As I read through the Fortitude for the last time as Headteacher I am struck by just how strong our school community is and how broad the opportunities are that we provide for our young people. I have thoroughly enjoyed my time here at Phoenix and will have cherished memories of the school and our community. Phoenix is a truly unique school and we should all be very proud of what we stand for and how far we have come in a short space of time. Phoenix is truly a community school and I shall watch the school grow and develop with pride that for a short space of time I was part of this wonderful school.

Mr Knight, Executive Headteacher

UPCOMING EVENTS

Monday 8th April – Thursday 18th April 2019
SAFE Camp
See page 25

Monday 22nd April 2019
Easter Monday

Tuesday 23rd April 2019
Screen time and reading support parent/carer workshop
(16:30-17:30) See page 3

Monday 6th May 2019
May Bank Holiday

Wednesday 8th May 2019
Year 8 Girl’s Injections

Monday 13th May 2019
GCSE’s begin

Tuesday 14th May 2019
Exam Access Arrangements Testing
See page 3

Thursday 23rd May 2019
Drop Down Day

Monday 27th May – Friday 31st May 2019
Summer Half-Term
In loving memory of Gabriela

Sometimes words fail us, and when they fail us, tears and memories fill that void and speak louder than a thousand words ever could. Gabriela’s remembrance on Friday 22nd March certainly had few words, but many memories. This reflects Gabriela as a person, a teenage girl of few words, but lots of love.

Gabriela was a very special young lady, and should always be remembered for her humbleness, her ability to stay strong in a group, but also as an individual, and especially for her graceful nature.

Throughout school, Gabriela found it difficult to interact at times with peers due to language barriers, however, she never gave up battling to settle in and make friends. She is now blessed to have of the best friends from Year 9, 10, and 11 and she holds a void that can never be filled.

Recently, just after she passed, I listened to a voice message she sent to another student whilst in Brazil. What this entailed was Gabriela being a peacemaker between friends, secretly arranging a three-way phone call to arrange a truce between friends that had recently had a falling out. Typical Gabriela. This voice message ended in her repeating the phrase, “I miss you. I miss you. I miss you”. Never did I believe that it would be us, as adults and as young people, and also as a school community, that miss her so dearly.

I also recall a conversation myself and Gabriela had on the bench out in the playground during Period 5 one Thursday afternoon. We spoke for the whole lesson, about everything - life, school, future plans - everything. Never in my lifetime will I forget that conversation, but I will also never forget the sense of fulfilment on my way home that she came and confided in me and I finally ‘peeled back’ her shy and introvert exterior, and really started to get to know Gabriela as a person, and what a beautiful young soul she was.

Her remembrance assembly was one of the most painful, yet heart-warming experiences that the Year 9 family have experienced to date and like Gabriela, will never be forgotten. Students shared memories, poems, and held hands in a love heart formation in the playground. Her closest friends stood with myself and Miss Goodwin in the centre and released balloons into the sky as the remainder of the year group stood in silence in remembrance.

Thank you for gracing us with your presence – rest in peace Gabriela. “Obrigado por nos agraciar com sua presença – descanse em paz Gabriela”.

Mr Woods, Pastoral Support Manager

“Does love wear out” said Small, “does it break or bend? Can you fix it, stick it, does it mend?”

“Oh help,” said Large “I’m not that clever. I just know I’ll love you forever”.

Small said: “But what about when you’re dead and gone - would you love me then, does love go on?”

Large held Small snug as they looked out at the night, at the moon in the dark and the stars shining bright.

“Small, look at the stars – how they shine and glow. Yet some of those stars died a long time ago. Still they shine in the evening skies... love, like starlight, never dies”.

An extract from ‘No Matter What’

Follow us on Twitter @PhoenixAcadW12
www.phoenixacademy.org.uk
ACCESS ARRANGEMENTS AND PARENT WORKSHOPS

This term has been a busy one in the SEND department with mock exams, interventions and parent meetings running simultaneously. I want to say a huge thank you to our hard working Teaching Assistants, who work tirelessly to support students in and out of lessons.

We often talk about ‘exam/special/access arrangements’ so I thought it would be helpful to explain a little bit about what this means. Access arrangements (or reasonable adjustments) are changes made to exam conditions.

These may be necessary in circumstances where students are experiencing long or short term conditions or regarded as disabled in terms of the Equality Act 2010. This is not a form of extra help or cheating but a way of ensuring that students can achieve their potential during exams. Reasonable adjustments may include:

- 25% extra time;
- Use of a computer to type answers;
- Enlarged documents;
- Reader (someone who reads the questions only);
- Scribe (someone who writes – as directed by the candidate);
- Prompt;
- Or supervised rest breaks.

Whilst we can decide the arrangements that students have in internal exams, to qualify for a reader, scribe or extra time in their actual GCSEs, they need to be tested by a qualified assessor. If you have any questions about access arrangements or are wondering whether your child might qualify for them please don’t hesitate to get in touch.

On Academic Review Day we asked parents to sign up to be part of two workshops:

1) Supporting your child with reading
2) How to limit screen time

As many parents/carers/family members wanted to go to both events, we have combined them and can announce that the date for this will be Tuesday 23rd April 2019 (the first day back after the Easter holiday) between 4.30-5.30pm in the ground floor of the Vibe. If you are interested in attending please email areid@phoenixacademy.org.uk or call 020 8749 1141 extension 209. All parents/carers/family members are welcome.

Ms Reid, SENDCO

PSHE

This term in PSHE we have been focusing on Mental Health & Wellbeing.

We have covered a range of topics including common mental health problems, coping with mental health and harmful ways of coping. We have also learnt about eating disorders, understanding self-harm and developing resilience to build protection so we are better able to cope with everyday stresses, as well as work through more difficult problems and circumstances, such as coping with divorce or exam anxieties.

Please talk to your child about their PSHE lessons and encourage dialogue about these complex matters.

If there is anything you wish to discuss regarding PSHE, please contact the school.

Ms Nur, PSHE Lead
STAYING SAFE IN LONDON

Unfortunately, we are all too aware as parents and teachers of the dangers faced by our young people in London. News headlines of stabbings and threats to life are far too common. Our recent Ofsted inspection highlighted the excellent work we do to raise awareness of staying safe to our students. The terms ‘gang’, ‘county lines’ and ‘drugs’ are things that we don’t want any young person, let alone our own students, involved in. All students have received two assemblies this year by myself and PC Brown (our Safer Schools Officer), in addition to two units of work on knife crime in their PSHE lessons. We also use our Drop Down Days to relay important safety messages to students and at the end of each school day, our staff patrol the surrounding area to ensure students feel safe starting their journey home.

How can you support your child?

Ask yourself the following questions:

• Do I really know where my child is?
• Do I really know who they are with?
• Do I really know what they are doing?
• Do I really know what they are looking at on their devices?
• Do I know what time they will be coming home?
• Do I really know what they have on them?

Staying Safe Online

I’m sure as parents of secondary school children you will recognise all or some of the images and symbols above? The internet and online social media can be entertaining and provide us with hours of fun. Sadly though, they can also provide temptation and lure young people into making poor decisions. As educators and parents, we have a duty of care to make our children aware of the dangers they can face online and how they can be prevented from misuse of the internet. As a school we have to deal with disputes which originate on Snapchat, Whatsapp or Instagram. There is also the very real danger that youngsters can look at adult material, or other inappropriate online content. A relatively new danger comes from something called Momo. This software will take over your screen, give a number to contact and then give a series of dangerous instructions to follow. The game encourages children to self-harm and has been dubbed the ‘Suicide killer game’. We have to ensure that youngsters know how to be supported to make the right decisions. See page 5 for advice from Childline.

Where else can you seek general support to keep your child safe?

• NSPCC - www.nspcc.org.uk
• Childline - www.childline.org.uk
• Phoenix Academy - PSM/HoY/form tutors/Counsellor/safeguarding team
• Police - The Phoenix Academy Safer Schools Officer, PC Brown
• Youth Centres - E.g. Golbourne, Harrow Club
• Your local authority - LBHF

Mr Phillips, Deputy Headteacher & Designated Safeguarding Lead

Follow us on Twitter @PhoenixAcadW12
www.phoenixacademy.org.uk
Prevent

What is Prevent?

- Prevent is the government’s programme to wider safeguard people from being drawn into terrorism and radicalisation.
- Children are vulnerable to extremist ideology, or radicalisation.
- Changes in a child’s behaviour can alert us to this, e.g. becoming withdrawn. This may be coupled with their background.
- It aims to stop people from being radicalised in the first place.
- Schools play a role in delivering anti-radicalisation to students.

How do people become radicalised?

- They may have personal vulnerabilities.
- An extremist ideology seems appealing and credible, which will give answers to a person’s feelings of grievance or injustice and they therefore become radicalised.
- A radicaliser who encourages others to develop extremist views by using persuasive tactics.
- An absence of positive role models and influences in their life, which support factors that would protect someone from radicalisation.

How do we raise awareness of Prevent at Phoenix?

- PSHE curriculum
- Drop Down Days
- Assemblies
- Guest speakers
- All staff undertake annual Prevent training

If someone is at risk what happens?

Staff must be able to recognise key signs of radicalisation and be confident in referring individuals to their organisational safeguarding lead (Mr Phillips at Phoenix), or the police. This will enable them to receive the support and intervention they require.

Where can I get more information or make a referral if I’m worried about someone?

Contact the London Borough of Hammersmith and Fulham, Prevent lead:

Pinakin Patel: pinakin.patel@lbhf.gov.uk / 020 8753 5727

The Dangers of Momo

In regards to Momo, please see the following tips from Childline:

1) Say it with confidence:

Be assertive. It’s your choice and you don’t have to do something which makes you feel unsafe or uncomfortable.

2) Try not to judge them:

By respecting their choices, they should respect yours.

3) Spend time with friends who can say ‘no’:

It takes confidence and courage to say no to your friends. Spend time with other friends who also aren’t taking part.

4) Suggest something else to do:

If you don’t feel comfortable doing what your friends are doing, suggest something else to do.

Any child worried about peer pressure or online worries can contact Childline on 0800 1111. You can also check the national Online Safety Guide for parents here:

https://nationalexlinesafety.com/resources/platform-guides/momo-online-safety-guide-for-parents/
YEAR 7

Here at Phoenix Academy, in our wonderful Year 7 cohort, our year mantra has developed to be; work hard, make the right choices and engage in the activities we offer to our students. We want all students to consistently strive ‘to be the best that they can be’, and remain relentless in the pursuit of excellence both inside and outside of the classroom. Whilst the first term was about your child settling in and learning about the academy this half term has been focused on ensuring that our Year 7 students build on those firm foundations and thrive. I am pleased to say that I firmly believe that the vast majority have met this standard - well done! However, this is only the start of what, I am sure, will be an exciting and demanding five-year journey. I am now hugely invested in ensuring that all our Year 7 students achieve the very best academically and to ensure that happens we need the support of parents to make sure that your child is:

• In school every day and arriving on time with the right equipment for all lessons.
• Joining an extra-curricular club activity.
• Working hard in all lessons.
• Completing all homework set to the very best standard possible.

One of our key priorities for students in Year 7 is to develop a love of reading. Every morning, students have a Morning Reading lesson where they read with a reading teacher and a group of students. I firmly believe that reading is essential for all young people as it improves writing skills and provides pupils with a wider range of vocabulary that they can use in all subject areas. I would therefore encourage you to talk to your child about their reading at school and ask them about the book they are currently reading.

Miss Copeland, Head of Year 7 & Miss Peters, Pastoral Support Manager

MORNING READING

The Phoenix Morning Reading programme has been found to rapidly improve the reading age of our pupils, with those most in need of support making the most rapid progress.

The ability to read and comprehend challenging text is central to success in most school subjects, therefore at Phoenix Academy we are determined that all our pupils will be exposed to high-quality reading teaching.

Pupils who need help learning to decode words take part in a Phonics intervention. Since the start of the year they have seen an improvement in over 10 months in their reading ages.

Pupils who need help learning new vocabulary and making inferences from text take part in a Literacy and Language programme. Since the start of the year they have seen an improvement of over 16 months in their reading age.

Those pupils who are competent readers take part in group reading with a teacher. They read and discuss a challenging high-quality book that gives them access to new ideas, geographical and historical contexts. Pupils on this intervention have made an average of 8 months progress since the start of the year, and there has been a 23% increase in the amount of pupils who are reading at the level of a 17 year old.

Mr Nichols, Assistant Headteacher - Teacher Effectiveness
It goes without saying that, here at Phoenix Academy, we all strive ‘to be the best that we can be’, and remain relentless in the pursuit of excellence both inside and outside of the classroom. Similar to the first term of the academic year, this term has been decorated with some great achievements from pupils within the cohort. Below are some of the key highlights that I would like to share and celebrate:

- Successfully participating in the Spelling Bee House competition.
- Winning the House Competition for the best poster for raising awareness of bullying and promoting tolerance and diversity.
- The girls’ rugby and football teams demonstrating resilience, teamwork and professionalism in their matches. See page 25.
- The cohort with the highest attendance at Academic Review Day in February.
- Reaching the finals of both the Debate Mate Cup on the 1st April 2019 and the Urban Debate League. See page 27.
- Perry on his incredible and informative theatrical performance about the 1916 Easter Rising. It was wonderful to see solidarity amongst within the year group as they attended in droves. See page 26.

That aside, pupils as a whole have by and large continued to live up to our high expectations of being polite, diligent and embracing the opportunities that they are presented with.

As always, well done and keep getting better.

Mr Lamboi, Head of Year 8 & Miss Hatch, Pastoral Support Manager

Our Student Council

Representatives from the student body have been hard at work this term. This year’s Red Nose Day, supported and organised with the help of the council, raised more than £440 pounds for charity. Pupils dressed in red, contributed by wearing noses and completed sponsored challenges. Pupils have begun to get more organised in their campaign to get the school library open to all students. Many pupils have said that they can’t believe that a school, which is meant to be all about learning, “doesn’t open its doors to pupils to support their studies”. Posters designed by pupils and forth-coming assemblies will promote this important cause. The council have also had a reorganisation of the areas of responsibility including a new Chair Person, ‘SLT Link’, Secretary and new sub-groups, or ‘departments’ that will focus on different areas such as publicity, charity, and environmental issues. As the last terms successes show, the School Council remains a vital and respected part of school life here at Phoenix.

Mr Bennett, School Council Lead Teacher
Year 9

This term the year group came together to celebrate the life of Gabriela who sadly passed away last half-term. The service included the playing of her favourite song and some readings from her closest friends. After a display of photos were observed and a minute silence was held, an array of balloons were released by the year group whilst standing in a heart shape.

We are the final step closer in terms of GCSE options. The students have now had the chance to discuss options and hear from all Heads of Departments ready for selections next half-term. Please continue to discuss subjects through the holidays to ensure they are happy with their options. The year team have also noticed an active increase in attendance this term. It is vital the school is attended 100% when preparing for GCSE’s so well done with the active effort that has been put in on this.

Congratulations to Romero for signing with Watford football club this term. We hope this is the beginning of a long career that holds promising potential in all areas.

Finally, we have a number of students that take part in West London Zone interventions. The students at first were not confident in the tasks they had to complete however by the end were mentoring Year 7 students. The development and progress that has been made has been praised by the outside agencies as well as West London Zone staff. Really well done ladies. Read more about WLZ on page 22.

Miss Goodwin, Head of Year 9 & Mr Woods, Pastoral Support Manager

Trip to the Imperial War Museum

On Drop Down Day this half-term pupils in Year 9 visited the Imperial War Museum to support their history study. The theme for History in Year 9 is, ‘How will the 20th century be remembered?’ Pupils have studied: The First World War, the rise of the USSR and the Holocaust, and will go on to look at the impact of the Civil Rights and Women’s movement.

Therefore a trip to the Imperial War Museum to explore their globally recognised exhibitions on these topics was essential! Our pupils gained new perspectives on the impact of World War One on both Germany and Britain, as well as exploring the origins of the Cold War. They also got to hear personal testimonies, evidence that global events can have a seismic impact on the lives of individuals.

Our pupils were a real credit to the school with members of staff at the museum commenting on their politeness, hard work and insightful questions.

Mr Nichols, Assistant Headteacher – Teaching & Learning
YEAR 10

The spring term is always challenging as February half-term marks the half-way point in the academic year. Students in Year 10 have shown an increased level of maturity in lessons and can be seen in many of their grades during January mocks. A highlight for the year team so far has been the focus that each student has on their learning. This has had a significant impact on behaviour in the year group, with the number of behaviour points received decreasing. With this attitude, moving forward the Year 10s who have excellent potential will receive some very high results. Please can parents/carers continue to show your amazing support and make sure the young people of Year 10 are continuing this work outside of school.

Franklin Scholars

The Franklin Scholars programme is well underway and the pupils are relishing the opportunity where they are mentoring students in Year 7. They have had a training day with Georgia (Franklin Scholars) recently, which has further enhanced their understanding and knowledge when supporting their younger peers.

Circl Intervention

The new dates for the Circl intervention project have been confirmed for 8th May and 16th July. Letters have been sent out confirming this. The students really enjoyed session 1 and are looking forward to what is coming up. The school’s partnership with Circl has allowed many motivational speakers come into Phoenix and offer their words of wisdom to the young people of Phoenix Academy. See page 26 to read more about our recent guest speakers organised through Circl.

Work Experience

The deadline has now passed and all students in the year group should have their work experience placement confirmed. Students will be going on work experience for one week at the beginning of July.

Online resources

All students are able to and should be accessing ‘Hegarty Maths’, ‘Log on Science’ and ‘Doddle’. These are all online resources to help supplement students learning. We currently have revision guides and workbooks available to purchase via ‘parent pay’ for all of the subject’s students are currently studying.

Mr Doyle, Head of Year 10 & Miss Minors, Pastoral Support Manager

UPDATE FROM THE STUDENT COUNCIL

We as the Student Council believe it is important to represent student voice so we can make sure Phoenix Academy is an inclusive and fair environment where everyone’s voices are heard. This is what we have accomplished over this 1/2 term:

We arranged for us to donate to Comic Relief on Red Nose Day in the form of selling red noses and wristbands allowing people to come into school with a red item of clothing. Some students also did sponsorships such as silences and runs. All of the proceeds were donated to charity and we all in all raised over £440!

Students have also been speaking to us about opening the library. We are working towards this by speaking to the Senior Leadership Team and by raising awareness through posters around the school. This not only shows SLT that we want the library, but also shows students that we are responding to their voice.

Reuben Rashford, Student Council Representative
YEAR 11 Farewell from Mr Cyrus

As I type this it saddens me that this will be my last entry into the Phoenix Newsletter. After 5 long turbulent years at Phoenix Academy I have almost reached the end of the line to see my cohort through to their GCSE exams. I began Phoenix Academy as a Newly Qualified Teacher and leave here extremely experienced and ready for my new challenge. The current cohort of Year 11 began their journey at the same time as me in September 2014 with the tutor groups 7JCY, 7NBE, 7DCL, 7SCO and 7ECH. The students have grown exponentially before my very eyes and will always hold a place in my heart. This cohort is by far the most kind-hearted that has passed through Phoenix in the past 60 months as they are all genuinely nice people. The sky is the limit for these young people and they will be able to go very far in life; discipline and consistency will be key to them being successful.

I leave at a time in the year where I feel Year 11 are prepared to sit their exams and I will be able to leave them in the very capable hands of Miss Bateson and Miss Ngakane who will steer them through the exam period that begins week beginning Monday 13th May.

The Years 11s did really well during the mocks in the spring term, where attendance was at an all-time high as they navigated their way through really well. Preparation for exams went way into 3am in the morning and we were able to ensure students knew how to revise and prepare correctly for their exams.

I will be back at graduation and prom and for GCSE results day in August. Year 11 and Phoenix, it’s been a rollercoaster and memories will always be with me. Goodbye!

Mr Cyrus, Head of Year 11

Latymer Upper School

Since September a select number of student’s have been attending period 7 intervention at Latymer Upper School which is the 2018 independent school of the year. This is a chance for some of students to be really challenged in a range of subjects such as Science, Maths and English with the aims to help secure the highest grades possible in their upcoming GCSE’s. The students have been working on how to formulate arguments in English and doing a range of practical’s in the state of the art Labs at the school. Last year students found it really beneficial and stated that it helped with their overall grades and the feedback from our current Year 11s has been extremely encouraging. Fingers crossed for similar results.

Mr Browne, Associate SLT

Year 11 DDD – English Revision & Creative Writing

Y11 students enjoyed a really successful Drop Down Day for English revision. After a guided showing of the National Theatre’s production of Frankenstein (starring Benedict Cumberbatch from Sherlock!) students went on a carousel of fun but challenging revision activities to prepare for both their English Language and English Literature examinations. The day ended with creative writing workshops in which some incredible work was written.

In addition, a reminder to Y11 parents that your students must be revising using Quizlet. If they have access to a smart phone, tablet, or computer at home, please make sure they are revising using their accounts. We are building a large number of revision resources for GCSE students on Quizlet, but currently only around half of the year group are using these regularly. Please can you support us in making sure your young people are regularly using Quizlet.

Mr Pearson, Head of English
**Y11 Nature Walk**

After the intense mock period, the opportunity for a day of forest bathing was perfect for the Year 11 students. Recent scientific findings coming from Japan identify the following physiological effects from spending a short amount of time in a forest:

1. Reduced blood pressure
2. Lower concentrations of cortisol (stress hormone)
3. Lower sympathetic nerve activity (fight or flight response)
4. Enhanced immune system (20% increase in natural killer [NK] cells which fight cancer and tumours)

There are significant health benefits which we are eager for our students to benefit from.

**Year 10 - British Exploring Society Expedition**

This Easter six of our brave Year 10s will be undertaking a 9 day wilderness expedition in the Scottish Highlands. Joining a team of 24 students from schools across the country, they will sleep in tents and cook on stoves, thus living totally detached from the modern world and immersed in a beautiful and pristine environment. With snow likely on the summits this could be a chilly and challenging expedition!
ENGLISH

Y7 students have been learning about the first ever work of English Literature, Beowulf. Through analysis of Seamus Heaney’s modern translation, and an array of historical contextual knowledge, they have been thinking about Beowulf’s motives and the evil of Gredel. Parents of Y7 students, ask your young people this question:

Is Beowulf simply desperate for glory? Is that what makes him travel to Denmark to aid Hrothgar?

Y8 and Y9 have been getting into Shakespeare this term. Y8s have been looking at conventions of Shakespearean comedies and how these absurd, wordy, fiery plays also grappled with serious themes and ideas. Parents of Y8 students, ask your young people this question:

When Claudio humiliates Hero, is Beatrice angrier as a cousin (whose family member has been hurt) or as a woman, due to her inability to do anything about it?

Y9 have been studying the political games of Julius Caesar and how power was fought for in Ancient Rome. Through the slippery words of Brutus, Cassius, and Mark Antony, they have been looking in particular at rhetorical language and how to be persuasive. Parents of Y9 students, ask your young people the following question:

Was Caesar arrogant for believing he could never be harmed, or just naïve for not realising how ambitious those around him really were?

Mr Pearson, Head of English

ROMEO & JULIET

On Tuesday 26th March, all Year 7 and Year 9 went to the Shakespeare’s Globe Theatre to watch Romeo & Juliet. Students described the play as a ‘modern day twist’ with Tybalt and Benvolio being played by women.
**COUNT ON US MATHS CHALLENGE**

This year at Phoenix, we have launched team selection and entry for the Count On Us Secondary Challenge. The Secondary Challenge is a unique, London-wide inter-school maths tournament for KS3 pupils delivered by the Mayor’s Fund for London in partnership with the Jack Petchey Foundation. By combining a series of mental arithmetic and problem-solving activities, it aims to develop pupils’ confidence, fluency and problem solving in Mathematics through taking part in an exciting maths competition against their peers.

With Year 8 during Drop Down Day, Wednesday 3rd April, team selection for the Secondary Challenge was well under way through an inter-house competition. This used activities from the Secondary Challenge, such as the ‘Game of Hex’ (strategic geometric puzzling), the ‘24 Game’ (decimals, whole number, algebra & exponents challenge) and a decoding challenge. The day was designed to give students an opportunity to demonstrate their talents, with a healthy dose of friendly competition as Athena, Zeus and Apollo battled it out for victory!

We are proud to announce we have selected five students (with reserves) to enter the Regional Heats Friday 26th April at Hammersmith Academy and we wish them the best of luck! Look out on our Twitter page for updates.

*Mrs Bell, Head of Maths & Mr Young, Maths Teacher*

**LogOn Science**

The competition still continues! Students in Years 10 and 11 are working tirelessly to build up their foundational science knowledge base using LogOn Science.

**Well done to:**
Armando Sabado Y10 who has attempted 864 questions
Ayan Abdirahman Y11 who has attempted 967 questions

**Congratulations to:**
Liban Yusuf, Y10 who answered 4584 questions. His current total score currently stands as 4550/4584, the equivalent to over 100 past papers - What a legend!

LogOn Science is an online tool that uses multiple choice questions and short answer questions to encourage the build-up of science knowledge. Students can use this resource to self-assess and practice exam style questions on the go. It is recommended that students complete 6-12 questions daily to support learning.
The term began preparing for January exams, with a series of assemblies from Mr Mannion on Holocaust Memorial Day’s theme, “torn from home,” reflecting on the consequences of the holocaust for the survivors and the slain.

Year 11’s March exams showed great progress from their November exams, with some mastering the techniques and knowledge taught over the GCSE course. Some students feared their Nazi Germany and Mughal India exam was “the hardest exam ever,” but despite this, students could demonstrate they had exactly what it takes to succeed in their final GCSE exams.

After the rude awakening of their January exams on their first GCSE unit, Year 10 have taken to their new unit on Elizabethan England like ducks to water. The levels of knowledge of Elizabeth’s religious policies, popular culture, propaganda and daily life have been impressive and the department looks forward to seeing their July examinations when they have a year of GCSE study under their belts.

With Year 8 and Year 9 the word of the term has been revolution. From tying off the Russian Revolution and Stalin’s rise to power with Year 9 and discovering what dictatorship really means and what it takes to make a dictator, to charting the course of England’s “glorious revolution” and America’s fight for 11 independence, Year 8 and Year 9 have seen governments rise and fall, change, and create new ways of ruling their people, for better or for worse.

Some Year 7 January assessments were used as examples of superb understanding in discussions with our sister schools, Pimlico and Laureate Academy. Since finishing their gruelling essays on medieval kingship, Year 7 returned to study the troubles between England, Scotland and Wales in the 13th and 14th century. From Llewellyn ap Gruffud to Robert the Bruce to Edward II, they have seen some of the medieval roots of the rivalry between the nations of Britain.

Mr Mannion, Head of History
Citizenship

This term, students have been building on their understanding of the law through exploring the legal and justice system of England and Wales. At the core of this unit of study, have been the following key questions:

- What are the causes of crime, is it the government’s policy of austerity; socialisation; inadequate parenting; a lack of integration and social control?
- Is our legal and justice system built to manage offences and provide fairness and justice?
- To what extent does it live up to our fundamental British Values of democracy; personal freedoms; rule of law; tolerance and respect for diversity?
- What measures are the most effective in combating criminal offences - in particular, the increased levels of Knife crime that has recently swept the country?

In the summer term, students will be attending an educational visit to the Houses of Parliament, where they will have the opportunity to discover its origins, development and functions, and meet MPs.

Students will also be carrying out an active citizenship campaign with the aim of trying to make a significant change and difference within their local communities.

Mr Lamboi, Head of Citizenship

Religious Studies

One of the defining things about human thought is that people ask questions. In Athens Greece, 2400 years ago, people were asking some difficult questions about the mystical, pagan view of the world that dominated at the time. Many found these questions uncomfortable and Socrates was famously executed for corrupting the youth of the city. However, during the birth of ‘Western philosophy’, religion also went through a transformation. The belief systems of Judaism, Christianity and Islam, that likewise deal with some of the deepest questions that there are, were to an extent shaped by the rational method of the Greek philosophers. Our Year 7s have been inspired by the great philosophers Socrates, Plato and Aristotle and have been asking how philosophy and religion approach life’s ‘big questions’ differently. Year 8s and 9s are respectively studying the Abrahamic faiths and considering the mysteries and the questions around the afterlife, and year 10s have been asking about the significance and meaning of the five pillars of Islam for Muslim faith. While the asking of questions is central to Religious Studies, our Year 11s have been showing that during the mock exams, really what counts is knowing the answers.

Mr Bennett, Head of Religious Studies
Year 7 have been studying Pop Art and shown real dedication when producing their Roy Lichtenstein inspired pieces.

Year 8 have studied still life and have been getting to grips with more direct observational drawing.

Year 9 have been observing natural and man-made everyday objects whilst experimenting with a variety of materials – thank you to Miss Ngakane for the trainer donation.
Year 10 have been producing some wonderfully detailed pieces for their natural forms brief, especially when faced with the incredibly technical work of the German artist Ernst Haeckel.

On Friday 1st April, Y10 students visited the Tate Modern as part of their GCSE course and a pivotal part of their own cultural development. See page 11 to read more about what they did.

Last but not least, the theme of reflection has brought out some sensitive, personal responses from the Year 11 students.

Mr Mullany, Head of Art
OUTWARD BOUND

Rain, storms, wind...this was a tough trip for our youngest year group! After a 7 hour coach journey we finally made it to Aberdovey in Wales, for a jam packed week of adventuring with purpose. All students set off on an expedition. The first day and undertook a range of challenges, from canoeing to scrambling to gorge walking. Conservation was a big focus this year and all groups gave their time to picking up plastics on the beach, thus achieving their John Muir Award. Thank you to the amazing teachers who supported this: Mr Baxter, Ms Janz, Mrs Buchan, Mr Vakatalai and Mr Berman.

After dedicating much of the year to volunteering, developing a skill and practising a sport, the DoE team have finally completed their first training expedition. They’ve navigated the infamously confusing trails of Thetford Forest and cooked their own food in the evenings... a true test of their own independence and ability to survive in the wild.

Mr Montier, Head of Adventure Learning

It feels like yesterday we were standing on the remote, ice blasted summit of the great Ben Nevis - a truly memorable moment! Our tough students have since been written about and published in The Times newspaper’s magazine. By far the highlight has been Andy Bala (Year 9) and his responses online to people challenging why we chose to climb such a difficult mountain:

“We wanted a challenge that hasn’t been performed by any group of regular school children... We can fail which is a way of learning and being exposed to such conditions has personally raised my confidence.”

Andy you are a star!

Mr Montier, Head of Adventure Learning
Here are our brilliant students Kai Salcedo and Vicky Kau at the final of Young Chef of the Year for the second year running. The final took place in the professional kitchens of TASTE restaurant, Ealing, Hammersmith and West London College, alongside impressive completion from other schools in the borough.

Both Vicky and Kai came to this year’s competition with a determination to perform better and so they did. Amongst a glittering array of artistic dishes, they both grew nervous that their dishes would be overshadowed. How wrong they were.

Vicky and Kai’s dishes were noted the judges for delectable and balanced flavours, so much so that the judges struggled to select the overall winner.

The day went smoothly, aside from a bit of a panic during the presentation when I thought that Kai had been forgotten but lo and behold, he was awarded the overall winner! Kai, humble as ever, couldn’t quite believe he’d won the top prize.

Vicky was pleasantly surprised to hear that not much separated her from being the overall winner and she was very supportive of Kai, even predicting his success earlier.

Both conducted themselves with maturity and poise throughout what was a very stress-filled day and represented themselves impeccably.

They’ve done themselves proud. Their goal for next year? To inspire more Phoenix students to turn up the heat and cook their way to healthy scrumptiousness. Congratulations Vicky and Kai!

Ms Nur, Teaching Assistant
**Computing**

Our main focus this term has been to investigate the different methods for solving problems in ways that a computer can execute. We looked at what an algorithm is and how this can lead us into thinking computationally when finding solutions.

Year 7 investigated Computational Thinking through the use of flowcharts and how a sequence of algorithm can lead to the correct execution of a given instruction. We explored this concept using FLOWOL that mimicked real-life situations such as traffic lights and lighthouses to execute live.

Year 8 & 9 explored this concept through the use of a programming language called Python. They learned how to code using different programming techniques to create a mini-Siri bot. One group was fortunate enough to investigate programming using Micro:Bits which was led by Ben Dixon, an Imperial Computer Science Graduate.

Year 10 & 11 continued their drive and commitment to focus on their GCSE assignments and examined units, showing determination and perseverance in the face of new and challenging concepts.

**Music**

2019 already seems to be going by extremely quickly, which always keeps us on our toes. Having said that, it has been a quiet term in the Music Department as far as events and performances go. However, some highlights this term include:

**Amirul Islam:**
Passed his ABRSM Grade 1 Piano exam on Tuesday 5th March.

**Reuben Rashford:**
Although we are yet to receive his certificate, Reuben sat his Grade 3 Saxophone exam on Thursday 7th March and was only 2 marks away from achieving a merit!

Well done and congratulations to both students on their commitment and dedication to their instrumental practice.

On Thursday 28th March, the Year 11 GCSE Music students held their first recital as part of their final GCSE. Well done to all the students who have worked hard. We wish you the very best of luck in your final GCSE listening paper in June.

**Miss Ugono, Head of Music**

Mrs Issa, Head of Computing
MODERN FOREIGN LANGUAGES

On the Tuesday 12th February, the third Drop Down Day took place at Phoenix Academy. For 11A/Fr1 it was the occasion to practise speaking French in situation for most part of their day in order to prepare for the GCSE examination. After watching a clip of an English speaking learner of French giving them some funny pronunciation tips, they were ready to warm up by trying to give as many information as possible about themselves in the target language and to tackle the various tasks at hand. The group was very enthusiastic and really engaged in the tongue twisters (trying to pronounce the nasal sounds was quite fun!) and different games prepared for them. They also enjoyed the role playing situations (that will be part of their exam) and the photo descriptions.

It was a very fruitful day and we hope that their confidence when it comes to express themselves in French has been boosted.

Examples of tongue twister: Ton thé t’as-t-il ôté ta toux? / Les chaussettes de l’archiduchesse sont –elles sèches archi sèches ?

Year 7s continued their impressive progress in Latin this term, learning plural subjects, objects, and third person verbs, and beginning to translate Aesop’s fables. Ask them about the camel and his load of salt! As a year group, they did extremely well on their January assessments, and should be proud of what they’ve learned.

Mr Largen, Head of MFL & Miss Janz, Teacher of Latin & English

BUSINESS STUDIES

This term the GCSE business students had been preparing for their March mock exams, they were involved in revision workshops and interventions after school to help them practice the exam technique and re-cap on the GCSE content. Throughout this term they were very engaged and showed real commitment in their lessons. Well done to the Year 11s, keep up the positive work attitude!

The BTEC business students this term also worked extremely hard to complete their unit 3 coursework and also prepared for the real BTEC examination.

The BTEC pupils prepared themselves for their real exam through attending revision interventions after school, early morning booster classes from 8am and even gave up some of their lunch breaks to get extra revision in. This was fantastic to see how eager they were to do so well in their exam. We are awaiting the results which are expected to be released in May.

The class worked on completion of their unit 3 coursework on Branding & Promotion, to support them with this unit of work, they had guest speakers from top marketing firms, L’Oréal, Mondalez International and Barclays visit to talk to them about successful branding.

Miss Ilyas, Head of Business
West London Zone have had a truly exciting and eventful spring term!

Our fantastic interventions came to an end and students celebrated all of their hard work and participation in the following interventions:

- Academic tuition at the Clement James Centre.
- Maths and English tuition with Team Up.
- Drama therapy to boost confidence and self-esteem with Re:Act.
- Women’s empowerment and leadership support with Fearless Futures.
- Creative arts exploration with Element.
- One-to-one boys’ development mentoring with Working With Men.
- Highlights.
- 2-3 Degrees (Big Fail) workshop encouraging students to learn from any failures to encourage future success.

Since January 2019, eight Year 9 students have participated in the women’s equality and leadership programme: Fearless Futures. The girls took part in a range of challenging activities to boost their critical thinking, increase their confidence and build resilience to ultimately become well equipped leaders. From week to week they built on these skills through the exploration of current topics such as: racism, sexism and power, all in preparation for a final peer-led session. On Wednesday 20th March, we were proud to see the girls put all of their hard work into action and deliver engaging workshops to younger peers.

Over the term, students from Year 7 and 8 participated in an arts project with the organisation: Element. These students were able to try out a range of art forms - including photography, painting, drama, poetry and drawing. The facilitators at Element were so impressed with the student’s creativity and hard work that they requested to host a small exhibition to celebrate everything they produced.

For all students in the group, this project was an opportunity to really boost their confidence. So we were extremely proud to see levels of self-esteem increase for each student. So much so that on Tuesday 12th March they were able to present their creative pieces to an audience of staff, peers and parents – a challenge that most in the group would have previously avoided.

We have more exciting sessions coming up next term, focusing on: personal development, growth mind set and extracurricular activities such as boxing! Over the break, there are many other fun and exciting activities happening at Imperial University, The Lyric, Ravenscourt Park – just to name a few. If you would like to find out more about what is going on over the Easter Break or provide suggestions for supporting your children in the future, please contact us using the details below:

Sasha Jones sjones@westlondonzone.org / 07789 007 619.
Rachael Olubayo rolubayo@westlondonzone.org / 0742 349 1526

A huge thanks to all parents and carers for your continued support. Wishing you all a well-deserved rest over the break!
**Boys’ Football**

The Year 11s look like they have secured a place in the playoffs with only a game to go at the time of writing this and we are hopeful that we will top the league ensuring that we will play in the final at Loftus Rd. They have shown a real togetherness, team spirit and resilience to get into this position. We are extremely hopeful that they can bring silverware back to Phoenix Academy along with some great GCSEs.

The Year 10 boys’ football team have not been so successful in the last two games. They drew against KAA 2-2 mid-February with two goals from Jay Hines and lost 5-1 to BDA when we initially went 1-0 up. A result of poor defending, lack of communication and behaviour meaning many players couldn’t play were our downfall. The game against KAA was drawn in the last few minutes with some poor defending from Phoenix and a bit of misfortune. We have one game left against Holland Park to determine whether we finish 2nd or 3rd in our league.

It has been a steep learning curve for the Year 7s who have been on the wrong side of a high score line a number of times this year, but we have been impressed with their commitment to always wanting to better and showing that no matter what they want to improve. This was particularly evident in our most recent game against St Thomas Moore when we losing by a big margin but the boys scored 3 goals in the last 10 minutes. Great attitude displayed by all.

**Play Football Tournament**

This term some of the Phoenix Academy boys took part in a Football Tournament as part of the local community celebration event which was a 3-year celebration of the Play football site in White City being open.

There were many local teams involved in the tournament and the Phoenix Academy boys, who were representing London Sports Trust. The match started badly with a loss but rallied, winning 2 and drawing 1 in their last 3 games to take the title and clinch the trophy.

**Youth club update**

The youth club this term has had a fantastic turnout of young people, averaging around a very impressive 60 children a day, who have really taken to the sports and activities on offer. Even though the weather hasn’t been extremely welcoming, the wonderful Phoenix farm has been particularly well received. Along with basketball, football, multi-sports, trampoline, and the ever popular board games, the youth club continues to go from strength to strength and now even offers boxing as an extra-curricular activity for boys and girls up to the age of 16.
Girls’ Football

The Year 7 & 8 girls’ determination has really improved this term and they are eager to keep playing and improve. The Year 8s recently played Hammersmith Academy and after a fast-paced 1st half the scores were tied at 1-1. In the 2nd half, the girls traded goals before HA pushed on in the last 10 minutes and scored 3 quick sucker punch goals which knocked the wind out of the team. This is something that they will learn from moving into Year 9.

A number of the U15 games have been postponed this half-term, so we are looking to see the results when these fixtures arise in the next term. Both teams have a number of fixtures in the next few weeks. Good Luck girls!

Girls’ Rugby

On Friday 8th March the Year 8 girls represented the school in Rugby. This is the first time in the history of the school that we have had a rugby team specifically girls. This historic event coincided with the celebration of International Women’s Day and played a hard fought and exhilarating match against Hammersmith Academy at Chiswick Rugby ground. The girls lost by the finest of margins 9-8 and were unlucky not to win. I have to say that I extremely impressed with the team, they were ferocious in the tackle with some big hits and stylish in their passing. The stand out player of the match was China but in all honesty it could have been anyone of the team who truly put their body on the line in the new kit that they designed with the help of England Rugby. I am really looking forward to our next game, as are the girls.

Over the Easter holidays, London Sports Trust will be running our holiday camp – SAFE CAMP. The Camp is open to all children aged from 8-16 from 8th-12th April and 15th-18th April. We run a variety of sporting activities to engage and allow the youngsters to have fun with existing friends from the local area and even meet new ones. Other activities on offer are dance, hair & beauty and Art. We also have workshops throughout the period and have some fantastic excursion opportunities planned also. If interested feel free to contact us via email at info@londonsportstrust.org.
GUEST SPEAKERS

The Future Academies Trust along with the charity Circl have continued to support Phoenix students with inspirational external speakers. This term students have heard from the runner and health eating guru Dan Thompson as well as the rugby superstar and former world player of the year, Keith Wood.

With Dan, students were reminded of the need to eat healthily and exercise frequently. Dan is currently on a mission to run 10km’s in every country in the world - a fascinating adventure which has taught him a lot about humanity and how to keep fit. Keith spoke about his love of rugby growing up and how he managed to turn family tragedy as a young man into motivation as he grew up.

So far this year our students have heard inspirational stories from tech CEOs to international sports stars. We are always on the lookout for great speakers for our students - do touch base if you or a friend has had an exciting career which our students would benefit from hearing about.

EASTER RISING

Many of our students have interests and passions which are nurtured and shaped beyond the school gates. A number of students compete at national level for respective sports whilst others volunteer in scout, cadet or other groups. One student, Perry in Year 8 has a firm grasp on one period of history, namely the Easter Rising of 1916. This period of history is also of keen interest to myself and a number of other staff and for this reason we decided to bring the events of Dublin 1916, to life with a dramatisation of the events through the re-telling of the period from the eyes of a number of key protagonists. The lunchtime exhibition saw Mr Mullany espouse the nationalist sentiments of Padraig Pearse, myself present the (somewhat Liberal) but mainly Empire protecting views of Prime Minister Asquith and Mrs Bell as a prominent Irish suffragette.

Mr Mannion, the Head of History, added some historic gravitas to the whole event as the Narrator and MC, however his efforts were only to be usurped by Perry who, after outlining his peaked interest for the Irish cause proceeded to recount accurately the dramatic and fateful events of the Easter Rising. Perry then stood steadfast as one of the revolutionaries whilst he emotively read the proclamation of independence before a computer aided gun salute. The event was a resounding success and due to its eclectic nature also included a cameo from the never-say-no-to-a-captive-audience Mr Lamboi who gave the Perry, and the Irish movement for Independence, the standing ovation both deserved.
Phoenix Academy Debate Mate students have had a particularly successful six weeks. The Debate Mate clubs have continued each Tuesday with a particular focus on preparing for two competitions: the second round of the Urban Debate League in March and the Debate Mate Cup in April. Furthermore, the Year 9 students have started debating with Year 10 students to challenge themselves further.

In March, we travelled to Alec Reed Academy to build on our success of the first round of the UDL that we hosted in January. We had two teams of Year 9 and 10 students who each debated twice. The first motion was ‘This House believes that Proportional Representation is a better voting system than First Past the Post’. This was a ‘Prepared’ motion which meant that the students had been given the motion in their club the previous week and had five minutes for their speeches. It was an incredibly challenging topic for all the students to understand and prepare for. However, they produced some exceptional arguments and both teams won this debate. The second motion was about the controversy around sponsorships in sport and whether companies that supported “unhealthy behaviour” should be allowed to sponsor sports teams and competitions. This motion was ‘Unprepared’ which meant that they were given the motion only fifteen minutes before the debate and had to produce three minute speeches. One of the judges described the Phoenix B team debate as “one of the best of the night” and again both teams successfully won this debate. The final rankings meant that **Phoenix Academy came sixth nationally** within a list of around one hundred schools. In the previous year we were ranked sixty one which is evidence of the significant progress of the students within one year of debating training. The final round will happen in May.

On 1st April, we travelled to Goldsmith’s University for an entire day of debating for the Debate Mate Cup competition. The students had to debate three motions; one being a prepared motion and the other two were unprepared. Year 8, 9 and 10 all submitted strong teams who eloquently argued about the purpose of prisons in society and if everyone should have a three day weekend. We did not manage to rank in the final teams for this although it was a day that everyone was proud of. Particular mentions go to Kai (Year 10), Maria (Year 10) and China (Year 8) for their high scoring performances.

The Debate Mate mentors will be finishing their sessions early in the Easter term so contact Mr Lamboi or Miss Bateson to check for available opportunities once Debate Mate has finished. Congratulations to all students for your continuous energy and thoroughly impressive debates.

**Mr Lamboi and Miss Bateson, Debating Society Leads**
**Pi Day**

Led by the maths department, the whole school enjoyed celebrating ‘Pi Day’ with some mathematically themed house competitions. The first, on Pi Day itself saw Kai in Year 10 crowned as our first annual ‘King Pi’ after reciting 46 digits of pi. He was closely followed by Radwan and Aifa in Year 7 who both managed 40 digits. Anyone who correctly recited 30 or more digits was amply rewarded with the choice of a panel of teachers (featuring the maths department and some friends) to pie in the face. Mr Phillip’s double pie at the hands of Jordi in Year 10 was a highlight of the year. Equally popular was watching Mr Vakatalai receiving multiple pies, particularly among the Year 7s. Our second house competition on the following day saw teams of staff and students from each house compete in a frantically fast lattice method multiplication challenge. Congratulations to the team from Apollo house, ably assisted by Mr Kirkman, who came top, winning the glory for their house. It was a real pleasure to see maths take centre stage around the school and the passion the students demonstrated for the subject was wonderful.

Huge congratulations to Hanan Hussein, Year 7, and Diana Turkman, Year 10, for winning the Headteachers’ Award this term.

Hanan has been recognised for being an absolute superstar on the Outward Bound trip to Wales and for always demonstrating the values of our year 7 family; be polite, make the right choices and participate.

Diana has been recognised for consistently showing the right attitude towards her learning, having a high number of house points, participating in many extra-curricular activities and always wants to be the best version of herself.

<table>
<thead>
<tr>
<th>Place</th>
<th>House</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>Athena</td>
</tr>
<tr>
<td>2nd</td>
<td>Apollo</td>
</tr>
<tr>
<td>3rd</td>
<td>Zeus</td>
</tr>
</tbody>
</table>