INTRODUCTION FROM THE PRINCIPAL, MS GREEN

Please enjoy reading the Term 3 newsletter which captures a flavour of the work in the last six weeks of term from our Departments and Pastoral teams. We have enjoyed seeing large numbers of parents at our meetings for Year 13, 11, 8 and 7 over the last two terms and look forward to seeing Year 9 and 10 parents and carers next term.

I was delighted to learn that we had five Oxbridge offers this term for our Year 13 pupils in Medicine, Architecture, History, Maths and Philosophy. These pupils clearly love the subject they have chosen to study and this has been nurtured over the years both in lessons and opportunities to further study and explore the subject outside of lesson time with staff. We have had some great offers from many top universities and Art colleges and it is great to see all the years of hard work paying off for our Post 16 pupils. The younger pupils continue to be a pleasure to teach and get fully involved in the wider life of the school which we always encourage and support.

YEAR 7
MR BARDETTI, HEAD OF YEAR 7
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Year 7 students have welcomed the New Year with a positive attitude it is lovely to see how settled they have become in their new school. Students were very excited to receive their Assessment Point 1 results and they have been busy setting targets for Assessment Point 2 during their academic tutoring sessions.

I am particularly pleased to celebrate the performances of Alise Cenaj, Arwa Saleh and Zaya Vasconcelos. All three girls deserve a commendation for making the most amount of progress in the entire year group.

As part of our continued personal, social, health and economic (PSHE) education, Year 7 students have just completed a unit of work on Sex and Relationship Education (SRE). I would like to congratulate all students for their maturity and levels of engagement during this unit of work.
7PC/PD have also been participating in an additional PSHE unit of work focusing on mental health along with the mental health charity, Mind. The Learnwell Programme is a course designed for young people that tackles the stigma around discussing mental health, providing clear information on a range of mental health issues and teaching steps that everyone can follow to look after their mental wellbeing. Taylor, the course teacher from Mind, has already commented on how committed the tutor group has been and that it might just be the best group of students that that she has ever worked with!

Thank you to parents who attended the Year 7 Parent Evening and Parent Coffee morning focusing on Online Safety and Social Media. Both events provided us with a great opportunity to share key information on issues relating to your children’s education. The next Coffee Morning is scheduled for Tuesday 13th March. We will be in touch with more information but please keep the date in your diary. Claudio Bardetti – Head of Year 7

Well done to Aaron Zeleke who has been putting together a weekly sports newsletter covering the Year 7 lunchtime football league and other Year 7 sporting events such as basketball tournaments. Aaron presents the newsletter to the entire year group in assembly and has embraced the challenge of reporting on the matches. He came up with the idea himself and has invited other students to contribute and help out if they would like to. The year 7 raising aspirations topic for this term has been ‘media and communications’ and it is good to see a student taking the initiative and running his own printed newsletter. We look forward to many more editions this year! Anthony Cornish – Year 7 Academic Support Officer

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**Pimlico Academy weekly sports paper**

**By Aaron Zeleke**

**Tuesday 30th of 2018**

**Football: Chelsea V Manchester**

Last week Chelsea and Manchester City battled it out and left with a draw next to their names. The [Chelsea] [Manchester] broke the ice after Chelsea's corner and played strong and hard to keep the advantage up. But it was Charlie [see bottom picture] who surprised us all after his free kick which led to an own goal by two players.

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**YEAR 8**

MR FORD, HEAD OF YEAR 8
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The past month and a half has been a general success for year 8 as they completed Assessment Point 1 for all subjects after hard work in terms 1 and 2 in class and revision. The AP1 results saw progress from Y7 AP2 across the range of subjects, which demonstrates the excellent teaching and learning going on in classrooms and at home in year 8.

As a consequence of these findings, students are able to sit down with their teachers, along with parents/carers, at Year 8 Parents’ Evening on Thursday 8 February and discuss the impressive progress made and the strengths of their work. In
these meetings, they will also discover their areas for improvement and what strategies will aid this, and indeed find out whether they will be targeted by specific subjects for extra progress between now and AP2, which takes place in term 6.

My congratulations go to these two lists of students, who were the top 10 students in year 8 for overall attainment, and crucially, for most progress:

<table>
<thead>
<tr>
<th>Top 10 students for progress from Y7 AP2 – Y8 AP1:</th>
<th>Top 10 students for attainment in Y8 AP1:</th>
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<tbody>
<tr>
<td>Tamer</td>
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<td>Samiyah</td>
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<tr>
<td>Chloe</td>
<td>Daya</td>
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</tbody>
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Over terms 4 and 5, tutors will also be meeting with individual students to congratulate and discuss areas for improvement. In addition, the year team (myself, Ms Warwick, and Mr Meneghello) will be working with a select group of pupils to aid their progress from now.

Mr Ford
Head of Year 8

The return from Christmas sees a new student leader join the year 8 team: welcome Fajr! Our newest Student Leader has slotted in brilliantly, and along with her sixteen peers, has risen to new heights of responsibility. From collecting resources for their forms, to leading Student Voice sessions, the Student Leaders have been developing in their roles.

This has been shown brilliantly in the new Equipment Kits that all Student Leaders carry – a pencil case loaded with all the necessary equipment a pupil might need. The Student Leaders then act as mobile equipment-libraries, lending pens, rulers, and calculators to their class mates, in a bid to ensure all pupils are well equipped for lessons, and able to learn effectively. Initial reports suggests this is working well.

Finally, I’d like to remind all year 8 readers of our new Home Learning rule: If you get two Home Learning referrals in one week, you will spend the following Monday lunch time with me in detention. I am very glad to say that so far we have only had 3 pupils who have had to do this; keep up the good work, Year 8!

Mr Meneghello
Deputy Head of Year 8

YEAR 9
MR WOOD, HEAD OF YEAR 9
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GCSE CHOICES

I am sure you are aware that your child will be making their GCSE choices very soon. Year 9 students are currently looking forward to their GCSE courses and working on their selections for next year. This process will continue over the next two months leading up to each student handing in their GCSE choices form before Easter. Teachers have informed them about each subject’s course content during lessons or in assembly, so each student will have a better understanding of what to expect in GCSE lessons next year. The results from their recent AP1 exams will also help to guide students into making the choices that are best for them.
Form tutors will be conducting academic tutorials over the next three school weeks with each student in their group. This will help students to better understand their AP1 results and use them to pick the correct courses next year, as well as move forward to better grades in their AP2 tests. Year 9 students should then have a clearer picture of the subjects they wish to choose before Year 9 Parents Evening.

THE PARENTS EVENING FOR YEAR 9 IS THURSDAY 1ST MARCH FROM 3:45PM TO 7PM.

There will be a one off presentation from 3:45-4pm to explain the Choices process. It is important that all year 9 students are represented by their parents or carers on the evening because this is when we will be giving out the GCSE option forms for each student. This is your opportunity to talk to your child’s subject teachers about their progress so far and their readiness for GCSE courses next year. This will enable you to give further support to your child through the GCSE choices process and help them fill out the form.

In the weeks after parents evening each Year 9 student will have an interview with a member of the Senior Leadership Team or the Year 9 Team. The choices form will be handed in at the end of this interview so it is a final opportunity to ensure that students have chosen the best subjects for their timetable next year. The last interviews will be on Friday 16th March.

YEAR 9 POSITIVE EXAMPLES

I am delighted to inform you that Year 9 students continue to display the values of Respect, Politeness and Manners in their lessons and around the school. With this in mind I would like to congratulate the following students who have won the Academic and Pastoral Star of the Week awards this term.

**Academic**
- Roshan Iha – Millwood
- Nali Aziz
- Mariam Abdelhadi and Leonardo Zang
- Tommy Flaherty and Aishah Rahman

**Pastoral**
- Frank Robson
- Ali Benzeggouta
- Adam Hassaballa

I would like to highlight two sets of Year 9 students who have been fantastic examples of our values. The netball and the football teams have been excellent ambassadors for the year group and the Academy. They have both been successfully competing in the Westminster Schools league this term. They play with a positive attitude being always polite and respectful to their opponents and staff from other schools. We have had lots of comments by spectators from outside the Academy about the wonderful sporting spirit of each team and their approach to playing. The reward for this outstanding effort are some pleasing results. The netball team have had some great wins, including a 20-0 victory. While the football team have won all their matches with only three games to play. Personally, I would like to say it has been a privilege to coach the Year 9 boys’ football team this term.

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**YEAR 9 GCSE CHOICES SCHEDULE:**

- **January 2018** – AP1 exams in each subject and results.
- **February 2018** – Academic tutorials for each student.
- **1st March** – Year 9 Parents Evening. GCSE choices form handed out
- **12th – 16th March** – Individual student interviews with SLT or Year Team. GCSE choices form handed in.
- **Term 5** – Choices forms will be collated and assessed by SLT. Students will be allocated GCSE subjects for next year.
- **Term 6** – Students handed their Year 10 GCSE timetable. Opportunity to raise any concerns and possibly make changes before the end of Year 9. GCSE timetables are finalised.
- **September 2018** – Start of GCSE courses. No timetable changes will be made.
There are many other Year 9 students setting excellent examples around the school. The student leaders continue to be outstanding role models and are providing valuable support to others in the year group, led by our Deputy Head of Year Ms Cordery.

I also have to mention Ms Oliver Morgan’s amazing work ensuring all students are working to our high expectations of behaviour and conduct, as well as dealing with our attendance and punctuality concerns. She supports many of our year group and is a key reason for the great progress we are making.

YEAR 10
MR BENJAMIN, HEAD OF YEAR 10
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SPEAK OUT CHALLENGE CHAMPIONS

Asma Deris and Osman Osman competed at Paddington Academy at the Regional Speak Out Challenge Finals on Monday 29th January. This is a very prestigious event, run by Sir Jack Peachey CBE and is the biggest Youth Speaking event in the country. Students that have won in the past have gone on to have some fantastic jobs in politics, journalism and debating. Pimlico Academy are very proud to have had two finalists this year, Asma Deris and Osman Osman.

Asma Deris won the Regional Final competing against 20 other finalist students from other schools across Kensington, Chelsea and Westminster. Other schools competing included Holland Park; Chelsea Academy; Westminster City and Grey Coats. Mr Connor and Mr Tejani attended the event and when describing Asma’s speech Mr Connor offered the following words:

“Asma’s speech about being Muslim and a woman wowed audiences so much there was almost no competition at all!”

This means Asma is in the top 0.2% of speakers nationally and goes on to compete in the National Semi-Final on the 21st May.

Not only is this a fantastic achievement, it is a testament to how hard Asma works and her development as a public speaker over her time at Pimlico Academy. We wish her the very best of luck for the next stage of the Jack Peatchey Speak Out Challenge!

Well done also to Osman Osman who also competed on the night, giving a well-planned and delivered speech about sugar that was informative and left the audience with much to reflect on. It was undoubtedly a fantastic achievement for Osman to make it so far and we are all extremely proud of his impressive achievement. We look forward to both students delivering their speeches in assemblies next term.
SUPPORT WITH AP1 REVISION

The year team and students would like to thank staff for their tireless approach to the year groups AP1 exams. After school interventions run by staff have helped alleviate some the concerns students had towards their AP1 exams. With AP2 exams taking place in June students are encouraged to talk to their teachers about their academic areas of uncertainty. Coupled with the support from teachers students have also taken ownership of their revision as many study groups have been seen revising before and after school. To support our target groups with revision techniques Ms Lawrence delivered lectures and workshops on the effective use of revision cards as well as other useful revision techniques. To support students with targeted revision next term tutors will be hosting academic discussions in i-space. The discussions will involve the setting up to five academic targets for students that are based on their AP1 feedback from staff. Moving forward the year team would like to encourage the entire year group to jump on board with the positive attitude many students are displaying towards their revision.

MR REVEL, HEAD OF YEAR 11
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STUDIOUS YEAR 11 STUDENTS

As the exam season draws closer, the year 11 cohort have really raised their game in terms of their attitude to study and revision. This term has seen a marked increase in students using the study room after school to work with our excellent intervention tutors, Mr Cornish and Mr Dhadli. It is always a pleasure to drop into the study room after school and see students gaining important one to one support with specific topics they are having difficulty with. While it is encouraging to see students working with tutors, what is especially great about the study room is the number of students who go there to work independently. Often, students can be seen with their books working independently, producing revision cards, revisiting material from year 10 and industriously preparing for the next assessment point. The skills these students are showing in working like this are impressive and are the skills that will help them be successful in sixth form, college, university or whatever they choose to do in the next stage of their education.

PREFECT COMMITTEES

In the last newsletter, I reported the good work the Equality Committee had done in raising awareness of the gender pay gap and also providing an i-development session on mental health. They have continued their excellent work by running a cake sale that raised money for Black Lives Matter. It is not only the Equality Committee who have been busy but the Environment Committee have been working hard to reduce the environmental impact the school has. The damaging impact waste plastic has on the environment has been a hot topic in the media in recent weeks and the Environment Committee have an ambitious proposal to try and address the amount of waste plastic the school produces. They have drafted a letter to senior figures in the school proposing how this can be done. While the project is in its early stages, it is impressive that our prefects are engaging in topical issues and trying to find innovative solutions to the problems. We look forward to seeing their project develop in the coming weeks.

POST 16

MS DRIVER, HEAD OF POST 16
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SHERIFFS CHALLENGE:

Year 12 students are engaged in a research based public speaking and debate competition. Students have been given the task to focus on leaders of today and our group have chosen Mona Eltahaya, feminist author and leader in movement the Liberation for Women in the Middle East. The 8 students involved: Bea, Gabby, Art, Samad, Halima, Mariam, Ami, Benin
will compete against other schools on the 21st February. Students are preparing a presentation on their chosen leader and if successful will go onto the final to debate whose leader has made the most outstanding contribution.

**SOCIAL MOBILITY FOUNDATION:**

Of our 18 year 12 applicants for the Aspiring Professional Programme, 10 have already heard that they have been accepted. The programme provides professional and university mentoring, career workshops and internships that gives students the confidence and skills to compete for top university and jobs.

**WEX:**

Year 12 students begin their week long work experience placements on the 19th of February. We are incredibly excited to see them experience such high quality placements. 100% of students have been placed. Opportunities are carefully matched to student career interest. Students will heading off to work with the MP Frank Fields, Laboratory work on Kings College Hospital, Hospital placements at Guys and Southampton, Grovesnor Property Group, Balfour Beatty engineers, Irwin Mitchell Law firm to name just few of our placements.

**UCAS:**

All of our 80 year 13 students have planned destinations. Top headline figures:

- 72 university applications have been submitted to UCAS (highest % of applicants to university of a year group in last 3 years)
- 52% of students have an offer from a Russell Group university at present but still awaiting offers (38 of 72)
- 2 art college applications
- 5 apprenticeship applicants (1 place has been secured through the Brokerage)

**Oxbridge:**

We are very pleased for the below students who have been given offers for places at Cambridge following a highly competitive application and interview process.

Five Cambridge offers

- Joseph Vambe: Human, Social and Political Science, Kings College
- Froher Yassin: Medicine, Jesus College
- Amin Elhassan: History, Jesus College
- Amanzhol Kellet: Architecture, Pembroke College
- Mohamed Malem: Engineering, Girton College

We support our Oxbridge applicants in a variety of ways and are excited to begin working with our year 12 cohort on preparing them for their applications come October.

- Allocate a subject mentor in school to recommend/discuss wider reading
- Mock interviews through Wentworth Tutors pro bono work/Westminster school, RA contacts, employees within Future
- Preparation for interviews with Post 16 team
- Use of HEAN training in supporting personal statements and building references
AYA JEBARI- YEAR 11

I chose to study both Religious Studies and Citizenship at GCSE because I am very interested in how our society works and the different social influences that impact people’s lives, including politics and religion. I am glad I chose both subjects, as the content crosses over a lot. For example, we learnt about the lack of human rights in North Korea in Citizenship, which I was able to use in RS when we learnt about religious views on violence. I also do Geography GCSE, which works well with Citizenship as they both teach us about issues like global wealth inequality and barriers to development.

Following my positive experience at GCSE in the Social Sciences department, I have chosen to take both Sociology and Politics A-level, because I want to learn about social and political issues in much greater depth, particularly ones that affect me and other young people. I want to know enough to be able to have a say in political decisions. Studying social sciences allows me to have a democratic voice and to expand my knowledge about how power works in our society. I hope to work in something related to the law or social services in the future, as this will allow me to have a positive impact on people’s lives and help reduce inequality. I would recommend studying Citizenship and Religious Studies GCSEs to everyone.

SOCIAL SCIENCES BEYOND THE CLASSROOM

One of our sixth form students, Bia Cerkez, has decided to pursue her academic interests beyond the classroom by taking part in an 11 week twilight programme at the School of Oriental and African Studies on ‘Injustice in Africa’. The programme covers a wide range of topics including economics, governance and democracy, environmental issues, gender equality and others! Bia studies Politics, Sociology and History A-level, and is hoping to study a social sciences degree at university.

BIA CERKEZ- YEAR 12

I chose to apply for the ‘Injustice in Africa’ course at SOAS because it seemed like an amazing opportunity that was very relevant to my interests. I also wanted to learn more specifically about African countries, as I feel the British curriculum doesn’t teach us enough about experiences in these parts of the world. The topic we studied that I found the most interesting was the session on feminist economics in sub-Saharan Africa. We learnt that statistics on gender equality can be very misleading. For example, on the surface, greater numbers of women in work could be seen as positive but this could be because of extreme poverty which forces women to take on menial jobs to survive, and is therefore not necessarily an indication of greater female empowerment. I also enjoyed the session on organisations that help to implement free, fair elections in former dictatorships.

Taking part in this course has given me an insight into university life and ways of learning.
EVENTS IN DRAMA DURING TERM 3

Since the beginning of term 3, many students in Drama have had the opportunity to be involved in a range of experiences and performances. The English National Opera, who we began working with in October 2017, came back in to launch their ‘Opera Squad’ project with us which will be performed in term 6 as part of Pimlico Academy’s summer festival. Drama and Music students from years 8 and 9 took part in a workshop exploring how using their bodies, voices and working as a chorus can help to tell interesting stories. In term 4 we will begin creating our adapted Opera style version of a ‘A Midsummer Night’s Dream’ which will be performed at the summer festival.

We then invited BTEC Level 3 Performing Arts students from Kingsway College in to deliver a Theatre in Education style workshop and performance. The Kingsway students worked with our GCSE Year 10 drama students to explore the issues, emotions and consequences around difficult family and friendship situations. This led into the Kingsway students performing a short play exploring the issues raised in the workshop. Our Year 10 GCSE students found this more educational style of theatre very interesting and commented that they ‘liked how theatre could also be used as an educational tool to motivate people to make changes to their lives and see the world from different perspectives.’

Year 10 GCSE taking part in a workshop delivered by BTEC Level 3 Kingsway College students

Additionally, we had the amazing opportunity to take part in a project delivered by the prestigious Royal Court Theatre in Sloane Square. The Royal Court delivered a whole morning of workshops for 3 different Year 9 and 10 classes exploring the sensitive yet important issue of Female Genital Mutilation (FGM). Students looked at the causes, attitudes, laws and consequences of this issue. After the workshops many students commented that they felt much more informed on the topic and understood the facts rather than the myths surrounding the issue. For example, it being a cultural issue rather than a religious one. The information gained from these workshops was valuable when watching the performance which followed the lives of 2 young girls living in London and being survivors of FGM. The play was called ‘Cuttin’ it’ and originally performed The Young Vic Theatre in 2016. The 2 girls’ stories were mainly told through a series of short monologues and gradually the characters began to interact with each other once they realised they had both experienced the same trauma. The plot twist at the end left many students overwhelmed, emotional and wanting to learn more about the characters’ situation.
Finally, our BTEC Year 11 Performing Arts students performed their scripted piece, for they scripted performance exam, on Tuesday 30th January to an audience of Year 9 students and our drama ambassadors. They performed an edited version of the play ‘Punk Rock’ by Simon Stephens which tells the story of a group of sixth form students and their interactions with one another. Their performance goes towards their overall grade at the end of the year. The Year 9 audience commented that the students’ portrayal of their characters were ‘interesting, complex and did things which were very unexpected and shocking!’ Well done to all the Year 11 BTEC Performing Arts students. I am sure your hard work will be reflected in the grades you achieve in the summer.

HISTORY

MS HARRIES, HEAD OF HISTORY
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This term, two of our Year 12 historians competed in the Historical Association ‘Great Debate’. The event was hosted at Pimlico Academy and students were asked to answer the question: “Was the 1918 extension of the franchise the most significant moment in British democratic history?”

Halima argued that the 1928 Representation of the People Act was more significant as it provided universal suffrage for those over 21. Others considered the significance of Magna Carta, the Provisions of Oxford and the Great Reform Act.

It was a fascinating event and demonstrated how informed and articulate our young historians are.

The History Department has had a very successful term in History Society. Some of our historians volunteered to lead the sessions on historical events about which they are passionate. We have had presentations on a broad range of stimulating subjects including the anniversary of the 1918 Representation of the People Act, books that have been banned, highway men in the 19th century and the history of Albania.

Here we have two of our bright historians discussing the legend of Rozafa Castle.
SARAH’S OPERA REVIEW

On the 30th January 2018, I and a handful of students from Pimlico Academy went to the Coliseum near Trafalgar Square to watch a performance by the English National Opera called Satyagraha. It was an amazing experience.

When the other year 8 girls and I arrived at the Coliseum, we arrived after the performance had started because of an Immunisation Injection but this definitely didn’t stop me enjoying the Opera. My favourite part in Act II scene 1 was when the wife of the police superintendent protects Ghandi from crowds who don’t like Indian immigrants. I liked it because it reminded me that amongst all the evil and selfishness in the world, there is always going to be a little good. It revived the thought in my mind that there is still hope for this twisted world we live in right now.

In Act II scene 3, I admired the fact that the Satyagrahis burned their identity documents. They did this because the Black Act was being carried out. They had made a settlement with the government that they would undergo voluntary registration in return for the Black Act being repealed but the government didn’t live up to their promise. I admired this act of defiance because they were standing up for their rights. They weren’t just going to sit around and let the government tell them what to do, they were going to fight for their freedom. The beautiful thing about it was that it was a non-violent protest. So many times we hear in the news about people getting killed in violent protests. The Satyagrahis were wise to non-violently protest and I found this simple act incredibly audible.

One of my favourite things about the Opera was the music. Its minimalistic style brought a strange complexity to the Opera and added more depth. The music told a story of rejection, violence and eventually triumph. The fact that there were only a small number of instruments playing really helped me listen to the actual sound of the music. It ebbed and flowed its way throughout the Opera and completed the show. Throughout it, there was a similar tune and melody. There was a mixture of metres in the music which gave it a mixture of different feelings. I often closed my eyes during it to focus on the music and it put my mind at peace.

Overall the day, despite it being quite long, was really memorable. It told a story of morality and persevering to fight for what is right. It was a great show and I would love to see it again.

-Sarah Idundun, Year 8
Thirteen students from the Pimlico Academy Basketball programme were chosen to attend an NBA clinic to celebrate the 2018 Jr NBA League and the NBA’s Global Games Tour.

The students participated in an hour long coaching sessions working on skills such as dribbling, shooting and passing. The Commissioner of the NBA, Adam Silver, introduced the event and on court were ex professionals John Amaechi and Dikembe Mutumbo. Tottenham Hotspur stars Jan Vertongen and Eric Dier were also present, but the highlight of the day for the students was having the opportunity to meet some of the Philadelphia 76ers squad after their practice.

YEAR 8 HOUSE SPORT

On Tuesday 23rd January, the annual Year 8 House Sport competition took place. Attendance for both the football and basketball competitions was fantastic and made for a really successful event.

Nothing could separate Zeus and Apollo on the day, with both houses securing 275pts towards their tally with Hera and Athena close behind. A huge well done to all the students who participated, you represented yourself, the Academy and your House brilliantly.
YEAR 8 RESULTS

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CURRENT HOUSE SPORT STANDINGS

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ENGLISH

MS ROBERTS, HEAD OF ENGLISH
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BOOK WEEK 2018

We celebrated Book Week in the final week of term 3 and have had a range of events to celebrate. These included special lunchtime clubs and a Book Sale to raise money for First Story, a literacy charity.

Students had the opportunity to enjoy a special book based History Society with Mr Palmer focusing on how books, including Wizard of Oz, have been banned throughout History and a Sketchbook Circle focusing on illustration with Ms Tonkin.

One part of our celebration was a visit from author Joanne Owen who ran workshops with some of our year 7 and 8 students. She discussed with students the inspiration for her own novels, including Circus Unseen which was inspired by a trip to Prague. Her workshops centred on the idea of ‘sparks for stories’ with students using objects to inspire their own ideas for stories. Students were very positive about the opportunity to meet a published author and were proud of the stories that they had created. Firat said ‘it was great to learn about how Geography can inspire stories and to learn about her new book set in the Caribbean.’ Aseel said ‘it was nice to see where her inspiration came from and how that turned into a novel’. The classes wrote their own stories which included a variety of plots based on objects Joanne brought with her.
ENGLISH NOTICES:

As a start to the New Year, it was a pleasure to come back to the news that Mariam Abdelhadi; Romina Aghaie; Scarlett Stokes and Hyder Al Dami had all been selected to feature in the Wicked Competition’s Anthology. Their 100 word pieces on strange new worlds is truly a delight to read. It is testament to the writing of Pimlico Students that not one but four students were selected for publication. Here is an example of the work:

“The sea sprites smashed into the cliff and raked their long, foam-tipped nails down the steep face, pulling at rock skin. They came from the cold lands of the North. The cold had frozen their blood into pure icy war hunger. They pulled and howled with each breaking wave, desperate to scale. I tossed another rounded pebble into their ranks. They howled louder, the wind carrying their shrieks above and beyond what was surely natural. I tossed another pebble and another, trying to hit their scaly backs and faces as the wind blew, tousling my hair. Roaring. Howling. Roaring.” – Scarlett Stokes, Year 11.

This term also saw the arrival of our new writer in residence, Caroline Bird, who has switched with Hannah De Silva to deliver Tuesday’s First Story sessions. The group worked this term on some fantastic pieces ranging from: writing from the perspective of feathers and teeth to Manifesto writing. We hearing their pieces in upcoming First Story date tbc.

Further to this, in week 5, Asma Deris and Osman took part in the regional Speak Out Challenge. This saw 20 other finalists from including Westminster Chelsea and Holland pleasure to announce the Kensington, Chelsea Regional Finalist title which enables her to go on and compete in the semi-final in May. Her speech: Being Muslim and a Woman, was lauded as “hands down the best public speaking that I have heard in a while!” – Mr. Connor and Mr. Tijani. Well done Asma!

The English Department were especially excited to see such whole school involvement in the annual Book Week too. Led by Ms. Davies in History, the English student ambassadors, students and teachers helped run a fantastically bookish week. As any teacher will tell you, reading is incredibly important. Not only do the best people read, it also helps develop your writing and comprehension skills which help you in all of your subjects! If you would like to further your reading, there is a book list on the MLE and English teachers are a wealth of knowledge on all things book related.

As the countdown to the exams begins for Year 11 and Year 13, we remind all students to make sure they revise little and often. There are a wealth of resources on the MLE and teachers are always happy to help. Happy revising for AP2!

WORD OF 2017

Youthquake (n): a significant political and social change arising from the actions of young people.
SCIENCE WEEK

This term we are gearing up to one of the most important weeks in The Science Departments calendar. National Science Week 12th – 16th March.

We take Science Week very seriously at Pimlico Academy and the week is full of exciting and mind boggling events. This year is no different. We are looking at the relatively new science, Biomimicry.

Biomimicry is the science of looking at how nature solves problems and developing ways to replicate them.

For instance; The Hippopotamus looks pink, is it because he is sunburnt from laying around in the sun all day?

No, Scientists have found that hippopotami secrete and pink/red liquid that is an incredibly good sun cream. So we are going to investigate how effective “hippo sweat” is compared to shop bought creams.

Can Mushrooms be the future of packaging, will we be able to replace plastics with a mouldable material made from mushrooms and companies such as IKEA are looking to use this technology throughout its stores.

The wiggly Wild Show will be in school for the day, with a variety of animals. How does a gecko walk up walls? What is the snails slime made from?

All these questions answered and more

MURDER IN THE SCIENCE DEPARTMENT

In Science Club we have had a great mystery to solve; ‘Who murdered Ms Prior?’ A number of teachers were suspects (see below) and we used scientific experiments to narrow down the list. Along the way, we have also been discovering so much about the mysteries of Science itself. It is a fun but educational club to go to. So come down, if you can, to room 134 Mondays after school.

Sarah Idundun

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Well done to our top set Year 9 and 10 students who sat the Intermediate UK Maths Challenge on Thursday, 1st February.

The UKMT Maths Challenges are multiple choice question papers, which are designed to stimulate interest in maths at secondary school. Students have to answer a variety of brain-teasing, intriguing maths puzzles using everything they have learnt. The three levels cover the secondary school range 11-18 and together they attract over 600,000 entries from over 4,000 schools and colleges. Results for the Intermediate paper will be out early next term.

The results are in for our students who sat the Senior UK Maths Challenge last term. Students from our Year 11 Set 1, Year 12 and Year 13 Maths students were entered.

Pimlico Academy was quite successful with 26 out of the 57 students entered achieving a Bronze or Silver and 1 student achieving Gold.

They are as follows:

<table>
<thead>
<tr>
<th>Year 11</th>
<th>Score</th>
<th>Year 12</th>
<th>Score</th>
<th>Year 13</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marwan Miah</td>
<td>74</td>
<td>Ruby David-Pimlott</td>
<td>81</td>
<td>Mohamed Malem</td>
<td>100</td>
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<tr>
<td>Ali Jamal</td>
<td>72</td>
<td>Sean Kelly</td>
<td>80</td>
<td>And Hamiti</td>
<td>81</td>
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<tr>
<td>Alan Cenaj</td>
<td>61</td>
<td>Samad Islam</td>
<td>73</td>
<td>Froher Yasin</td>
<td>80</td>
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<tr>
<td>Romel Espanillo</td>
<td>60</td>
<td>Endri Krasnqi</td>
<td>71</td>
<td>Cian Taylor</td>
<td>66</td>
</tr>
<tr>
<td>Matilda Stokes</td>
<td>60</td>
<td>Maxwell Nassri-Shahrourdi</td>
<td>69</td>
<td>Daniel Dawson</td>
<td>64</td>
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<td></td>
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<td>Haneen Yawer</td>
<td>65</td>
<td>Kelly Ngo</td>
<td>62</td>
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<td></td>
<td></td>
<td>Louis Gallardo Hewer</td>
<td>64</td>
<td>Jimmy Tran</td>
<td>62</td>
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<td></td>
<td></td>
<td>Daniella De Sousa</td>
<td>63</td>
<td>David Druvari</td>
<td>61</td>
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<td></td>
<td></td>
<td>Yusra Binoum</td>
<td>61</td>
<td>Romario Beyene</td>
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<td></td>
<td>Cristian Cavei</td>
<td>59</td>
<td>Michael Sealy</td>
<td>58</td>
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<td></td>
<td>Fletcher Pearmaine</td>
<td>57</td>
</tr>
</tbody>
</table>

Pimlico Academy sent 4 students, Mohamed Malem (Year 13), And Hamiti (Year 13), Sean Kelly (Year 12) and Alan Cenaj (Year 11) to compete with some of London’s finest young mathematicians in the UKMT Senior Team Challenge Regional Final. The team was the highest placed for Non-Selective Schools in London, placing 7th out of 30 overall.

Pimlico Academy will host the Year 8 and 9 Team Challenges in Term 4.

A big thank you to the Maths Ambassadors for promoting Mathematics in each of the Year assemblies this term.
Number day is a fundraising day organised by the NSPCC to raise money for ChildLine.

In the week leading up to Number Day, the Maths Ambassadors took to form classes a challenge – guess the number of M&M’s in the jar for 50p.

On Friday, 2\textsuperscript{nd} February, the Maths Department held the annual Countdown competition in which students from Year 7 right the way through to Year 12 compete for the coveted 1\textsuperscript{st} place position! The Year 12 team took that honour this year.

The Maths Department raised over £70 for NSPCC. Well done and thank you to all those students and staff who supported a worthy charity.

For more information, or to donate head to https://www.nspcc.org.uk/

Pi day is a day celebrating the beauty of the number Pi.

This will take place on March 14\textsuperscript{th} or 3.14 as they would call it in the US.

Pi (Greek letter “π”) is the symbol used in mathematics to represent a constant — the ratio of the circumference of a circle to its diameter — which is approximately 3.14159.

As an irrational number, it will continue infinitely without repetition or pattern. While only a handful of digits are needed for typical calculations, Pi’s infinite nature makes it a fun challenge to memorise, and to computationally calculate more and more digits.

For more information, head over to http://www.piday.org/
LONDON CENTRE STUDY DAY

On Friday, 2nd February, nine of our Year 12 students headed up to Oxford for an MFL study at Pembroke College. The day kicked off with a session on Harry Potter in Italian translation, followed by a tour of the college led by current undergraduates, which gave our pupils a view into university life.

In the afternoon Pimlico students got to experience university-style seminars on subjects ranging from Haitian literature to untranslatable Spanish words, all of which pupils reported to have found very interesting. The day finished with a talk on MFL and careers. The trip proved to be a great success and left both students and teachers with a renewed enthusiasm for their subject.

DEVELOPING SPONTANEOUS TALK

This reflect a long-standing preoccupation with teaching speaking in the foreign languages classroom. Several developments in recent years have put a spotlight on speaking, including the Ofsted report 'The changing landscape', the new secondary curriculum, the renewed framework and the new GCSE exam.

Ms Simonnet-Balchin has been working on the rationale behind introducing more spontaneous talk in the Language lessons at Pimlico Academy. These resources are now being tested with one class to gain student voice and create more opportunities for students to progress using the Target Language as a class activity with their peers.

This will successfully lead to a major change in the way speaking activities are conducted in the Language lessons in Pimlico and students will experience responding to unexpected questions effectively thus being more independent and skilled with manipulating language readily.
GEOGRAPHY

MS DANKS, HEAD OF GEOGRAPHY
c.danks@pimlicoacademy.org

Geography teachers have been particularly impressed with the quality of extended writing that all Geography students have created this term. Year 7, 8 and 9 students have been working hard to build synoptic links into their essays, and year 10, 11, 12 and 13 students have been focusing on improving their essay structure to help get their ideas across under exam conditions. Below are two extracts for essays written by Pimlico Geographers: one from Yusra Mojahed, where she has shown a great ability to build synoptic links, and another by Thomas Woodruffe (a year 13 Geographer) assessing the political and environmental impacts of the rise of emerging superpowers:

WHY DOES THE MAP LOOK LIKE THIS? YUSRA MOJAHED

‘The 7 continents in the world were not always this shape, in fact, 200 million years ago, they were all together in one supercontinent, known as Pangea. This means that the climates that we experience today on different continents were not always there (e.g. Brazil hasn’t always had a tropical climate because it wasn’t always so close to the equator).

Alfred Wegner was the first person to come up with a theory about continental drift. One piece of evidence that he realised proved Pangea existed was that if you were to cut out all of the 7 continents from the map, you would realise that they all fit together (e.g. South America fits with the West coast of Africa). Alfred Wegner then sought to find more proof that Pangea existed. He found fossils from the same animal in two different places, for example the same fossils were found on the West coast of Africa and the East coast of South America, even though the fossil was of an animal that cannot swim. This proved that all of the continents used to fit together, thus proving the existence of Pangea.’

ASSESS THE POLITICAL AND ENVIRONMENTAL IMPACTS OF THE RISE OF EMERGING SUPERPOWERS. THOMAS WOODRUFFE

Political impacts are considerably significant when regarding the rise of emerging superpowers, as they allow an extension of economic power, as well as gain direct influence in other country’s politics. The rise of developing IGO’s, such as the New Development bank in 2014, created by China, Brazil, India, Russia and South Africa, demonstrates emerging superpowers extending their economic power globally, as loans to other nations, such as the UK in Europe, create a profit and extend a political arrangement, as the terms of the loan are agreed upon. Thus showing considerable significance because political actions have been demonstrated to make emerging superpowers more income, providing greater economic power, and developing a relationship. The presence of new IGO’s enhances the political power of the countries, as if they are based in emerging powers, they gain power passively. What makes its significance greater than the environmental impacts would be the scale in which political impacts take place. Whilst environmental impacts predominantly occur on a regional level, political impacts happen internationally and for longer, as loans take time to be repaid, showing sustained relations and more significance.

ART & DESIGN TECHNOLOGY

MRS KEOGH, HEAD OF ART,
k.keogh@pimlicoacademy.org

SKETCHBOOK CIRCLE CLUB

To celebrate Book Week in the Art Department, this month’s Sketchbook Circle club was themed around Books and Illustration. Both staff and students looked at illustrated books, wrote out quotes, drew versions of well-known stories and reinvented book covers. Also in the classroom were year 7 students taking part in the comic book illustration competition, creating a comic strip to win their design on a t-shirt. Over the past month, the Sketchbook Circle theme was ‘Journal’ and it was great to see everyone’s individual contributions to sketchbook pages documenting their journeys, days and events. Book Week will turn into Book Month whilst all the Sketchbook Circlers are re-illustrating books and even attempting the mammoth challenge of illustrating Harry Potter! See you in March.

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How smartphone light affects your brain and body

It may be hard to stop, but looking at your phone at night is a terrible idea.

Smartphone screens emit bright blue light so you can see them even at the sunniest times of day.

But at night, your brain gets confused by that light, as it mimics the brightness of the sun. This causes the brain to stop producing melatonin, a hormone that gives your body the “time to sleep” cues. Because of this, smartphone light can disrupt your sleep cycle, making it harder to fall and stay asleep — and potentially causing serious health problems along the way.

Here’s how it works:

How exposure to blue light affects your brain and body

| The disruption to your sleep schedule might leave you distracted and impair your memory the next day. |
| The disruption to your sleep schedule might leave you distracted and impair your memory the next day. |
| A poor night’s sleep caused by smartphone light can make it harder to learn. |
| Over the long term, not getting enough sleep can lead to neurotoxin buildup that makes it even harder for you to get good sleep. |
| People whose melatonin levels are suppressed and whose body clocks are thrown off by light exposure are more prone to depression. |
| By disrupting melatonin and sleep, smartphone light can also mess with the hormones that control hunger, potentially increasing obesity risk. |
| There’s some evidence that blue light could damage our vision by harming the retina over time — though more research is needed. |
| Researchers are investigating whether or not blue light could lead to cataracts. |
| There’s a connection between light exposure at night and the disturbed sleep that come with it and an increased risk of breast and prostate cancers. |

Sources: Nature Neuroscience; Harvard Health Publications; ACS, Sleep Med Rev, American Macular Degeneration Foundation; European Society of Cataract and Refractive Surgeons; JAMA Neurology