here's to an even more brilliant chapter after Christmas!



Angela Farley

# Little Village

## STUDENT COUNCIL

Our students selected a chosen local charity 'Little Village', where we raised awareness and asked for donations for families with babies and young children under 5 years living in poverty.



A representative of the Student Council were invited to take our donations and the £214.48 raised to Little Village in Tooting on Monday 17th November.



# Little Village

We had a full guided tour where the students asked lots of questions about the charity. We saw how the charity has bundles for hospitals and boxes for those families already deemed in need. The "village" was very well organised with different areas for different items such as prams, toiletries, clothes and games.

Everything was sorted by age and gender/unisex by the volunteers. They have a display with a guideline of what each recipient can be given; the display is themed for the time of year and we saw the Christmas version.



Donations were given by parents  
and £214.48 raised from fund  
raising events.



# PHYSICAL EDUCATION

kALU UDUMA



Centre Academy London's Sports Day was a joyful and inclusive event filled with races, target challenges, throwing events, and relays, giving every student a chance to participate. The staff-and-parents race was a crowd favourite, and the Red House - Falcons - won the overall trophy for the second year in a row.

Students from several Houses continued their boxing training with 12 Rounds Boxing Club, developing technical skills, fitness, and teamwork through activities like pad work, bag drills, and tug-of-war.

In PE this term, students focused on handball and cricket. Handball helped enhance teamwork, communication, and tactical play, while cricket lessons improved bowling, batting, fielding, and overall confidence.



# PHYSICAL EDUCATION

AUTUMN 2025



## What We Learned

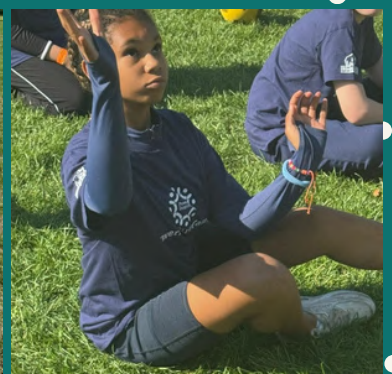
### ISA Inclusive Sports Festival

Students from Centre Academy London took part in their second ISA Inclusive Sports Festival in Hyde Park, joining schools from across London for a warm, welcoming day of accessible sport.

They mixed confidently with peers, formed new friendships, and enthusiastically participated in every activity. Organisers praised their skills, teamwork, and sportsmanship.

The event strengthened both their sporting abilities and sense of community, and the school looks forward to returning next year.

## Moments





# • AND IN OTHER NEWS • • A SHOUT OUT TO ANDY! •

In September Andy competed in his very first road race and came third!

The race was hosted by City Academies (a cycling company by British Cycling) at Lee Valley Velopark. It was a road race and they had to do 10 continuous laps around a road track.

A massive well done on this achievement!

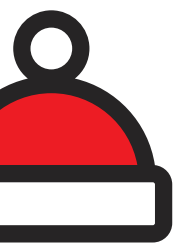





# Speech and Language therapist




JOSIE CHICK




Here are some quick, engaging activities you can play at home with your child to help strengthen vocabulary, confidence and communication skills. These games are easy to set up, fun to play, and support the language skills needed across school subjects.




## Why Is Vocabulary Important?



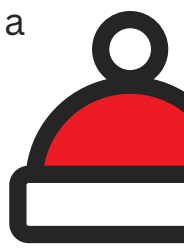
A strong vocabulary helps children understand what they read, express themselves clearly, and engage confidently in discussions. It supports all school subjects (from English and science to history and maths) because students need to understand key terms and explain their thinking. A wider vocabulary also helps with writing tasks, comprehension, and everyday communication. Most importantly, when young people can find the right words, they feel more confident sharing ideas, solving problems, and joining in conversations.



### 1. Saboteur Game



Choose a category (e.g., animals, objects, hobbies). Select a secret word while the guesser leaves the room, then secretly choose one player to be the saboteur. Everyone gives one descriptive clue about the word (using clear, specific vocabulary) while the saboteur gives a slightly misleading clue.



Great for: description, inference, listening and critical thinking.

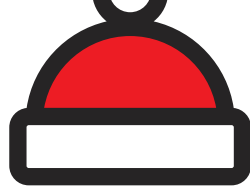
### 2. Reverse Dictionary

Give your teen a definition and ask them to name the word. Swap roles so they create definitions too.

Great for: word retrieval and understanding meanings.







### 3. Synonym Switch

Choose a simple word (e.g., good, big, nice, interesting) and take turns replacing it with more precise alternatives.

★ Great for: expanding vocabulary and enriching spoken/written language.

### 4. Connect the Words

Pick two unrelated words (e.g., volcano and headphones) and challenge your child to explain how they could be linked.

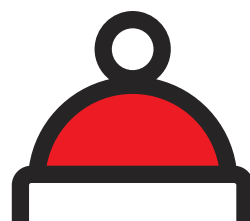
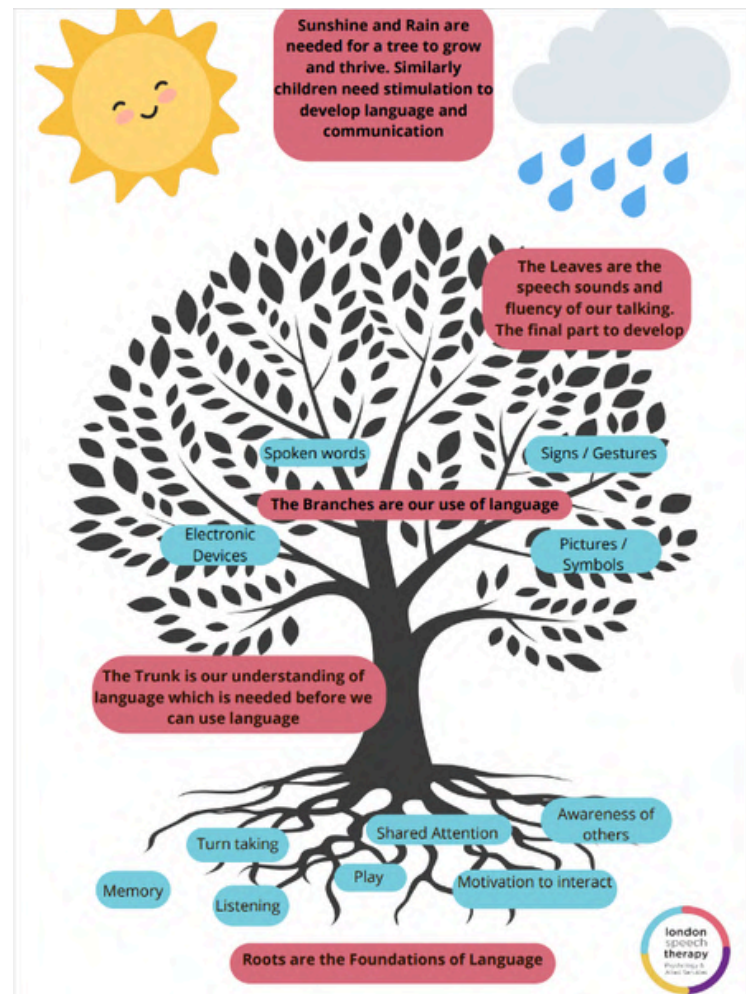
Great for: creative thinking and flexible language use

### 5. Caption Challenge

Find a funny or unusual picture and create the best caption you can using interesting vocabulary.

Great for: descriptive language and creativity.

These short, playful activities fit easily into everyday routines and can make a meaningful difference to your child's vocabulary, confidence and communication skills.



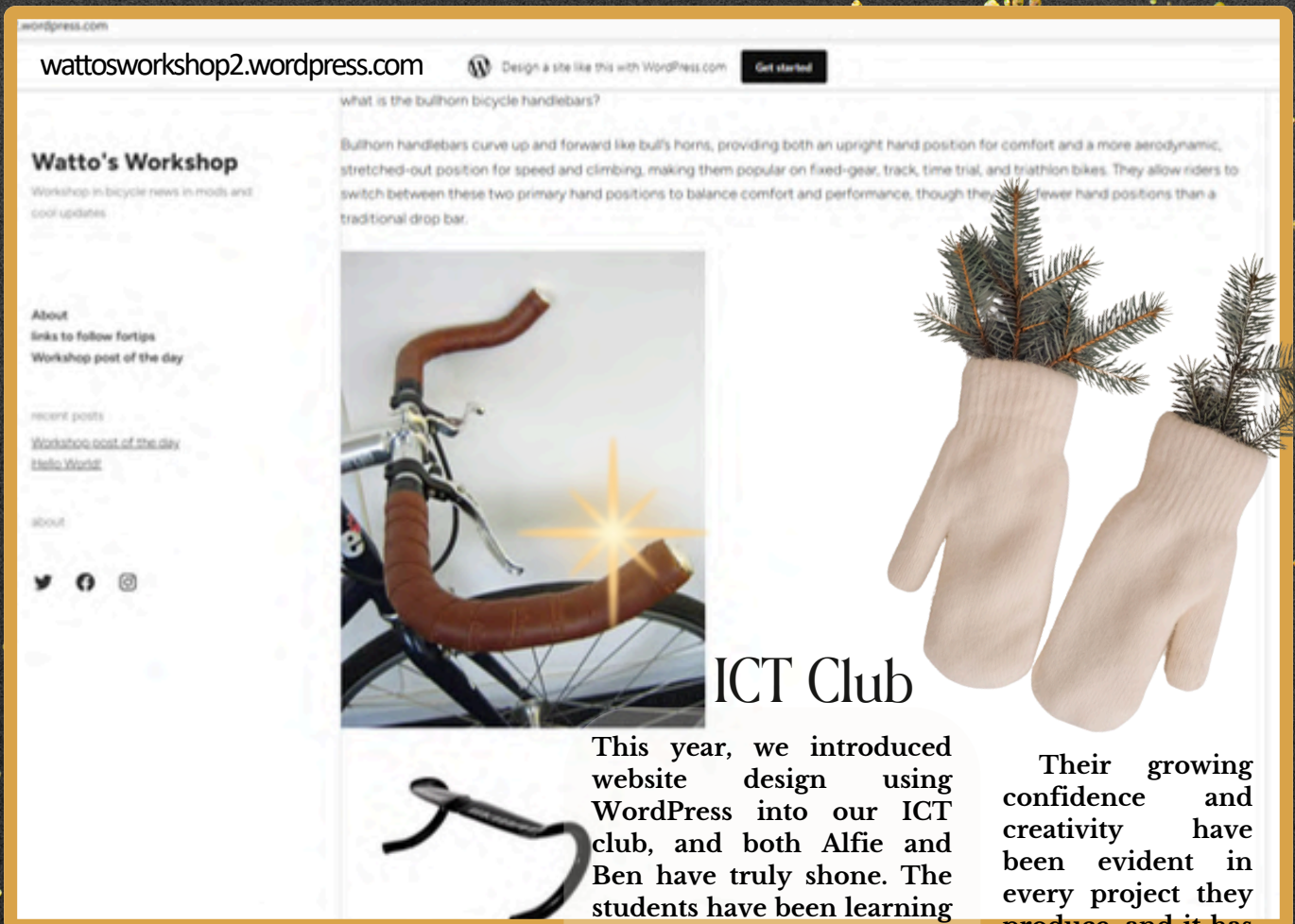


ICT Club - Website Design  
Machine Language  
Desktop Publishing

Autumn  
2025

# INFORMATION, COMMUNICATION *Technology*

Website Design by Alfie



## ICT Club

This year, we introduced website design using WordPress into our ICT club, and both Alfie and Ben have truly shone. The students have been learning key web-development concepts such as creating and managing hyperlinks; connecting multiple web pages; and designing professional landing pages for businesses.

Their growing confidence and creativity have been evident in every project they produce, and it has been exciting to see them apply their new skills in practical, real-world ways.



# INFORMATION, COMMUNICATION *Technology*

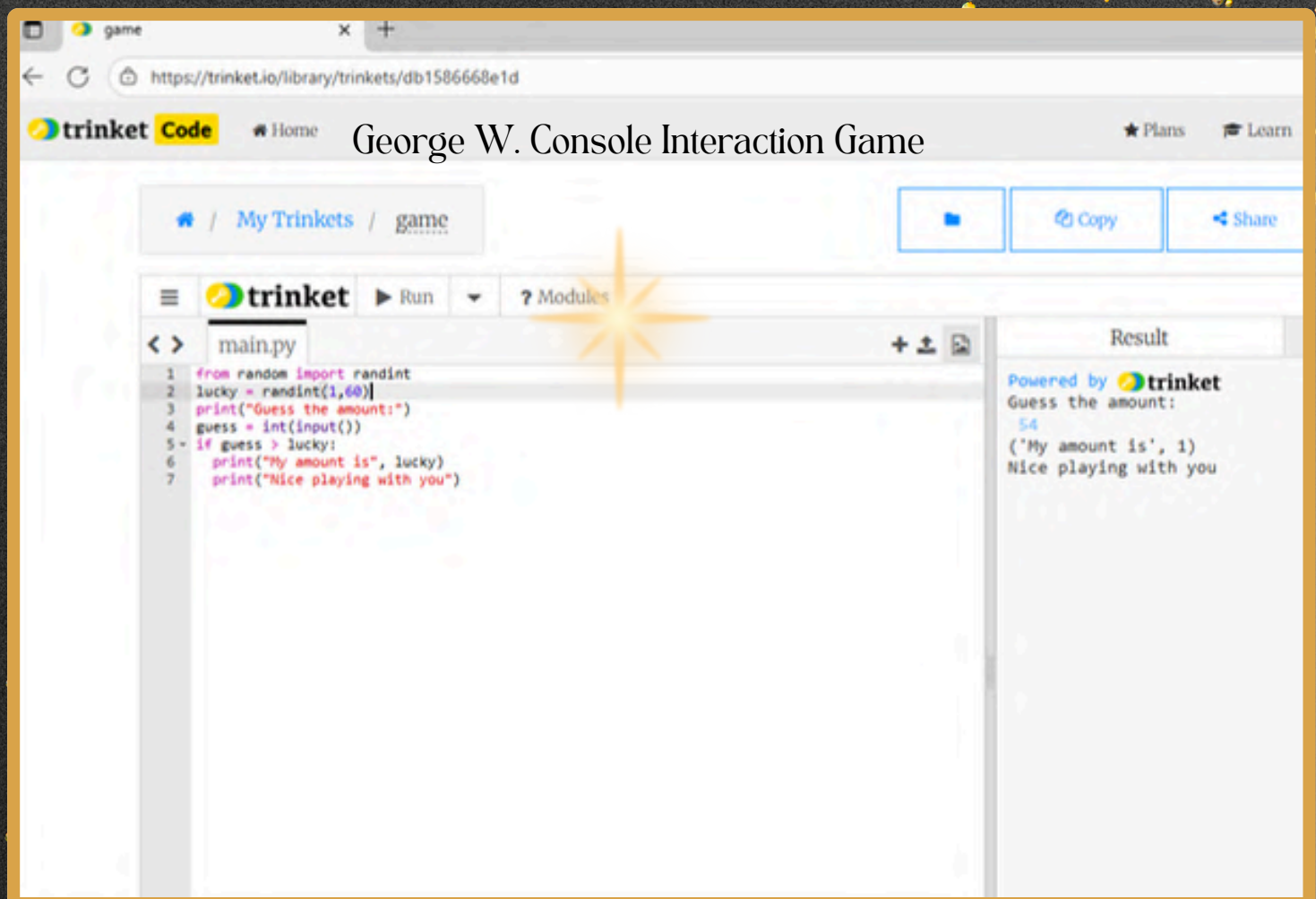
## Machine Language

This year, we introduced our students to the Python programming language. Throughout the course, they explored the fundamentals of programming syntax and learned how to write basic programs that facilitate interaction between users and computers.

We also delved into the principles of data representation, helping students understand how information is structured, processed, and stored within a program.

In addition, they practised translating human language into computer-readable instructions and learned how computers interpret and convert machine language back into forms humans can understand.

The overall experience provided a solid foundation for understanding how programming enables effective communication between people and technology.



The screenshot displays a web browser window with the URL <https://trinket.io/library/trinkets/db1586668e1d>. The page title is "George W. Console Interaction Game". The interface includes a "trinket Code" logo, a "Home" link, and buttons for "Plans" and "Learn". Below the header, there's a breadcrumb trail: "My Trinkets / game". The main area shows a code editor with a file named "main.py" containing the following Python code:

```
1 from random import randint
2 lucky = randint(1,60)
3 print("Guess the amount:")
4 guess = int(input())
5 if guess > lucky:
6     print("My amount is", lucky)
7     print("Nice playing with you")
```

To the right of the code editor is a "Result" panel showing the output of the program:

```
Powered by trinket
Guess the amount:
54
('My amount is', 1)
Nice playing with you
```

A large orange starburst graphic is overlaid on the code editor.



# INFORMATION, COMMUNICATION *Technology*

Letterhead image design by Michael and Soraya.

Students were taught the basics of desktop publishing, including how to format text, design document layouts, and insert images effectively. They practiced creating professional documents and learned how to design letterheads by combining text, graphics, and layout elements. The lesson helped them build essential skills for producing clear and visually appealing documents.

McDonalds



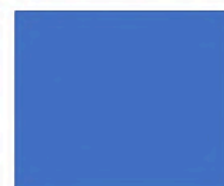
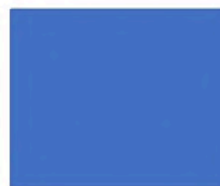
You have been expected to work at McDonalds you will work at the drive through you will come in ever day at 5am you will some times have a night shift you will get to come in at 8am if you do the night shift you will get a free meal every day you will get a bigger meal if you work longer you will get to make food some time but when m,. you get here we will show you around .we are happy you will work with us se you on Jun 16 2026.

Donalds

WESTMINSTER, WC2N 5HY

S **SORAYA**

## BEST GAME NOMINATION





# PSHE UPDATES

In the first half of Spring term, students will be studying RSHE (Relationship, Sex and Health Education). RSHE is vital in helping pupils develop the knowledge, skills and values they need to lead healthy, safe and respectful lives. In line with the Department for Education (DfE) statutory guidance, high-quality RSHE supports children's personal development, promotes wellbeing, and equips them to make informed decisions. It also plays an essential safeguarding role by helping pupils recognise risks, build resilience and know how to seek help.

Rashford/ MG	Williamson/ Jaguar	Watson/ Aston Martin and Attenborou gh/ McLaren	Mandela/ Jensen, Eilish/ Land Rover and Khalo/ Bentley	Goldgerg/ Lotus
<b>Me and My Friends</b>	<b>Respecting Everyone</b>	<b>Different Families</b>	<b>Positive Relationships</b>	<b>Communication in Relationships</b>
What is a friend? being kind, saying no to bullying and discrimination.	We are all different, challenging prejudice. Understanding racism, homophobia, transphobia.	All families are different (single- parent, same- sex), responsibilities. Healthy relationships, conflict resolution. Forced marriage.	Respect, Understanding consent and the law, impact of pornography, unhealthy relationships. Sextortion.	Assertive communication, dealing with arguments. Communicating consent. Recognising abuse, stalking, and coercion.

## Right to withdrawal

If your child is a part of Jensen, Land Rover or Bentley, you have the right to withdraw from learning on the sex education component of study; this component is the impact of pornography. If you wish to withdraw your child, please return the 'Right to Withdraw' form to Michael Jeffrey by Monday 5<sup>th</sup> January 2025. Forms were given to students two weeks ago and also email by Ms Kaur. If you wish to speak further about RSHE - or PSHE - please contact her as PSHE Lead.





# Humanities



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*Jasmine Kaur*

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## **WE STARTED THE YEAR ON A HIGH!**

**GCSE STUDENTS ACHIEVED SUCCESS IN THEIR SUMMER EXAMS WITH HISTORY STUDENTS ACHIEVING GRADES 4 - 5 AND CITIZENSHIP STUDENTS ACHIEVING GRADES 5 - 7.**

**KS3 STUDENTS CREATED A HISTORY MAGAZINE FOR A NATIONAL COMPETITION AND... THEY WON AN AWARD, BEING 'SPECIALLY COMMENDED!'**

### ***RASHFORD***



Rashford students started the year with learning about the Battle of Hastings. They got creative, acting out different battles, and even made their own shields! They look pretty fearsome. don't they?!

In geography they studied Tectonic Hazards, learning about the layers of the earth; tectonic plates; and plate boundaries.

### ***WILLIAMSON***

Williamson students also got creative when learning about the Industrial Revolution by making their own inventions. Check out C-Jay's impressive model of Stephenson's Rocket.

Students were given a range of interpretations from historians about the time period and asked to consider how and why the interpretations differed. A shout out to Ava - Mae who produced a fantastic essay in which she began to critique the arguments made by the historians whilst presenting her own opinion with confidence.





In the second half term students learnt about rivers. To understand the difference between porous and impermeable rock, students created a model which had several layers and poured water to see which layers the water passed through. To help understand the key features of a river's journey, students made their very own watershed model.

## WATSON AND ATTENBOROUGH

Students started the year by learning about the Holocaust. Students considered the reasons why this event took place and had a chance to reflect on the lessons that can be learnt.

Students also studied about women's suffrage through the case study of local Anglo - Irish heroine Charlotte Despard. To learn more about this Battersea suffragette, we visited the display at Duval House where we were met by local historian Jeanne Rathbone. Jeanne spoke about her work on women's history and students got the chance to ask questions and learn outside the classroom.

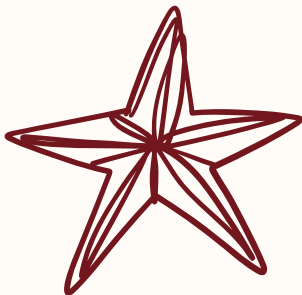
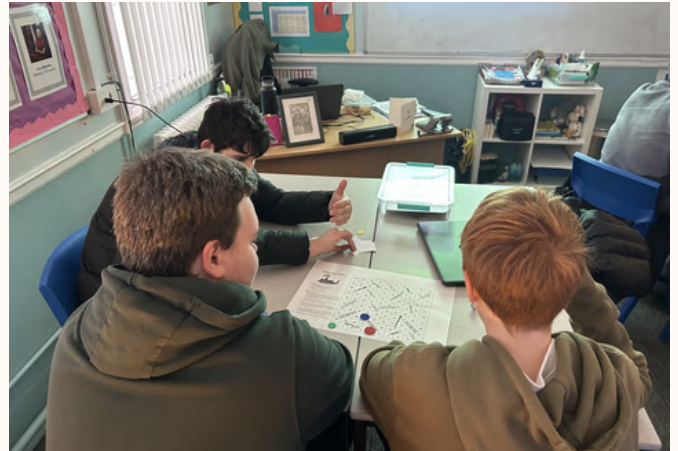




# **GCSE HISTORY**

Our History cohort has grown this year! Students have spent the term learning about Henry VIII and his Ministers and there has been a real focus on students development of extended writing. This has led to the writing of some fantastic essays on Thomas Wolsey's downfall and the changes to the Catholic church.

Students will be completing a History mock in January. Students will sit a paper on Henry VIII. Students who have studied History last year will also sit a paper on Medicine Through Time.



## ***IN OTHER HISTORY NEWS...!***

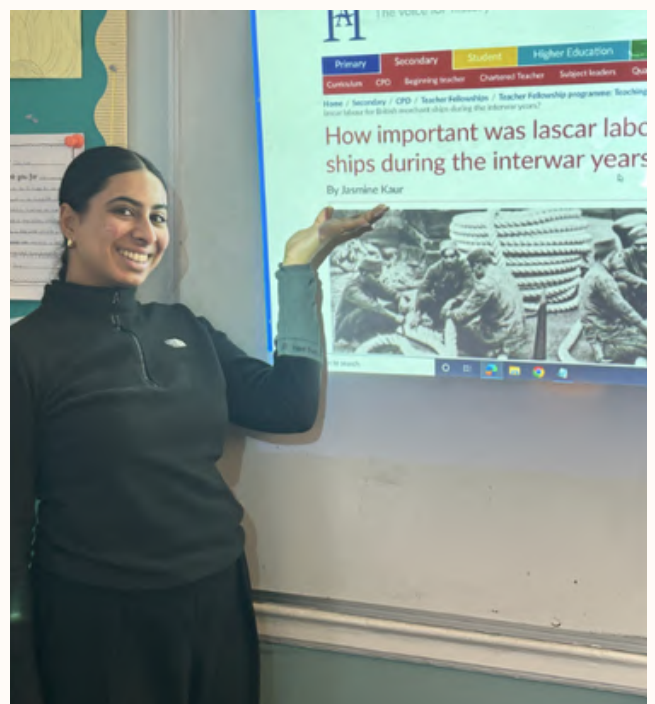


I have spent the last year completing a Teacher Fellowship with the Historical Association and London School of Economics and Political Science.

I am pleased to say that the resources I have been working on for teaching SEN children about economic history have now been published online!

I am proud to have created them with our CAL students in mind and hope they can support students up and down the country.

It's been an incredibly fruitful experience!



# ***[GCSE] CITIZENSHIP***

This year Citizenship has become a compulsory subject for all Key Stage 4 students. This is to support them in becoming well informed individual, confident about the world around them.

Two new cohorts started the subject, with a handful of students taking it as a qualification. They have studied the module 'Life in Modern Britain.' Second year Citizenship students completed an Active Citizenship project; a highlight of the project has been them showcasing their work in assembly.

First year GCSE Citizenship students will have a mock in January on the module 'Life in Modern Britain.'





# UK PARLIAMENT WEEK

JASMINE KAUR



## THIS YEAR CAL TOOK PART IN UK PARLIAMENT WEEK!

**BUT WHAT IS UK PARLIAMENT WEEK, I HEAR YOU ASK!**

UK Parliament Week is a national event that takes place across school to encourage students to recognise the importance of democracy and gain greater insight into the running of UK Parliament.

At CAL, students were lucky enough to have two visitors and take part in a poster competition as well as 'The Big Democratic Quiz' in assembly.

# A VISIT FROM A LORD

On Friday 21<sup>st</sup> November, Lord Russell of Liverpool spent the afternoon with our students. As a part of the 'Learning with the Lords' programme put on by the UK Parliament Education team, he spoke about how he became a peer; the work he does; and the challenges he faces with his job. Students were engaged and asked lots of insightful questions. Lord Russell also attended assembly where he gave out certificates and was presented with a beautiful piece of artwork created by the Williamson art students.



## ‘THE BIG VOTE’ WORKSHOPS

On the following Wednesday students took part in workshops on voting and different types of elections. They were led by Diaz who works in Parliament.

KS3 students were given the task of producing their own political party and came up with great policies like free transport for mothers.

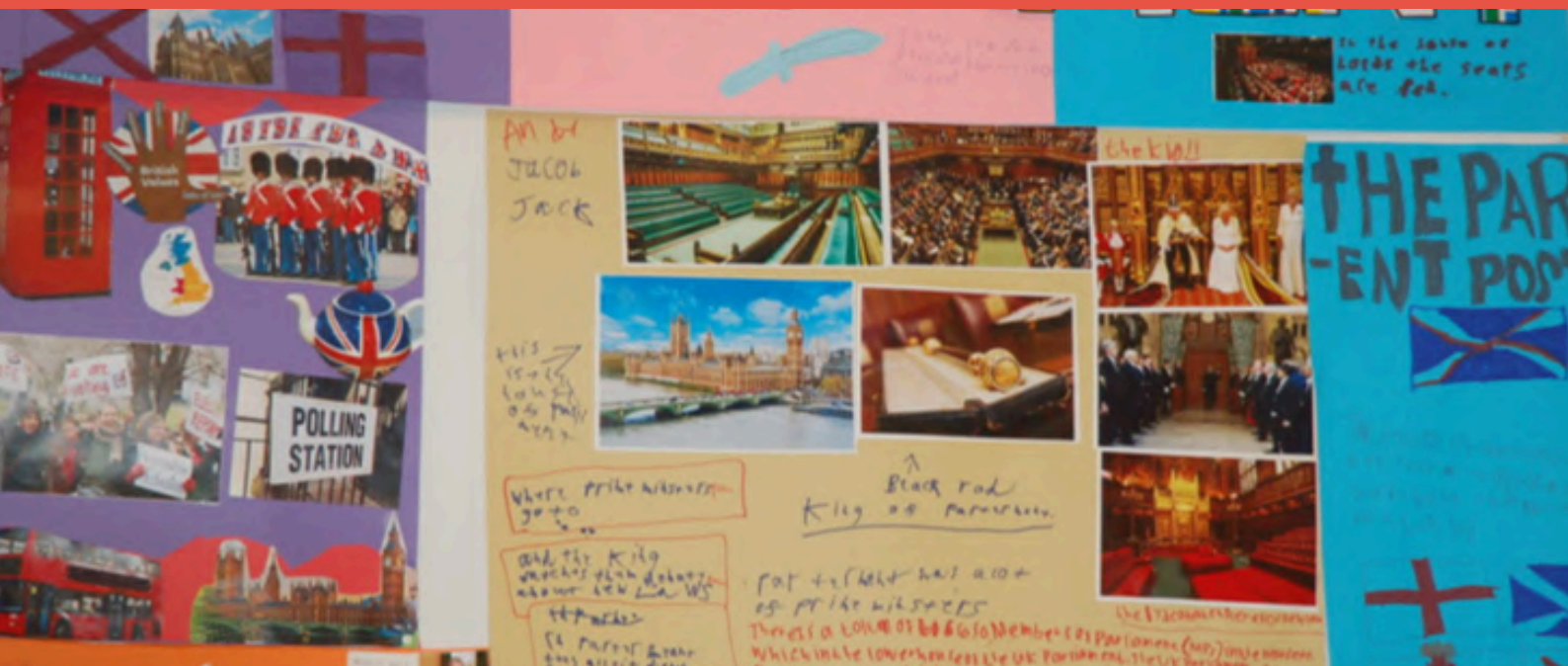
KS4 students acted as MPs and voted on the issues of stronger age verification services.

Democracy in action!





# FORM POSTER COMPETITION



## ‘THE BIG DEMOCRATIC QUIZ’

We ended the week with a quiz in assembly! Students were given 10 multiple choice questions and asked to recall knowledge they had learnt from the week; for example, 'What colour are the seats in the House of Commons?'

Students that achieved 7/10 questions correctly will be entered into a ballot with the winner winning a £10 Amazon voucher.



# Message from SCHOOL COUNCILOR

## REST, RECHARGE & TAKE CARE THIS CHRISTMAS BREAK

As we reach the end of another busy term, I want to remind our students, families, and staff of something important: rest is not something we earn — it's something we all need. The

Christmas break is a wonderful opportunity to slow down, reconnect, and take care of ourselves.

The holidays can be joyful, but they can also be busy or overwhelming. Taking time to look after our well-being helps us return in the new year feeling refreshed and more resilient. Self-care doesn't need to be complicated or expensive — small moments of calm make a big difference.

Centre academy london 5th december

The break can be a chance to reconnect.



Take a break from screens

✨ Do one thing you enjoy every day ✨ Keep a routine

❄️ Get outside – fresh air and movement support both mental and physical health.

💬 Talk to someone you trust – sharing thoughts and feelings can lighten the load.

*Lya Mbakadi*





# A CHRISTMAS TOAST TO PARENTS

To the parents who journey where roadmaps are few,  
who champion their children in all that they do,  
may this season bring comfort, some calm in the day,  
and moments of magic that brighten the way.

You navigate challenges with courage and grace,  
turning obstacles gently into triumphs to trace.

With patience that sparkles and resilience that glows,  
you steady the storms and help confidence grow.

You've mastered routines, even those that shift fast,  
found humour in hiccups and joy built to last.

Through each high and low, each surprise and bend,  
your love is the constant that guides and defends.

So here's to your strength as the year reaches its close

---

to the hope that you nurture, the bravery you show.

May the holidays bring peace, however it appears,  
and a warm festive cheer to carry you into the New  
Year.



**SENDCO CORNER**

**MARIA PALMARTSUK**



# CONTACT SAFEGUARDING

**IF DISTRACTIONS & CONTACTING OTHERS  
DOES NOT HELP, CONTACT PHONE &  
TEXTLINES SUCH AS:**

## **Childline**

**Website:** [www.childline.org.uk](http://www.childline.org.uk)

**Telephone:** 0800 1111

- A Confidential helpline which for children and young people to discuss problems they are facing

## **Shout**

**Text NATTER to 85258**

- A free, 24/7 text-line, which puts you in touch with 'Crisis Counsellors' who are trained to help you manage any mental health crisis you are experiencing

**Keeping  
children safe  
is everyone's  
responsibility**



## **RESOURCES**

- Papyrus also has a website with helpful resources and information: [Please pack a healthy snack and a water bottle for your child each day. This helps keep them energized and hydrated throughout their busy day.](#)

## **IF I FEEL I AM IN SERIOUS DANGER I CAN:**

- Call 111 for Medical Advice
- Call 999 if you have seriously harmed yourself or are in immediate danger
- Head to A and E - if you are struggling to cope with suicidal thoughts; if you have seriously harmed yourself; or are in immediate danger.

## **PAPYRUS - HOPELINE UK**

**Call:** 0800 068 4141 **Text:**  
07860039967

**Opening times:** 9am – 10pm  
weekdays, 2pm – 10pm weekends,  
2pm – 10pm bank holidays

- A phone/text line dedicated to helping children/young people who are experiencing suicidal thoughts and feelings as well as those who are concerned about them



# AND FINALLY... HAPPY HOLIDAYS!



PRICELESS KIDS!



BEST EXCUSE FOR BEING LATE ' COMPLICATIONS WITH MAKING A  
SHEPHERDS PIE'

TEACHER ' THINK OF A PERSON WITH A SUPERPOWER'

PUPIL ' PEPPER PIG. HIS SUPERPOWER IS TURNING HIMSELF INTO BACON'