

WA ranked in top 1% and Sixth Form top Westminster tables

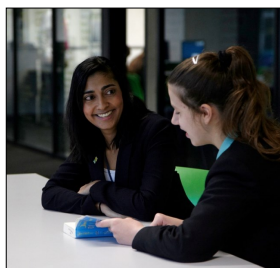


Westminster Academy is proud to announce an outstanding set of results for the third year running, as published in January's school performance tables. 70% of students achieved 5 A*-C grades including English and maths at GCSE, significantly above the national average of 53%. Once again, the Academy is ranked in the top 1% of academies nationally in terms of progress measures for English and its Best 8 score including English and maths.

The progress measures published by the Department for Education show that Westminster Academy is additionally in the top 2% of academies nationally in terms of pro-

Message from the Principal, Ms Bora

Welcome to this bumper edition of our newsletter! Although I am extremely proud of our academic achievements outlined on this page, I hope the rest of the newsletter illustrates our additional commitment to **spiritual, moral, social, cultural and physical development** especially through our wide range of extra-curricular activities and our now famous "Lesson 5" which runs from 3.30–4.40 pm every day. Of course, **reading, revising and practising questions** is important but working on character traits such as **grit, self-control, zest, curiosity, optimism, gratitude and social intelligence** is just as essential for becoming a responsible and successful global citizen.

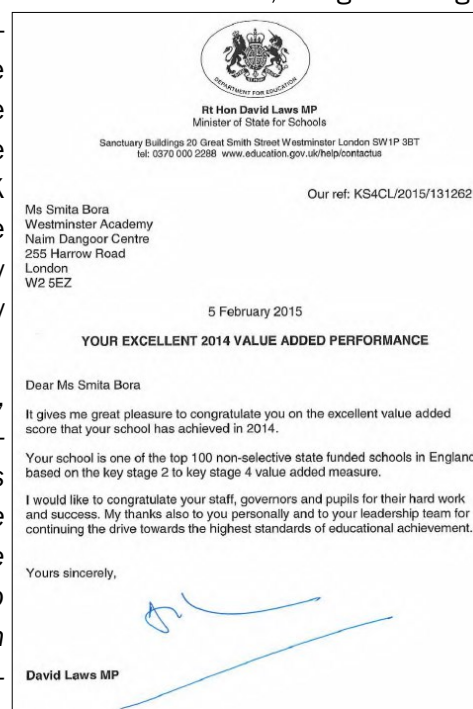


gress measures for maths and science, and in the top 4% for languages. In English, 89% of students achieved expected progress and 61% achieved *more* than expected progress, compared with just 32% nationally. We are delighted that the performance tables also reflect the exciting focus on science at WA since becoming the partner school of the Royal Society of Medicine, with 95% of students achieving A*-C in science.

WA Sixth Form also had happy news to report as it topped the tables in Westminster. The average point score per academic student at Westminster Academy was 874.7 points (equivalent to 2 A* and 1 A), more than 25 points ahead of the next state school in the borough. In 2014 88% of Sixth Form students gained A*-C grades, including 46% of students achieving the equivalent of A* and A grades. The only state school in the tri-borough offering the International Baccalaureate Diploma Programme (IBDP), WA was proud to achieve its highest ever individual score of 39 points in 2014, which put student Kevin De Wit among the top 7% of IBDP graduates in the world.

As a result of these achievements, WA received the following letter from Rt Hon David Laws, congratulating the school on becoming (once again) one of the top 100 state schools in the UK for progress made between key stage 2 and key stage 4.

Ms Bora said, *"These remarkable achievements would not have been possible without superb dedication from our students, parents, staff, governors, sponsors, business supporters and community partners; congratulations to all involved!"*



Field studies residential takes scientists to Somerset



On 19th January, the Biology and ESS Year 12 students went on a five-day field trip to the Nettlecombe Field Studies centre in Somerset. We were going

to spend the next five days focusing on collecting data for our individual experiments as part of our Internal Assessments.

We wasted no time on our first day. We arrived in the afternoon, claimed our rooms and unpacked then headed to a steep hill to begin our first bit of research. We learned many new sampling techniques that differed from the basic quadrat that we knew of, which allowed us to gain a wider knowledge of the different techniques we could use for our own investigation in the area. By investigating the different abundances of a certain species of plant when going up hill, we were able to implement the new techniques that we had learnt.

The second day of the trip was the most tiring but most amazing of the three days. We had the opportunity to visit the Moorlands, which has been labelled as an "area of outstanding natural beauty" for it is majorly covered in heather plants that are periodically completely burnt to avoid succession taking place. The Moorlands were very high up with areas that were extremely steep which caused us to become extremely tired while the weather

was not being kind at all. We were very, very relieved when we finally got back to the house and cherished the warmth.

The third day was my personal favourite as we visited the local meanders. Here we had to step into the stream to take samples of the organisms found allowing us to compare the abundance of a certain type of organism in an area where the velocity of the water was faster than that of another area. After we collected our samples, we worked on identifying the different species we had found ready to compare them with a different sample area.

The last two days went by really quickly as we each individually began to construct our own investigation questions and methods to gain our answers. We worked from as early as 9.00 in the morning to 5:30 in the afternoon when we finally returned to the classroom.

The most memorable activity from this field trip would definitely be hanging out with



both classes in the common room learning how to play pool while still being horrible at it. Although we often found ourselves complaining about being tired and the weather being unpleasant, it was definitely an extremely enjoyable experience during which we gained lots of relevant knowledge and had lots of fun.

By Nora Jamal, Year 12

Opportunities through business and enterprise at WA

Whilst considering different future pathways through regular TTB sessions on careers and Higher Education, SPT tutor group have been reflecting on the practical experience we have been gaining this year.

Our Year 10 tutees have been maximising their weekly internship experience: in our tutor group alone this year, students have had placements at such diverse organisations as a care home, Mercedes, a town farm, a hotel, a primary school, The Photographer's Gallery, HSBC and a nursery. Although students admit that the long hours and early mornings are a challenge, they have enjoyed gaining new perspectives, learning how to communicate with different types of people (and animals!) and making use of their skill sets in a real life environment.

Those students in the tutor group who are not on internship this year have been benefiting from the Business and Enterprise specialism in other ways: we have a Year

11 being mentored by Marks and Spencer; Year 9s who experienced setting up virtual businesses as part of the MOSAIC Enterprise Challenge, a Year 8 who found out what it means to be a gynaecologist at the Royal College of Obstetricians and Gynaecologists and Year 7s who became entrepreneurs as part an opportunity with Bain Consultants. Year 7s have also been learning about the value of volunteering and are looking forward to forthcoming active citizenship projects.

Meanwhile we're keeping our options open and making new discoveries unique to students' own interests and talents with Fast Tomato, which is an online Careers Programme to which every student at WA has access for free. We may not have decided what we want to do in the future just yet, but at least this gives us lots of ideas to think about.

By SPT tutor group



Year 7 investigate the number of women in politics for BBC's Newsround

Our day at parliament

Politics? How does that affect a 12 year old student at WA (ME!) whose main understanding of VOTING starts and stops at the X Factor?!

These were the sort of questions that I was asking myself before I had the amazing opportunity of meeting some significant members of parliament on Wednesday 7th January. I realised that politics affects us in daily life from education, health care, jobs, travel and even food shopping!

But the excitement didn't just stop there, oh no: we (Sarah and I) were going to be filmed by the BBC whilst directing questions towards the two MPs.

The big question is how do we get more women to participate and even aspire to become MPs. The reality is that there are significantly more men running the country and in parliament than women. **THIS HAS TO CHANGE!!!!**



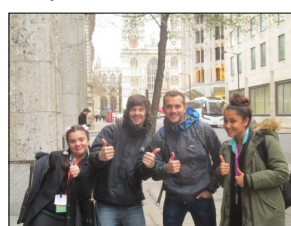
The two main women that we focused on were Esther McVey from the Conservatives and Rushanara Ali from the Labour party.

We first met Esther near Liverpool



Street and it was so amazing to see the gherkin up close and for real this time! We watched Esther run a meeting and later on interviewed her in her office at the Department for Work and Pensions. It was very inspiring to hear her story and find out about how she got into politics and her determination to reach her role in parliament as a female MP. Whereas Rushanara had a different career journey and had her parents as a driving force behind establishing herself in politics.

Later on in the day we were lucky enough to have a seat in the public gallery and watch Prime Minister's Questions! This is where I observed the Prime Minister, David Cameron, exchanging conversation with the leader of the opposition, Ed Miliband. From what I saw, I don't think they liked each other very much; it was like watching two



Year 7 students squabbling for their place at the lunch table - #just my opinion!

In summary I found the day to be very informative, interesting and interactive, so next time the word politics is mentioned on the news don't switch the channel over because you think it's "not for you" because actually it does affect you; it affects all of us!

By Ayah Benkacem, Year 7

Dickensian discoveries for English students

Miss Wasley and Miss Rigg took their Year 9 classes to the Charles Dickens Museum in Camden to meet Chris Priestley (an author). Chris did a workshop with us, telling us about his new book, *The Last of The Spirits*, which is a reinvention of *A Christmas Carol*. As a child, he was fascinated by Dickens' characters, Ignorance and Want, and in his new book he reimagines the story with them as the protagonists. I bought a copy and he signed it with an illustration of a skull!

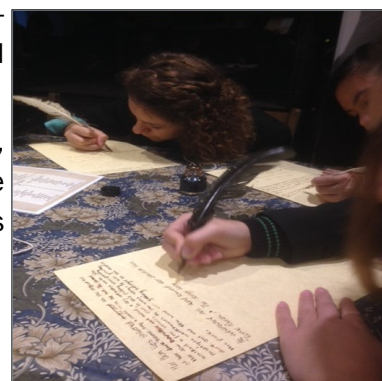
After the workshop we had a tour around Charles Dickens' house; we were even able to visit his study where he wrote *The Pickwick Papers*, *Oliver Twist* and many other novels. We also saw the serpent ring that his ex-wife famously sent as a not too subtle message of be-

trayal to her sister who was living with Dickens at the time.

After the tour we took part in a workshop in which we were challenged to write a Dickensian story about a female miser using an actual quill. Some of us found this easier than others!

Overall, despite the rain, we had an amazing time at the Charles Dickens museum.

Thasnim Ahmed, Year 9



Business tips from The Apprentice's elite

The Bright Ideas Trust is a charity that specialises in helping people start their own business, and in term 3, Sixth Form business students were invited along to a Bright Ideas event. The event was held at St Marylebone COE school and began with an opportunity to hear from no other than the first Apprentice winner, Tim Campbell, who is also the founder of Bright Ideas Trust. Tim explained how businesses are widely present in our lives. As an example, he asked me – yes, myself! – how many businesses, services or products I had used or touched during that day.

After an introduction from Tim all students were divided into groups and each group attended various sessions delivered by staff from both Bright Ideas Trust and Accenture. The sessions were incredibly interesting and covered areas like the importance of pricing products reasonably, using spreadsheets to track progress and transforming e-commerce into an ally.

The last session of the evening was called “chatter-box”. We had five-minute 1:1 networking opportunities with an array of successful business people. We even received tips from the inspirational Margaret Mountford, best known for her role as Lord Sugar's aid in The Apprentice. During our chat, my peers



and I asked some questions such as how her studies in law and classics contributed to her success in business and what inspirational tips she could give us; all of which she gladly and atten-

tively answered us. What a great event!

By Julio Cesar Da Silva Junior, Year 12

Reward trip: Taken 3

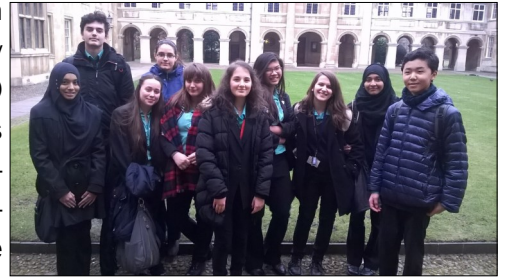
At the end of term, students in Year 10 and Year 11, including me, were chosen to go on a reward trip as a result of our attendance and positive to negative ratio. The trip was to Westfield cinema to see Taken 3, so students lined up their popcorn and drinks, eager to watch the film. I really enjoyed this movie from start to finish; it had a great story with a lot of twists, and that is why I consider it better than Taken 2. It has drama, great action and bone-crunching hand combat, followed by great car chases that are longer and better. It is also a thriller with nice drama blended with suspense.

By Humaira Khanom, Year 10



Who should attend university? Year 10s debate at Cambridge

On 11th February ten Year 10 economics and business students were taken to



Emmanuel College in Cambridge to experience what it was like to be an undergraduate there. The day started with a quiz and introduction to how Cambridge works, hosted by very nice students who were running the day themselves. Students were asking questions about the subjects on offer, the grades required to apply and mostly about the extra curricular activities available. A tour of Emmanuel college was followed by a robust lunch, held in the historic old library. Some students took this opportunity to chat with undergraduates about their experiences. After lunch a debate was organised on the topic of "who should attend university". WA students were put in two groups and debated against two other schools. Needless to say WA won both debates! The final activity was a short maths lecture: a fun, interactive session with some really tough puzzles. Amazingly Siana and Ochir solved one of professor's brainteasers before he finished setting it!

What was the most important lesson of the day?

Gentiana: It was very interesting and inspired me to want to study there.

Siana: The trip to Cambridge was quite inspiring and exciting. It made me feel more confident and intrigued about my future opportunities.

Atosa: The trip to Cambridge was absolutely fantastic. I learnt what Cambridge university students do in their time, how they found their subjects and what they do there. I was inspired to practise more and further improve my grades to get there in the future.

Gramos: Being inspired to work harder so I can attend somewhere like Cambridge.

By Mr Phillips, Teacher of Business and Enterprise

Politics and Philosophy

period 5



When my form tutor Mr Stritter told me I had been "selected" for Year 9 Politics I thoughtboring.

However, from the very first week it has been in-

teresting and lively. I don't know if I have learned much about politics but I certainly know a lot more about philosophy. We learned about moral dilemmas and utilitarianism. We also learned to argue our viewpoint while still respecting the viewpoints of others. The lessons were led by Shahab and Liam - who are not teachers but a civil servant and a student - on behalf of an organisation called Critical Access, which aims to encourage young people to get involved in politics. In these troubled and violent times it was great to be able to discuss and argue about issues openly. After the lesson last week we gave our feedback to Shahab and Liam and it was clear that everybody had enjoyed it. The class is going to continue and I am looking forward to lessons about politics from Mr Van and others, especially with the election coming up. Maybe in the future I will get much more involved in politics and philosophy. I certainly enjoy arguing.

By Erza Musa, Year 9

WA students acquire mentoring skills at local primary school

The Edward Wilson reading programme was designed so that students from all year groups at WA were able to mentor primary school children to develop their reading skills. WA students supported the Edward Wilson children through questioning them on what they had read and modelling good reading for them. Many of the EW students gained loads of confidence throughout the mentoring as they felt far less self-conscious reading with students just a few years older than them than with adults!



Above: Mentors awarded certificates 'in recognition of their hard work and effort with pupils of Edward Wilson Primary School'

It was a beneficial challenge for all involved, with opportunities on both sides to develop skills and build confidence. The mentors built up their sense of responsibility and had a real sense of the impact they were having on the younger kids. It's such a fantastic experience: if you have the

chance to join, do it! It comes highly recommended by me!

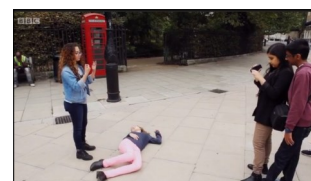
By Ereza Hasani, Year 8

The Cinemaniacs Experience!

Hello Cinemaniacs! My name is Misbah and during the period between July and November, WA students Nada El-Hammoud, Yagmur Tiras and Stina Zejnnullahi as well as myself were invited to a once-in-a-lifetime media opportunity: to create our own film and have the production filmed for an episode on CBBC's CINEMANIACS!!



Over the course of the months, we had to plan the schematics of our film, what genre it would be and who the main characters would be. My fellow colleagues wanted a horror monster-movie which did not have a quirky or cheesy background to dilute the original horror sense. We decided on the motives of how the monster became itself and who would play the actor to become a monster. We developed a storyline and had to film it during the half-term holiday with our director and the group of sound and camera technicians.



The best was yet to come as FrameStore (creators of Guardians of the Galaxy and Gravity) assisted the monster-movie through using their CGI technology to develop monster movements and create a realistic look to the monster's destructive behaviour. I played the monster and had to wear a strange CGI suit which had silver bobbles to reflect and track my movement. It was awesome because I could truly express a monster and have the movements tracked and saved for the movie. After an hour of perfecting movements, placements and the character design of the monster, we had an interview on our day.

All-in-all, the day was one to remember as I got to work with the same company who helped make Gravity and other blockbusters. Special thanks to Mr Rahman for organising the event with the CINEMANIACS crew. The programme was shown Saturday 14th February at 9am.

By Misbah Ali, Year 9
Check out the making of the film on iPlayer: <http://www.bbc.co.uk/iplayer/cbbc/episode/b053kykn/cinemaniacs-episode-2>
And see the film in full on : <http://www.bbc.co.uk/cbbc/watch/cinemaniacs-diy-blockbuster-the-curse>



The Boy Who Knew Too Much

The Boy Who Knew Too Much

Climbing on 'Enola Gay',

The Fat Man dangling dangerously below him.

He'd been told he'll serve his country.

God save America and all that stuff.

However, he's worried.

What does the bomb do?

As far as everyone's concerned,

Drop the bomb and it's over with.

But he wants to see what happens.

What does the Fat Man do?

He called himself 'The Boy who Knew Too Little.'

At last! The Fat Man is gone!

Come down quick!

He has to see the effect. But the bomb falls slowly.

25...26...27

Still, the bomb falls too slowly.

Guess it lives up to its name.

It falls for 50 seconds.

Feels like 50 years.

3...2...1... BOOM!

The Fat Man annihilated Nagasaki.

He keenly observed but saw only a mushroom cloud.

Come on! What does the Fat Man do!?

But Enola Gay's flown away.

He'll have to find out another day.

Back home, he's given a hero's welcome.

But he can't sleep so easy though.

The thought of it kills him.

What did it do?

He saw some pictures and it made his blood chill.

It wasn't the preserved people in carbon.

It wasn't the rubble drowning the city.

He saw the *hibakusha* and died inside.

The scathing, scarlet, scarring skin.

The lice and worms riddling their bodies.

The painstaking way they had to live.

No!

This wasn't part of protocol.

Nazis and soldiers he could get but not innocent civilians.

What did they do to America?

Belong to the wrong ethnicity that's what.

Quarter of a million dead, hundreds of thousands suffering and their babies deformed.

Was that America's greatest plan?

Kill quarter of a million to force Japan on its knees?

What a cowardly, disgusting act.

Then it dawned on him.

He did that.

He was part of the team.

He wilfully decided to join the pilots and wipe out a city.

What could he do?

Send out money and support children?

He could hardly support himself let alone others.

Apologies and letters?

Angry survivors would tear his letter and maybe him apart.

What could he do?

He called himself 'The Boy who Knew Too Much.'

One day.

It was too much.

A lonely junkie alcoholic,

Homeless on the streets.

Drug addiction made his life spiral out of control.

Then he decided to do one final act of good.

He took the knife he always had in his pocket.

Taking a deep breath,

He plunged it into his neck.

His breathing, already jagged, stopped.

The warm blood erupted down his coat.

The boy lay bleeding dead.

A puddle of blood around his body.

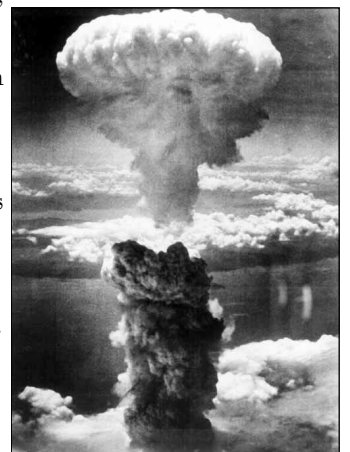
Faceless, dead.

His body was there for 24 hours.

Who was he?

The Boy who Knew Too Much?

By Nadira Kossar, Year 9



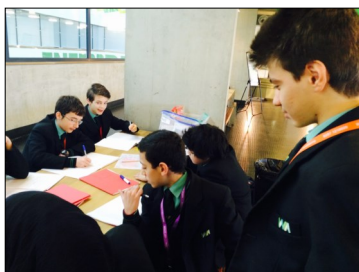
Nadira's English teacher, Ms Begum, said "Nadira wrote this voluntarily after reading and being inspired by the poem *August 6th, 1945* which we studied in English. I was really impressed with her effort!"

Morning EAL interventions in Sky Dining

From 8:30 to 8:55 students gather to share their knowledge and to learn English. All the EAL students, from Year 7 to 11 and even Sixth Formers (who volunteer), come to Sky Dining every morning, Monday to Friday.

Students' view

A student in Year 7, Ashraf Morsi, had this to say about the morning interventions: "We do this every day in the morning and the students who don't know English, they will learn it." A typical morning intervention session might include reading, grammar practice, vocabulary building (with blue books) or group work.



Teachers' view

The students get to practise all the skills and vocabulary in English. They are also supported if there are any problems or they need help with homework. Ms Cooper, who teaches one group, said: "It is a really important time to be able to practise more English, but to also keep in touch with the students and to know where they might need help. We can make sure they have friends and help with their homework too." Ms Cooper's KS4 group are able to work on improving controlled assessments, understanding poetry or maths vocabulary. Everybody is catered for and welcomed.

Volunteers' view



During this time in the morning there are many volunteers including Sixth Formers, Year 10 and Year 11 students. Gentiana Bytyci Zejnullahi, in Year 10, volun-

teers to help teach English and said this: "I help them if they need anything to learn. For example: new words, worksheets, dictionaries and books." Some of the volunteers, themselves EAL students, have similar experiences of moving to new countries and learning English. Now at a proficiency level of English, they make for excellent teachers who give valuable advice and support.

By Mohammed Mamoun Al Moazan, Year 11

Neuroscience and molecular genetics in depth at Imperial

In December Year 12 and 13 Biology students spent a day each at the Imperial College Reachout Lab, made possible



by the generosity of the Dangoor family. This was part of the practical aspect of the IB Biology curriculum and represented an amazing opportunity because of the experiments we were able to do in the university laboratory that aren't possible in school.

The Year 13s went first, and their day was based on Neuroscience. In the morning we did experiments with planarian worms. Even though planarians are worms they often react to drugs in a similar way to humans. We tested drugs like caffeine, nicotine and aspirin and monitored the worms' reaction. In the afternoon we dissected sheep brains, viewing the different areas and learning about their functions.

The Year 12s did experiments based on molecular genetics. This involved firstly viewing some of our own cells under the microscope and then extracting their DNA. Students were then able to carry out a DNA fingerprinting activity, which is what the police use to test crime scenes, so it was really cutting edge!

Both Year 12s and 13s really enjoyed the day and learnt a huge amount not only about laboratory work, but were able to ask the scientists who helped us questions about their work. I'd like to thank the Dangoor family for making this incredible opportunity possible.



By Mr Leach, Teacher of Science

Spelling, Punctuation and Grammar: Nazia's View

Meet Nazia Meah: a determined and highly-motivated Year 10 student who has gained a valuable insight into the importance of spelling, punctuation and grammar through her work experience.

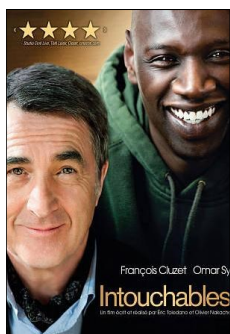
Nazia works every Wednesday at MA Consultants in East London, which is a law firm that specializes in assisting clients with immigration issues. Recently, Nazia has been helping clients to complete important forms that will be used to determine their immigration status. Furthermore, she has had to translate carefully documents from English into Bengali for clients who hope to stay in the UK permanently. Finally, she has even drafted letters for lawyers and clients that have then been sent to the Home Office. In this context, it is absolutely vital that her spelling, punctuation and grammar are precise: the consequences of mistakes would be much more serious than simply a teacher's red pen. As Nazia says, when you're working with a professional barrister, "Your SPaG must be perfect!"

This week, our grammar focus at WA is on using full-stops and capital letters accurately and for effect. As writers, our students need to be able to articulate and explain the decisions they make, so that they have controlled and conscious power over their writing. Remember that long sentences are often used to provide information (re-read my paragraph above for some examples of these), while short sentences can be used for impact. Like this. All you need to do is place the full-stops and capital letters in the right places. Remember that the strongest writers use a variety of sentence structures – in other words, a mixture of long and short sentences.

Finally, there's no doubt that in Nazia's line of work the ability to influence others through your controlled and conscious use of grammar is crucial.

By Mr Harris, Assistant Senior Leader English

Les Intouchables



Nous avons vu le film 'Les Intouchables,' aujourd'hui en classe. Nous avons trouvé le film émouvant mais très amusant et marrant. Le héros s'appelle Driss et il vient du Sénégal mais il habite à Paris. Il s'occupe d'un tétraplégique millionnaire qui s'appelle Philippe. Nous recommanderons ce film aux ados qui aiment l'humour.

Par Tamim, Sami, Ayman H, Clara et Kirubel , Year 9

The value of languages at Pembroke College, Oxford University

Three of our IBDP students went this month to the University of Oxford for a language trip. The aim of the trip was to expose us to the way important and highly recommended universities are structured, the relationship between teachers and students, how they teach and how the university itself is organised, in terms of students' accommodation, classes, meals and leisure. The trip was only for a day, so our day was divided in two parts: the morning and the afternoon.

During the morning we had the opportunity to go around the college with a guide; this allowed us to get to know the college and the facilities it offers. At the end of the tour we were able to understand a little more about how the university is divided and how student accommodation works. As we finished our tour we were able to ask questions of our guide, who was in her second year at the university. This was so interesting as we could not only ask for advice related to that specific college but also discuss how to choose the best college and university, ask for recommendations and also find out about 'university life' - amount of course work, holidays, experience, how she deals with all the deadlines and the pressure of a great amount of work.

In the afternoon we attended some lectures. The first lecture was all in Spanish and we had the opportunity to see what languages classes are like at University; as we study Spanish, we were also able to participate and improve our Spanish skills in a short time. It gave us an insight into what university lectures are like and what is expected from us students during classes. In the second part of the afternoon we had a lecture about language as a whole and how big characters of the world's history used to manage to communicate with other countries, allies and nations, in this way enabling us to realise how languages are really important not just for knowledge and being able to speak another language but also in order to communicate with other people and understand through language how people and cultures interact.

During this trip we had the opportunity to see what skills are necessary for a student to have



in order to study a language course or any other course, and also to be able to comprehend a little better how a university, such as Oxford, is structured and the expectations they have of undergraduate students.

By Bettina Broll Carvalho, Year 12

Teaching and Learning update: English



This term in English, Year 7 have studied a wide range of non-fiction texts including diary entries, letters, speeches and newspaper reports. Students showed plenty of zest and grit when considering how Barack Obama uses persuasive techniques in his speeches to motivate his audience. We were very impressed with the hard work they put into analysing some very difficult texts.

Year 8 have travelled the world this term through their studies of a range of travel writing including extracts from Bill Bryson and Michael Palin. Many of us could relate to Bill Bryson's experiences of exploring and discovering London.

Year 9 showed impressive maturity when studying conflict poetry this term. They were also given the exciting opportunity to take part in a variety of script writing workshops run by the Tricycle Theatre Company. This will culminate in some students having the scripts they have written performed by professional actors.

This term Year 10 have thoroughly enjoyed Romeo and Juliet and comparing it to the musical West Side Story. The hard work they have put in will pay off in their controlled assessments which will contribute to their overall GCSE English Literature grade.

Year 11 continue to work hard preparing for their GCSE exams in the summer. This term the focus has been on poetry and we have seen an impressive development in their analysis skills. Many students have also been diligently attending morning intervention class with some of the English teachers, which is sure to have a positive impact on their final grades.

By Ms Dunn and Ms King, Teachers of English

What's on for parents

FREE IT classes for parents - Thursdays 4 - 6pm; WA Library

FREE Art classes for parents and community

FREE Arabic Triple P Parenting Group for parents with teenagers - Mondays until 16 March 10.30am - 12.50 at WA

FREE Adult English classes - every Wednesday

To express interest in any of the above, please email Mr Gothard: AGothard@westminsteracademy.biz

Progress Review Day - Friday 6th March

Year 8 Parents' Evening - Thursday 25th March

Enrichment Day - Wednesday 1st April

End of term 4 - Thursday 2nd April

A rose for Rotary

Sixth Form IBDP students came up with an innovative way to raise money for charity during the run up to Valentine's Day. Five of WA's Interact Rotary Club members offered other students the chance to send a rose to another student which would be delivered during tutor time on the last day of term. These could be sent with a card anonymously, but any student brave enough to sign their name on the card could pay a discounted rate! Roses were also sold in the playground during break time. This seasonal fun was a great success: the beautiful roses bloomed colour and smiles across the school and £123.40 was raised for the Rotary Club!

WA has fifteen Sixth Formers students who attend Rotary Club meetings once a week. We look forward to seeing their next project.



Parent Council

The Parent Council is run **by parents for parents!** If you need any support regarding your child at Westminster Academy, or if you would like to get involved with the Parent Council, please contact the team on:

parentcouncil@westminsteracademy.biz

Free Spring Classes

Put a spring in your step this season!

Classes Available for 19+

Free!!

Priority for Westminster Residents & Workers

| Class | Dates | Time | Location |
|--|---|----------------------------------|--|
| Zumba for Women | 9 th , 16 th , 23 rd , 30 th March, 13 th , 20 th April | 5pm - 6pm | Westminster Sports Academy |
| Motivation | 10 th March | 11am - 1pm | Stowe Centre |
| Self-Branding | 14 th April | 12.30pm - 2.30pm | Stowe Centre |
| Rights at Work | 8 th April | 11am - 1pm | Stowe Centre |
| CSCS Preparation | 19 th March | 12pm - 2pm | Stowe Centre |
| Mock Interview with M&S | 12 th March | 10.30am - 12pm | Stowe Centre |
| Learn how to: - Face Paint - Henna Paint | Easter Holidays | TBC TBC | TBC TBC |
| Introduction to: - IT Training - E-mail Training - Universal Job Match | 15 th April 22 nd April 29 th April | TBC 1 hour 30 minute sessions | TO BE CONFIRMED |
| Intro to a career in: - Retail - Health & Social Care/ - Childcare - Self-Employment | 24 th March TBC 13 th April | 1pm-3pm TBC 1pm - 3pm | Stowe Centre Stowe Centre Stowe Centre |

For more info, contact:

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Sports News - Hold the back page!

Year 9 WA Football: Champions League position!

The Year 9 Football team finished third in the Westminster League. With early poor performances at the start of the season, their chances of retaining the title were lost. However, strong performances towards the latter half of the season saw a strong finish, especially beating - 1st place at the time - Westminster City 5-2 and Quintin Kynaston 4-2, who had defeated WA easily in the QPR League earlier this academic year.

The boys have trained superbly with Leo, their coach this season. They must still train hard, earn their spot in the team and finish strong in the QPR league.

| | | |
|---------------------|-----|--------------------|
| WESTMINSTER ACADEMY | 9-1 | KING SOLOMON |
| WESTMINSTER ACADEMY | 3-6 | PIMLICO ACADEMY |
| WESTMINSTER ACADEMY | 1-1 | ST GEORGES |
| WESTMINSTER ACADEMY | 0-2 | PADDINGTON ACADEMY |
| WESTMINSTER ACADEMY | 2-0 | ST AUGUSTINES |
| WESTMINSTER ACADEMY | 5-2 | WESTMINSTER CITY |
| WESTMINSTER ACADEMY | 4-2 | QUINTIN KYNASTON |

Squad: Momoh Koroma, Filmon Tekle, Omar Salih, Aaron Mulla, Kareem Benkacem, Riyad Ahmed, Murkabh Abdul Hamid, Ahmad Kallam (GK), Mohammed Shaffi, Kane Clarke, Mohammed Osman Dahir, Mathew OJ, Omar El-Gtaibi, Mohammed Konte (C), Hudayfah Boukhari, Hans Morin, Ameen Alsowmely, Walid Jaylani, Corey Dyatt (free transfer).

U13 Girls Premier League football tournament

The Year 7 and 8 Girls Football team triumph but get squeezed out at the quarters

On Tuesday 10th February, the girls participated in the U13 Girls QPR Premier League football tournament and competed against 26 other schools from all over London.

WA were undefeated with 3 wins and 1 draw to come joint top of their league to progress to the quarters, unfortunately losing 2-0 to the overall runners-up.

However, the girls' passing, shooting and defensive skills all contributed to some solid football. Highlights from all matches included double and treble saves by Lizzie in goal, Sabrin winning everything in defence and Awa with some silky skills in midfield. Well done ladies.

Team: Sabrin Mohamed, Awa Ndiaye, Manal Ahmed, Ayah Amir, Binish Fatima, Elizabeth Alavidze, Bleona Gashi, Shkurte Musa



Year 7 and 8 Sportshall Athletics

The Year 7 and 8 boys teams represented the Academy well but fell short of medals. The Year 7s missed out by only 3 points - one place higher in any event and they could have come home with gold. Field events ranged from standing long jump to shot put and track events ranged from 2 laps to 4x2 relays. Keep active at lunch, train well in Period 5, work hard to progress in PE, gentleman, and medals will be won!

The ten Year 7 and 8 girls represented WA exceptionally well. Year 7s finished 4th and Year 8s finished 6th. All formats were competitive. These included: shot put, high jump, long and triple jump, speed bounce, and all forms of the track



events, including the relay. The girls performed with a great deal of heart and were an inspiration to their peers. Miss Gold was extremely proud of all the girls' determination and grit.

Westminster Academy Sports Star Programme 2014/15

| | 8.30-8.55am | Lunchtime | 3.30-4.45pm |
|------|-----------------------|---|---|
| MON | Recreational Activity | Table Tennis Badminton Football Mini-Tennis Rowing/Cycling | Rugby (8-a-side Pitch) – Walker General Session (Community Pitch) – Connick Girls Allowed (Multi-sports) – Gold Girls Allowed (Sports Hall) – Denis/Other Girls Allowed (Dance Studio) – Green |
| TUE | Recreational Activity | Table Tennis Basketball Football Mini-Tennis Rowing/Cycling | Year 7 Football (Community Pitch) – Troupe Year 10 Football (8-a-side Pitch) – Compton Basketball (Sports Hall) – Gold Netball (MUGA Court) – Denis/Tsai Dance (Dance Studio) – Green |
| WED | Recreational Activity | Table Tennis Basketball Football Mini-Tennis Rowing/Cycling | Year 8 Football (8-a-side Pitch) – Howard Badminton & Table Tennis (Sports Hall) – Compton Fitness (Academy Sport) – Windmill Boxing & Martial Arts – Gold/Payne |
| THUR | Recreational Activity | Table Tennis Basketball Rugby Football Mini-Tennis Rowing/Cycling | Year 9 Football (8-a-side Pitch) – Windmill Parkour (LEAP) – Coach/Troupe Tennis (MUGA Court) – Coach/Troupe Basketball (Sports Hall) – Howard Girls Football (Community Pitch) – Denis Dance (Dance Studio) – Green |
| FRI | Recreational Activity | Table Tennis Badminton Football Basketball Rugby Mini-Tennis Rowing/Cycling | N/A |

