



# CENTRE ACADEMY Newsletter

Issue 1 January 2025

## A big cheer for the new CAL magazine 'The Trumpet'!

## Welcome to issue number 1.

Fingers in lugs! An ear-piercing fanfare heralds the arrival of issue number 1 of THE CAL TRUMPET!! [Thanks to Ava for the great design.]

A brassy welcome to our new teachers – Mr. Jordan, Ms Cole, Mr Ahmed, and Mr Hossain.

And Rocheline! – Miss Rockie, to us, who is our maternity cover and will lead our Safeguarding.

On that note, we wish Miss Shaker and her new baby boy all the very best. Halima has been a rock for our pupil's and an enormous friend to the school.

– we would LOVE to hear your thoughts – maybe you have some questions you would like to send to **THE TRUMPET** and we will publish a selection in the next issue.

Please write to [jkaur@centreacademy.co.uk](mailto:jkaur@centreacademy.co.uk)

I have nothing more to add – let the music begin! MJ



### Staff List – Spring 2025

**Michael Jeffrey** Head of school, Admissions and work experience

**Jasmine Kaur** Humanities, Citizenship, Teaching, learning and assessment lead

**Christopher Likoray** – English, Curriculum lead, Exams Officer.

**Maria Palmartsuk** - SENCO Safeguarding.

**Rocheline Mabika** - Citizenship Therapists

**Michelle Billa** - Occupational Therapist

**Danni Lund** - Speech and Language therapist

**Neema Marshall** - School Counsellor

### Teachers

**Neterma Jordan** - English, School Council

**Bernadine Cole** - Maths

**Mishkath Ahmed** - Maths

**Hamzah Hossain** – Maths, English, History

**Angel Okundaye** - ICT

**Sarah McGregor** - Creative media, Digital media and theatre studies

**Uduma Kalu** – PE, PSHE

**Trish Raw** - Art and Admissions

**Jam Dorjee** - Science

**Angela Farley** - Maths

### Office

**Karen Scully** - Office manager

**Dawn Gallagher** - Office assistant and PE

### Key Assessment Timetable

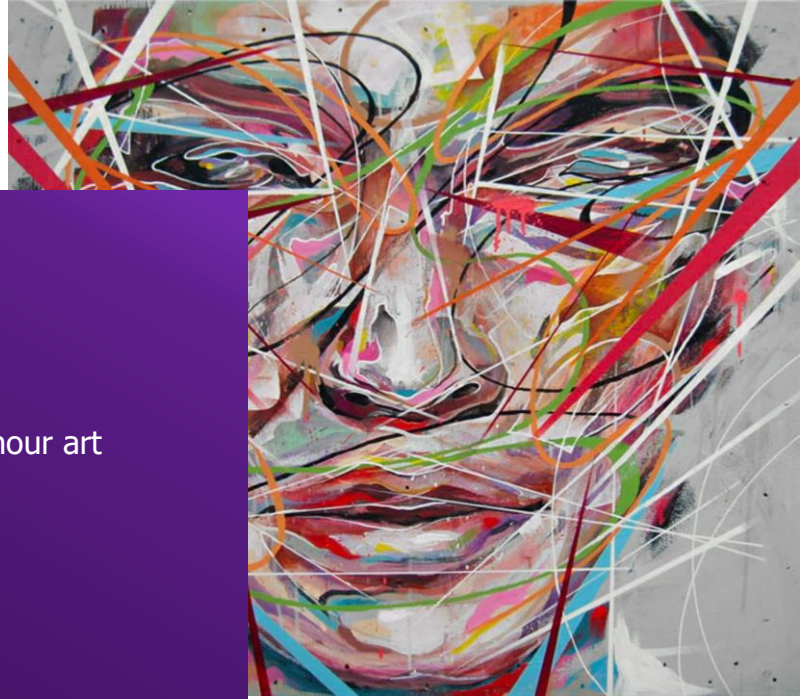
<b>Spring 1</b>	Monday 3 <sup>rd</sup> February to Friday 7 <sup>th</sup> February
<b>Spring 2</b>	Monday 17 <sup>th</sup> March to Friday 21 <sup>st</sup> March
<b>Summer 1</b>	Monday 12 <sup>th</sup> May to Friday 16 <sup>th</sup> May
<b>Summer 2</b>	Monday 16 <sup>th</sup> June to Friday 20 <sup>th</sup> June

This timetable is for the following mentor groups:  
**Rashford, Williamson, Watson and Attenborough**



# ART

*From: Trish Raw*



## SPOTLIGHT

Our talented Year 11's completed their 12-hour art mock exams.

They are, quite rightly, very proud of their creations!



# ENGLISH

From: Chris and Neterma



**YoungWriters**  
EST. 1991

# POETRY ESCAPE

COMPETITION FOR 11-18 YEAR-OLDS

**ESCAPE THE CHAINS OF:**

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

**LIBERATE THE WORLD FROM:**

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

**RETREAT INTO:**

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

SEE YOUR WORK PUBLISHED IN A BOOK

WIN AN IPAD MINI AND A TROPHY!

SEE THIS TEACHER FOR MORE INFO: [Name]

HAND IN BY: [Date]



## Emotional Based School Avoidance

A child not wanting to go to school may happen at any time. However, it is most common in children ages 5-7 and 11-14, times when children are dealing with the new challenges of primary and secondary school.



*EBSA, (Emotionally Based School Avoidance) is now a colloquial term that relates to the difficulty a child has attending school due to anxiety, fear or emotional distress.*



### Social Factors

- Social and/or work pressures at school
- Friendship Issues



### Family Factors

- Home and/or family factors
- Past negative experiences/trauma



### Personal Factors

- Poor Self-confidence
- Impact of Covid-19 pandemic

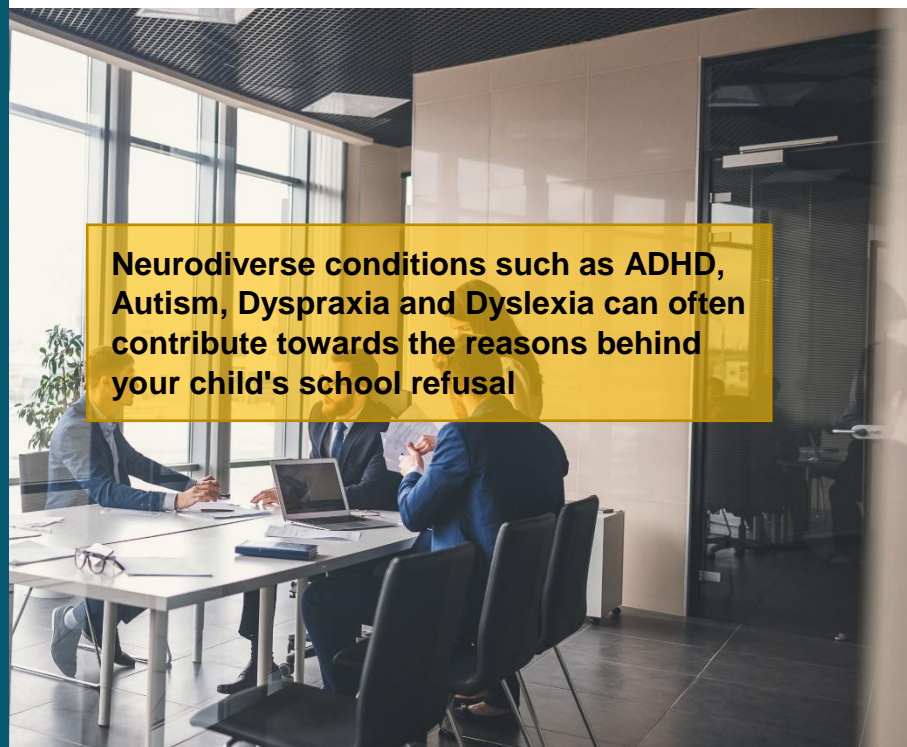


## What to do if your child is refusing to go to school?

It can be a worrying time for you as a parent, so go easy on yourself and your child. The most important thing is to listen to your child; to try and be calm; be patient and show empathy. It's also important to look after yourself and seek support when you need it. If your child isn't able to get into school, avoid arguing with them and be supportive of any small achievements they make, like putting their uniform on or walking to the school gates, even if they can't go in.

You can also consider:

- Keeping in regular contact with school and work with them on strategies to help your child, including helping them do work at home if necessary.
- Set small, achievable targets, such as visiting the building outside school hours or attending one lesson
- Request a home visit from a school staff member so your child can check in while feeling safe and see that the school cares. This is an opportunity to discuss any strategies that might help them.
- Ask for a reduced timetable, with regular reviews to discuss building back up at a manageable rate.
- Discuss changing classes or sets if your child thinks this would help.
- Focus on qualifications needed for what your child wants to do next, perhaps dropping a less relevant GCSE to reduce stress



**Neurodiverse conditions such as ADHD, Autism, Dyspraxia and Dyslexia can often contribute towards the reasons behind your child's school refusal**



# How can we help!



- Work closely with the young person and family to create a transition timetable
- Starting school later or leaving school earlier to avoid crowds
- Meet and greet by a trusted member of staff at the start (sometimes during or at the end) of the day
- Regularly checking with a child that they are okay and mentor time check-ins
- Help to understand and manage their feelings and emotions
- Help to find the triggers
- Positive praise (for getting through a lesson - replacing sanctions for challenging behaviour)
- 'Time-out' card for when feeling overwhelmed in lessons
- Lesson breaks (to allow some calm down time or movement break)
- Learning away from the classroom, in a dedicated area or room sometimes known as a 'safe space'
- Lunching away from the dinner hall, ask whether any lunchtime clubs available.

## Who to contact?

If your child is unable to come to school, report the absence to the school office as soon as possible. For persistent absences and support with anxiety around the school please contact: Maria Palmartsuk, SENDCo and Attendance Lead:

[mpa@centreacademy.co.uk](mailto:mpa@centreacademy.co.uk)

## ELSA

This was Williamson in ELSA taking part in an activity called "web of common interest". This term we are learning about friendships and in this lesson, we were talking about things we have in





## Speech & Language Therapist

With Neurodiversity Celebration Week approaching at the end of this term (17-23 March 2025), our focus in the SaLT department has been on raising awareness, developing understanding and fostering a learning environment that celebrates our unique strengths. What is Neurodiversity you ask? It's the idea that all our brains work differently; encompassing both neurotypical people and those with diagnoses such as Autism, Dyslexia, ADHD, Dyscalculia etc. Often within our society, we see neurological differences as something to be fixed. Because of this, we miss out on enabling people who are neurodivergent to be accepted for who they are, to celebrate their strengths, to develop self-awareness and to advocate for their needs. While we are only at the beginning of this vast topic, both teachers and students have taken time so far to reflect on what makes each of our students unique and to use those characteristics to connect, build relationships and discuss learning styles. Students have engaged in interesting discussions, sharing about their preferences and using their passions to forge new friendships. We will continue to explore this topic for the rest of this term with the goal of developing tolerance and self-advocacy skills in all of our students.

## Occupational Therapist

Sensory Integration Therapy is conducted inside Centre Academy London School wherein it has a specialist equipment in the sensory room. A certified Ayres Sensory Integration therapist are giving full assessment to the young person and plan a treatment. Sensory Integration treatment aim is to help people improved their sensory symptoms by using various therapeutic tools with the goal of:

- stimulating the senses through sensory input to be in 'just right' place to work in the areas of weakness in order to progress further.
- challenging fine and gross motor planning
- encouraging movement of the body
- developing new adaptive behaviours and responses



# ARTS & FILM

1. A LEVEL DIGITAL MEDIA and DESIGN
2. CREATIVE MEDIA SKILLS BTEC L2
3. PRODUCTION SKILLS BTEC DRAMA

*From: Sarah McGregor*



## Performing Arts, Film and Media Department

Students are learning how to set up a mini photography studio; learning camera and interviewing skills; and discussing and creating sound effects and sound design in Drama and Production skills

### Media, Film and Drama pathway

When I joined the staff at Centre Academy London in February 2022 as teacher of Film Studies and Theatre Studies, I was immediately impressed with the creativity of the student cohort and how clued up the students were – and still are - in wanting to combine creativity with the latest in technology to produce interesting up to date work. Students these days are truly the digital media generation! Also, a substantial number of students showed promise and strong skills in theatre skills. - Ms MacGregor

### Development Pathway in M.F.D

In 2022, the Creative Media Skills BTEC Level 2 course was introduced, providing students with a GCSE equivalent qualification. By 2024, all Film Studies students had achieved their GCSEs, and five BTEC national students had achieved the Extended Certificate in Creative Media Skills with Merits. The aim is to establish BTEC national qualifications as a pathway for students to progress onto GCSEs in Film, Media Studies, and Drama, or higher qualifications and training. The course can also provide a pathway to Level 3 (A Level equivalents).

### Progression Pathway in M.F.D

In 2024, two upper school students achieved their Extended Project Qualification L3 in digital illustration and animation. The school has invested in digital media software and equipment, including Apple Macs and high-specified PCs. The Creative Media Skills cohort is currently working on magazine designs, short films, animations, podcasts, and music videos. The Drama students can take national qualifications in BTEC in Performing Arts and Production Skills (Level 1) for lower school students, focusing on acting, performance, stage lighting, stage design, prop making, costume making, or sound design.



# Performing Arts & Film

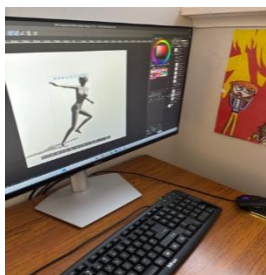
Some of the upper school students performing and researching their plays at a local theatre venue in Vauxhall (2024)



## What's New?

CAL is now approved to offer the A Level in Digital Media and Design which offers the students an 'industry facing' experience by creating digital media designs for industry and art exhibitions – and our first Upper school student on the Digital Media and Design course is developing her ambitions in digital design by producing draft designs for a Computer Games Café and an exhibition on Dreams, Fantasy and Reality.

Using 3-d modelling software in design work for Gordon Lau's 2025 Extended Project Qualification



Below are Extended Project Qualification L3 display by an upper school student 2024 and a magazine design by Zariah Smith one of our new rising stars in Creative Media Skills 2025



The new cohort of Drama students is taking national BTEC in Performing Arts and Production Skills (Level 1) for lower school students, aiming to gain qualifications in acting, performance, stage lighting, stage design, prop making, costume making, or sound design.



If any students or parents would like to find out more about these qualification pathways please don't hesitate to get in touch. [smacgregor@centreacademy.co.uk](mailto:smacgregor@centreacademy.co.uk)

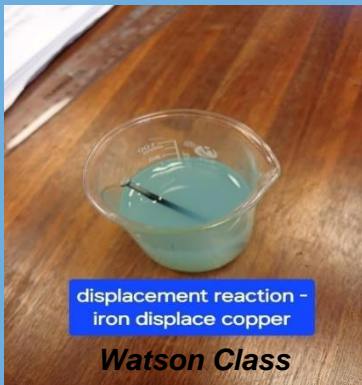


In science students have been learning a range of topics: from atoms to chemical reactions to human reproductive systems to genetics to fuels.

*"I am so proud of our students as the majority of them enjoy and engage in science lessons. Here are snap shots of various experiments and activities in science lessons."*

*From: Jam Dorjee*

## SCIENCE WORKS



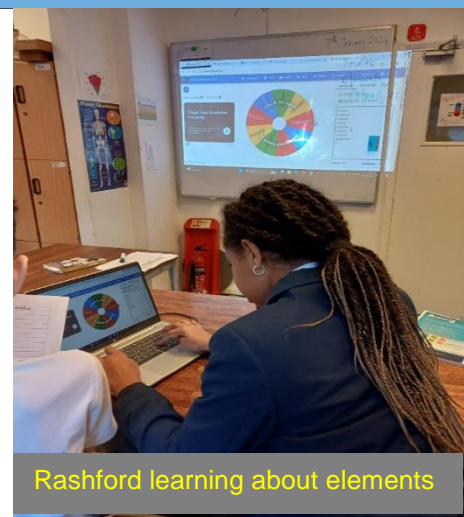
displacement reaction - iron displace copper

**Watson Class**



freshly cut shiny sodium

**Goldberg**



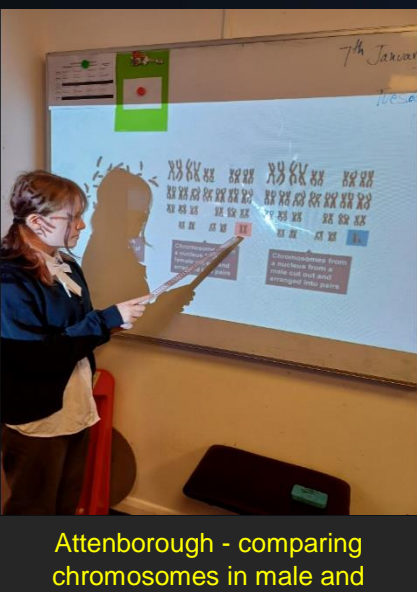
Rashford learning about elements



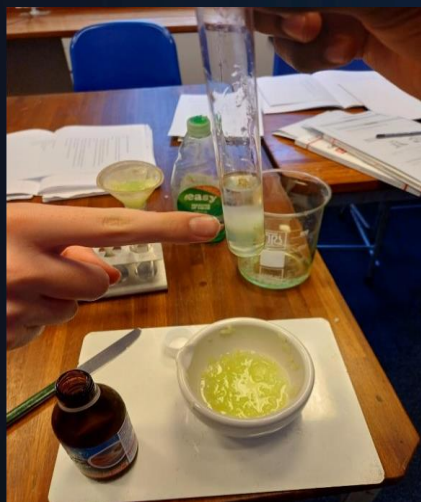
Eilish and Attenborough- Onion DNA extraction



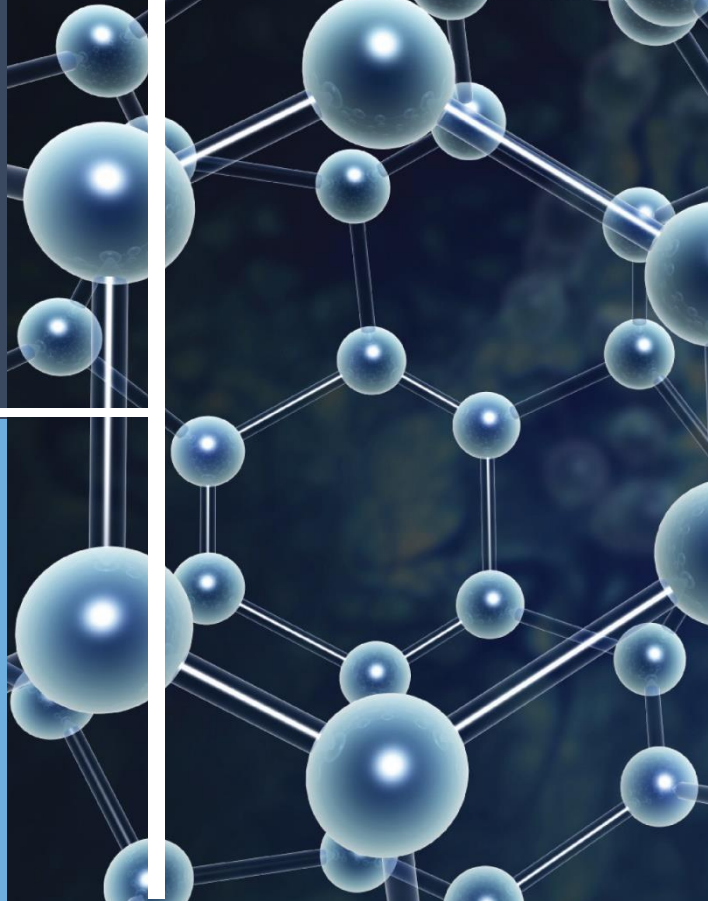
Eilish and Attenborough- Onion DNA extraction



Attenborough - comparing chromosomes in male and female



Eilish and Attenborough- Onion DNA extraction



# MATHEMATICS



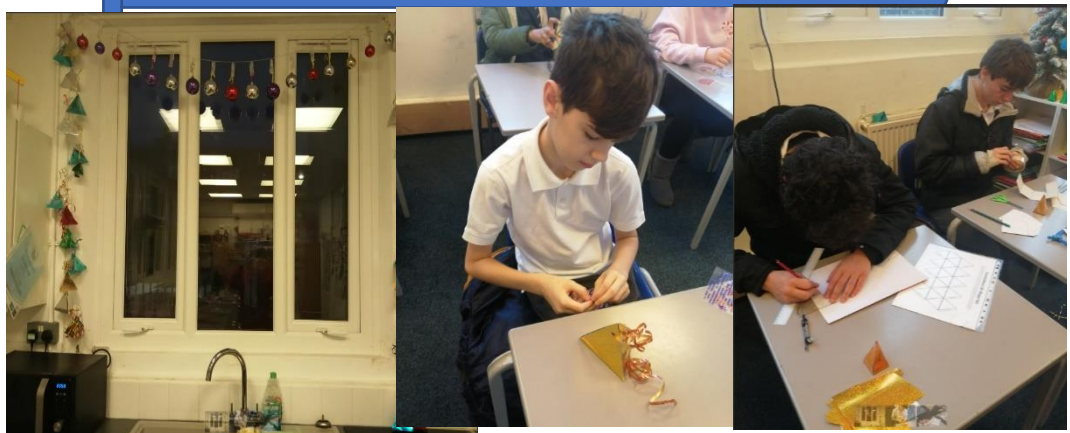
## HIGHLIGHTS

Wednesday 21<sup>st</sup> January started with Khalo students looking through some comprehensive booklets provided by the Bank of England for their exhibition "The Future of Money". Not only were Khalo going on the trip for themselves, but to help decide which other classes might gain a benefit from attending the museum. Thomas Mc and Teddy helped decide which of the 5 maths packs provided would be useful for the other classes at CAL.

We travelled to the museum by public transport and spent time investigating the museum ourselves. The museum provided lots of interactive stations including how to spot fake notes; looking at inflation of various items; a quiz to unlock a case; short films to watch; and lifting a gold bar. The displays were designed to show the history and development of all aspects of money.

At noon we stayed for a very informative talk from the curator, who explained in more depth the role of the Bank of England in all of the varied aspects of money. Kurt in particular took great interest in the talk - very sensible to develop an understanding of our financial world at a young age!

Back at school, myself and our new maths teacher, Ms Cole, will be planning more maths trips to help develop our young people's understanding of how maths is relevant in daily life. Money and finance are a good topic for all of us to understand!



# PHYSICAL EDUCATION

From: Kalu Uduma

KS3 students have been attending Boxing sessions during PE and have benefited greatly from both the physical and mental aspects of the sport.

Boxing provides a full-body workout that enhances cardiovascular health, strength and endurance, while also improving coordination and balance.

Beyond the physical benefits, boxing teaches valuable life skills such as discipline, focus, and resilience. The structured nature of the training - with its emphasis on technique, timing, and respect for opponents - instils a strong sense of personal responsibility and determination. Students also gain confidence as they learn how to set and achieve goals, whether it's mastering a combination of punches or improving their footwork.

Among the students, Misty and AJ have stood out for their impressive skills and potential in the boxing sessions. Misty has demonstrated remarkable agility and quick reflexes, consistently displaying her ability to adapt and execute combinations with precision. Her work ethic and dedication in refining her technique have made her a standout performer in the class. Similarly, AJ's strength and power in the ring has impressed both peers and instructors alike. His commitment to learning and improving is evident in the way he approaches each training session. Both Misty and



AJ are developing into strong boxers with a promising future, showcasing the discipline and skill that boxing nurtures.



The images below, shows students during their standard PE sessions. The participation levels in PE have been amazing since the beginning of the school year!

A new PE initiative has begun called Sportsperson of the Week. And this week Sportsperson of the Week goes to.... Penny! Awarded due to her impressive skills in cricket: batting, fielding and throwing. Outstanding efforts!



# Humanities and Citizenship



From: *Jasmine Kaur*

## KS3 Humanities

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

Rashford students have been learning about the Tudor monarchs and the religious changes they created. A highlight has been the 'Why did King Henry break from Rome?' role play where all students cleared their voices and put on their 'costumes' to take on their new characters.

Cast list:

- James: Henry VIII
- Penny: Catherine of Aragon and Pope Clement VII
- Ava – Mae: Anne Boleyn and Cardinal Campeggio
- Thomas: Henry VII and Thomas Wolsey
- C Jay: Arthur Tudor and Pope Julius II
- Muhrah: Elizabeth of York and Midwife



## KS3 Humanities

William students have been learning about the lascars during the British empires. Lascars were sailors from the Indian Ocean engaged in the gig economy. In order to learn about this complex concept, students went for a walk in the local community where they completed a survey on delivery food drivers [as they work within the gig economy.] Students also learnt about supply chains by making actual paper chains, using their data from the survey to help.

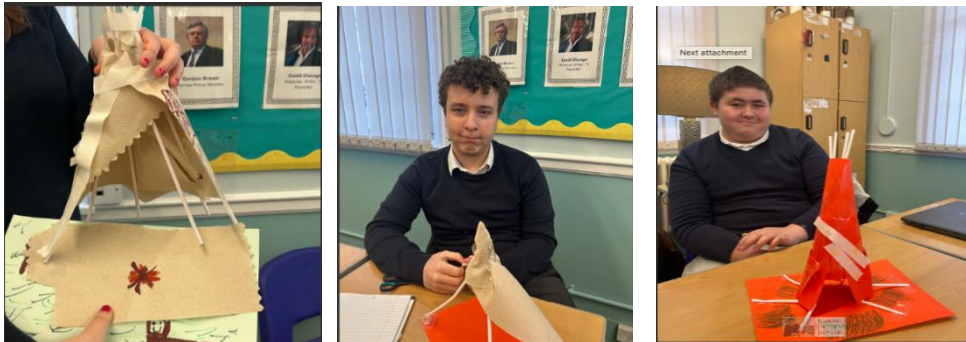


## KS3 Trip: British Library

On the 22nd January, KS3 students visited the 'Silk Road Oasis' exhibition at the British Library where they had a 90-minute workshop. Students did very well to make the journey from CAL to the library [via walk, train, tube, walk and back again!] They spent the first 45 minutes of the workshop exploring the exhibit and discussing what life would be like along the Silk Road. In the second part they created their very own stamps inspired by the signs and symbols they had picked up on the exhibit.



Watson have been learning about the American West. They have explored the lives of the indigenous peoples, consider group structures; housing and warfare. When learning about housing, students competed to make the best tipi.



Students also took part in a role play titled the 'Trails of Destiny' where students considered why the US government allowed people to travel West onto indigenous lands who travelled West.

## KS 4 HISTORY

Attenborough students are well on their way in completing their study of Medicine Through Time, their first GCSE module. Students have considered what medicine was like in the 18th and 19th century. To help with their learning of cholera, students transformed into health inspectors and walked along the streets of London, mapping out the deaths in Victorian London and drawing conclusions on what might be the cause.

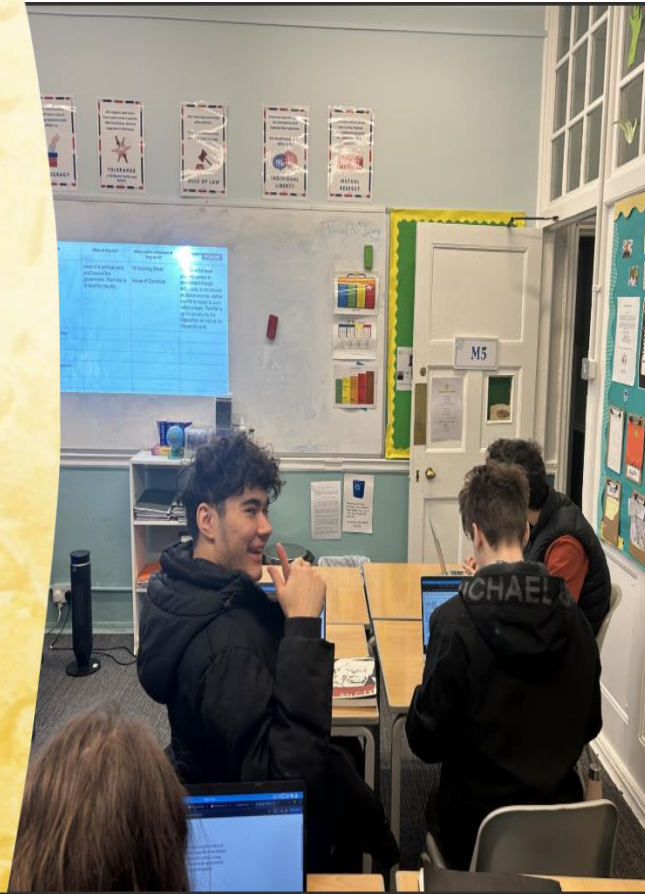


Goldberg students are on their final module Weimar and Nazi Germany. They have considered what life was like in Germany at the end of the war and how these conditions allowed for the growth of extreme political parties. A shout out to Zach and Jude for their efforts in class and resilience in keeping up to pace with learning.

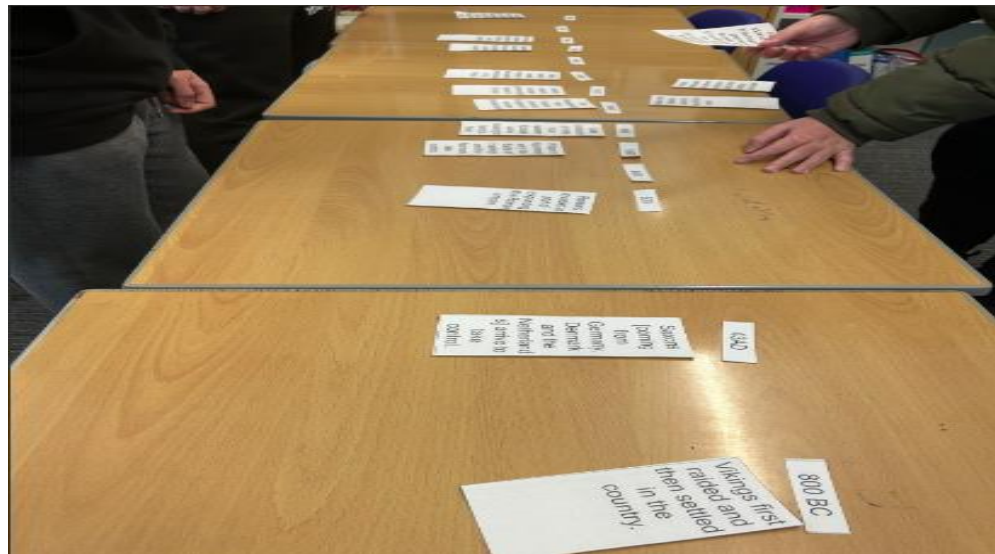


# KS4 CITIZENSHIP

Goldberg students have nearly completed all three modules of their GCSE course. This month, students have been exploring the module Politics and Participation. They have considered the role of Parliament; who holds the government to account; different political ideologies; and the last 50 years of the UK's political past. A highlight has been student group work on the differing parliamentary roles.



Khalo students have considered what Life is like in Modern Britain. They have learnt about the British values; multiple identities; migration; and the media. To help understand how many waves of migration there has been over the years, students created a living timeline.



Attenborough students have also considered Life in Modern Britain. A highlight has been their presentations on how the UK is involved in different international organisations. Below are sections of Ben's presentation.

**NATO**

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By Ben Evans

### WHEN WAS NATO SET UP AND WHY

Nato was formed in 1949, it was set up by the USA, UK, Canada, Belgium, and a few others. It was set up to combat the Soviet Union and the growing threat of communism.



### NATO'S GOALS AND MISSIONS

- Nato's goals and missions is to secure peace in Europe and North America, giving people individual liberty, democracy, human rights, and the rule of law.
- Safeguarding freedom and security of its allies through political and military means.
- Collective defence of its members
- Crisis prevention



Students have now moved onto their second GCSE module - Rights and Responsibilities. They began study by considering what life on an island would be like; who would be the leader; and what laws would be passed.

This term, the KS3 students are taught the mastery of Essential Digital skills such as:

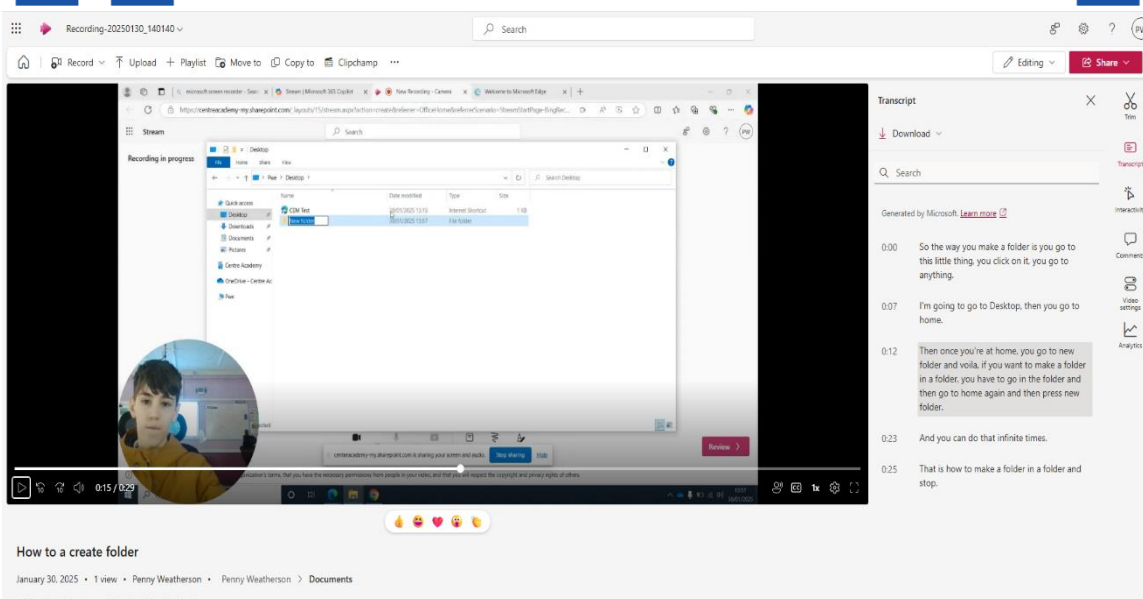
- Using devices like a computer, tablet or mobile phone for simple, personal and work tasks
- Finding and using information on the internet
- Understanding how to be safe and responsible online
- Communicating socially and professionally using email, messaging and social media.

# Information, Communication, Technology

We have a monthly data sheet tracker used to monitor the progress of each students' Essential Digital skills

From: Angel Okundaye

Rashford group creating instructional videos on how to create folders, sub folders, arrange document and save a file into the right folder.



## Essential Digital Skills Checklist

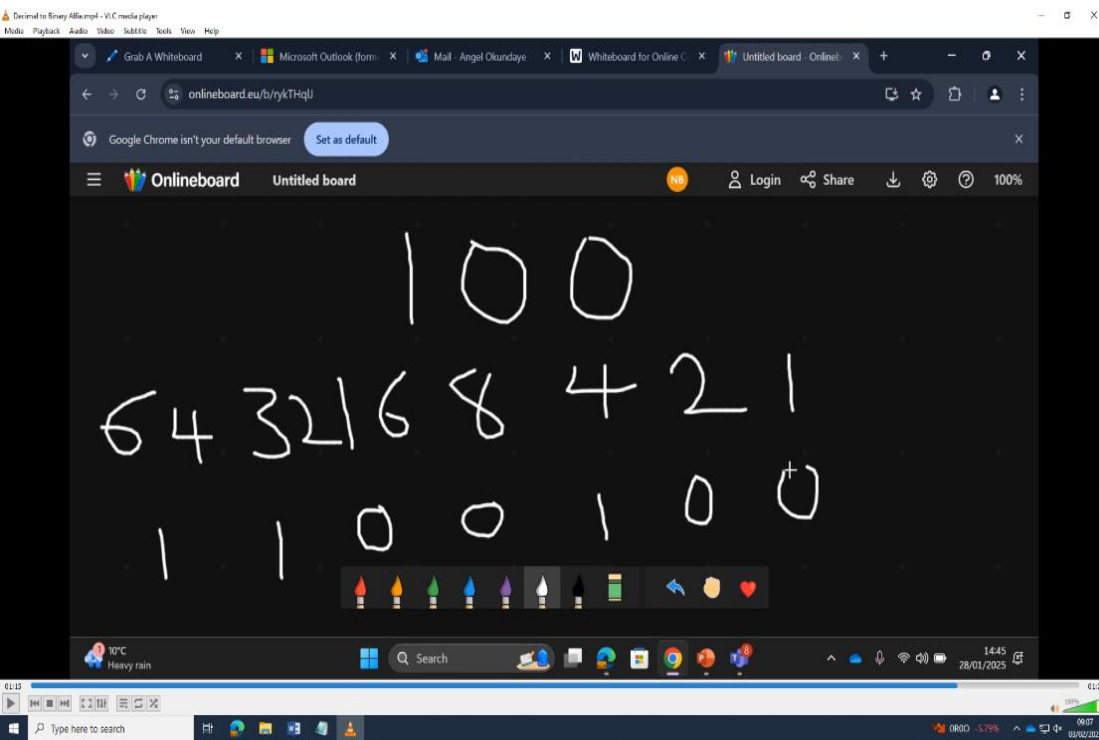
Name \*\*\*\*\* Date \*\*/\*\*/\*\*\*\*



	I do not know how to do this and I need a help <b>(Emerging)</b>
	I know a little bit about this, but my confidence is low <b>(Developing)</b>
	I can do this confidently <b>(Securing)</b>
	I can confidently show someone else how to do this <b>(Mastering)</b>

Skill					
ling Information	I can...				
	... create a folder on the computer.				
	... create a sub-folder on the computer.				
	... download a file from the internet.				
	... rename a file.				
	... explain, and name examples of, hardware.				
	... explain, and name examples of, software.				

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



Explanatory video created by Attenborough group and led by Alfie, demonstrating an understanding of machine language and how to convert decimal to machine language (binary).

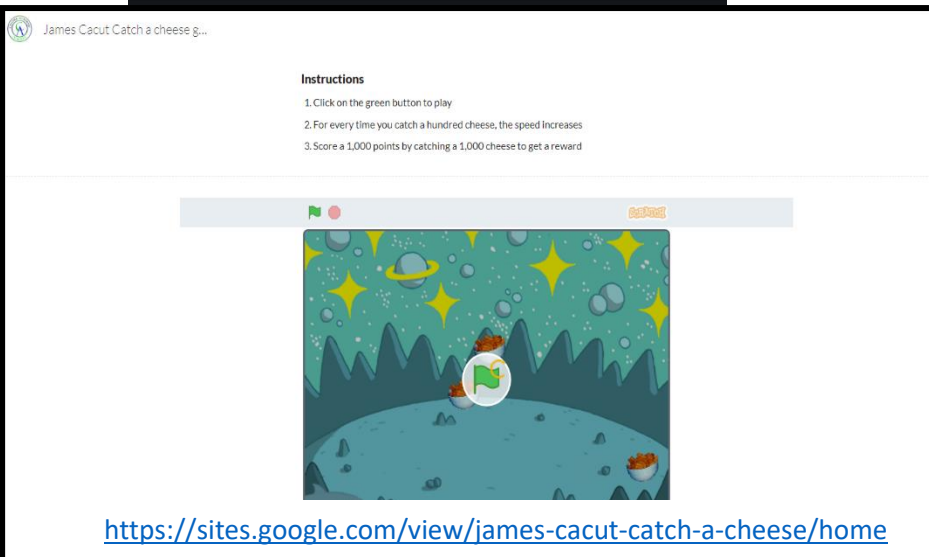
This group can also write their names or any word in the format the computer understands by converting any word to 0s and 1s which are machine language

## Game Development

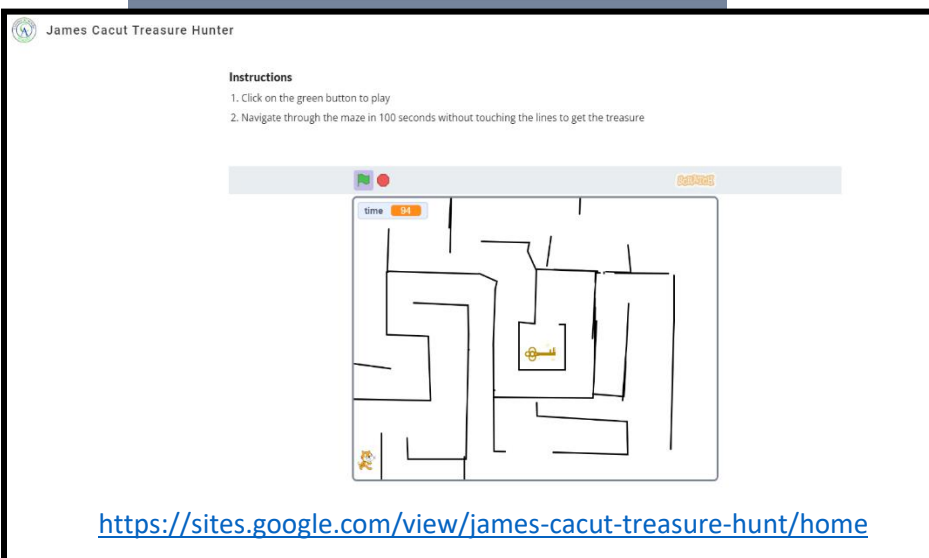
One of the modules covered this term is Game development which requires students to solve complex problems, from coding challenges to designing game mechanics. This nurtures their critical thinking skills, as they need to think logically and strategically about how to create a functioning game or troubleshoot errors.

In our game design lessons, students have to come up with new ideas, create stories, and design characters or environments. This taps into their creativity and imagination, encouraging them to think outside the box and approach problems in new ways.

Below are links to some of the published games designed by one of our pupils



<https://sites.google.com/view/james-cacut-catch-a-cheese/home>



<https://sites.google.com/view/james-cacut-treasure-hunt/home>

- <https://sites.google.com/view/james-cacut-catch-a-cheese/home>
- <https://sites.google.com/view/james-cacut-treasure-hunt/home>



# NATIONAL APPRENTICESHIP WEEK



As you know, we take work experience, careers and life skills very seriously. Here are the students at a workshop given by a representative of Apprenticeship Skills and Knowledge, [ASK]. They looked at CV writing, learnt how apprenticeships work, and each pupil was given life-long access to the National Apprenticeship Network – for life!

Our own work experience will begin in March. More on that in the next issue of THE TRUMPET!

## STUDENT COUNCIL

Students are already hard at work. One of their first decisions has been deciding what colours staff/ students should wear for Children's Mental Health Week [from 3rd Feb to 7th Feb.]

Student council is back up and running, led by Mr Jordan! A great group of students from a range of mentor groups campaigned by speaking in front of the school and then there was a whole school vote. Democracy at its finest! The student councillors who got the most votes was the following:

- James [Rashford]
- Jacob [Williamson]
- Misty [Watson]
- Lily [Watson]
- Alfie [Attenborough]
- Destiny [Eilish]



Penny decorated the suggestions box. Students can raise ideas, concerns, or comments by posting them through the box. Student voice is at the heart of CAL.

