Ofsted Report 2018

‘Continues to be good’

THE BIG PERFORMANCE

‘A Midsummer Night’s Dream’

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Inspirational Scientists
Science Success

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Specialism
### The Norwood School Ofsted Report

**This school continues to be good.**

Pupils speak confidently about their school and talk with a sense of pride. A few pupils said: ‘I just wish others knew how good this school is.’

Building a strong learning community that works effectively with staff, parents, pupils.

You and your leadership team, including those responsible for governance, use your detailed knowledge to make a positive impact on the life chances of pupils.

Central to your school’s work is the determination to ensure that all pupils, including those from disadvantaged backgrounds, succeed academically.

You offer a broad and balanced curriculum that is strengthened by links with colleges, businesses and arts organisations.

Throughout the school it was evident that pupils behave respectfully and conduct themselves well.

Pupils like the emphasis you have placed on rewards and the focus that is placed on pupils ‘doing the right thing’.

Pupils work in a calm and purposeful learning environment. Leaders and governors focus on ensuring pupil well-being and safety are paramount.

Pupils speak about the wealth of support that staff, including members of the pastoral team, offer them. Pupils say that they know who to go to if they have a concern and are confident that their concerns will be dealt with promptly and sensitively.

You and your team have worked hard to ensure that in 2017, at the end of key stage 4, pupils made better progress than pupils nationally.

Through skilful questioning, pupils get opportunities to deepen and consolidate their learning and, thus, achieve at greater depth.

More students now gain higher grades and move on to Russell group universities, leaders are not complacent.

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### Dear Parents, Guardians, Carers, Staff & Governors

Welcome to our Spring Newsletter, a reflection of an extremely busy Autumn term that concluded with a visit from an OFSTED inspection team.

Visiting Norwood for just a day, with less than 24 hours notice, the team of three inspectors were here to ensure that the school continues to provide a good standard of education. It was important for us that, this time, OFSTED recognised both the multitude of things that happen at Norwood that make it such a special place to work and learn and our distinctive ethos and values.

They did.

The inspection team agreed that the quality of leadership, including governance, is outstanding and has real impact. ‘A strong learning community has been built which has a positive impact on the life chances of pupils.

Central to your work is the determination to ensure that all pupils, including those from disadvantaged backgrounds succeed academically.’

‘Pupils speak confidently about their school and talk with a sense of pride. They behave respectfully and conduct themselves well. Pupils feel challenged by their work, are passionately engaged in lessons and make a positive contribution to the calm and purposeful environment around the school. Pupils said ‘I just wish others knew how good this school is!’ (OFSTED Dec. 2017)

With progress placing Norwood in the top 5% of schools nationally and so many areas of the strength, many people have asked why we did not get ‘outstanding’. The simple answer is we made a conscious decision to opt for a brief OFSTED inspection. Less disruptive for our students and staff, a one-day visit, as opposed to a 3-day inspection, enabled us to direct our energies towards focusing upon what is really important – ensuring that our pupils on a daily basis are exposed to a high quality education in a safe, stimulating and caring environment with teaching and support staff who are committed to ensuring pupils succeed.

We do not need a banner outside of our school proclaiming we are outstanding. We will let our results and reputation speak for themselves and continue to ensure that Norwood students become independent, happy and successful individuals with a sense of community, civic responsibility and a thirst for learning. As a member of our school community I know your ambitions match ours.

Once again our newsletter invites you to see for yourself how Norwood School encourages originality, challenge and academic excellence.

Best wishes
Denise Webster
Head Teacher
Our Science Success

Aspirations for Scientific Futures

We might be a beacon of excellence for our wonderful Specialist Status, for the quality and range of cultural experiences that we are proud to offer here at The Norwood School, but we certainly don’t shy away from the more traditional academic subjects. Students thrive in our Science lessons, it is one of the best performing GCSE Faculties with an enviable set of results at GCSE last year: Biology: 96 % A*- C, Physics: 93 % A*- C, Chemistry: 93 % A*- C.

Maths is consistently one of our most popular A Level subjects and last year our students performed in the top 25% of similar schools with regards to the excellent progress they made. We thought it might be timely to see how our Sixth Form Scientists are getting on and what their hopes, dreams and aspirations for the future hold.

2017 GCSE RESULTS

<table>
<thead>
<tr>
<th>Subject</th>
<th>Results</th>
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<tbody>
<tr>
<td>Biology</td>
<td>96% A*-C</td>
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<tr>
<td>Physics</td>
<td>93% A*-C</td>
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<tr>
<td>Chemistry</td>
<td>93% A*-C</td>
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Keran Asubonteng Amoako 13JT

Currently studying Maths, Physics and Chemistry. I already have strong offers to study Mechanical Engineering at Sussex and Birmingham Universities. I am looking forward to the prospect of working with machines and construction, I am passionate about Nature and know that whatever I decide to do – it will be something that involves developing products that will help address global warming and protect the environment. I am genuinely excited about my future prospects.

Jaydene McLeod-Hall 12JT

Currently studying Chemistry, Biology, Geography and Photography. I am considering a career in Nutrition or Neurosciences. I have already applied to the Into Science Summer School at Imperial College London. What do I love about the Sciences? The challenge and getting answers that explain the foundations of everything! I have recently become fascinated with the beauty of microscopic photography.

Rosalind Curran-Crawley 13LK

Staff here have definitely helped me realise my passion for biochemistry. I have been encouraged to watch ‘Ted Talks’ and read science blogs which has made me realise that my wish is most definitely to pursue science communication as a career, after possibly undertaking a PhD. The Russell Group programme at Norwood has been instrumental in making the application to Cambridge feel less intimidating and has made me aim really high in my aspirations for the future. Rosie recently attended an interview at Kings College Cambridge to study Natural Sciences.

Diana Quatorze 13LK

Medicine @ Southampton

Kristian Ambruch 13JT

Aerospace Engineering @ Birmingham

Georgina Barker-Woodward 13JT

Biomedical Science @ Sussex

Priscilla Gyamfi 13JT

Computer Science @ Kingston

Asad Mohammad 13JT

Mechantronics @ Brunel

Olivia Connolly 13LK

Psychology @ Cambridge

Tallulah Hay 12 AC

Currently studying Biology, Geography and Graphic Design. I have known for a long time that I want a Career in Documentary Wildlife Film Making. I will probably go to Bristol University – which has a fantastic reputation as the global capital of natural history programme making. I have already got my Open Water Diving Certification and am hoping to get my Advanced Level in the Summer. I am looking for a work experience placement as a film runner for next July.

Olivia Connolly 13LK

Currently studying Biology, Maths, EPQ and Chemistry. I have recently been offered a place at Cambridge University to study Psychology. I am considering the offers that I have also received from Hull and Durham. I am genuinely interested in learning more about psychology.

I think that it was the wider reading that I was encouraged to do, articles and reports, that really helped me decide that this was the subject for me.

Samuel Kofi Kouakou 12LK

Currently studying Chemistry, Biology, Maths and Drama. I am considering degrees in Bio Chemistry or Natural Sciences. As part of the Russell Group Programme I will be applying to some of the country’s best Universities. I have successfully applied for the Sussex University Study Programme and the Social Mobility Fund.

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Year 7 Science Projects

Miss Feilden
We asked all year 7 to make a project based on a personal interest they have in Science.

They were invited to create a piece of visual research or a model – we have been really inspired by the variety and depth of the work; pupils have made an exceptional effort and have shown real creativity and independence.

"Poor Miss Feilden must have found it almost impossible to choose a selection of the best Science Projects and their creators to include in this newsletter - so many students had made such fantastic efforts."

Congratulations to everyone!

Lyra
I made some bouncy eggs; I wanted to find out which egg would bounce the highest and how to make them bounce in the first place.

Edith
I made a lava lamp because I enjoy art and science, I made it by combining food dye, water, oil and glitter. It works best when you shine a light through it and add some bicarbonate of soda to make the bubbles bigger.

Dylan
I wanted to challenge myself to make a 3D model of a cell.

Isiah
It is always a joy to find out how past students have gone from strength to strength. Here are a couple of messages from past pupils who have recently been in touch.

Hanan Halawani I know it's been a very long time since I last contacted you but life has been quite a rollercoaster! At Norwood I studied Chemistry, Maths and Arabic. A Levels. Since leaving, I have completed my BSc in Pharmacology and Physiology with an upper second class honours. I took a gap year and started working in pharmacies as a pharmacy assistant. I am currently doing my Masters in Applied Cognition and Neuroscience and hope to graduate in a year and a half. I will always remember Norwood as my anchor, my starting point to a successful career. I will never forget all the help I received and every piece of good advice that I had that made me into who I am today. I really hope that you are proud of me!

Gebrhiwet Brhane It doesn't seem that long ago that Gabs joined the school, having travelled from Eritrea, he arrived as an unaccompanied minor in London back in 2014. With little understanding of English but heaps of determination and guts, Gabs worked hard to achieve his GCSE's and pulled all the stops out to complete his A Levels last Summer. In August, he successfully secured a place on an Aeronautical Engineering Degree at Bristol University. Having just finished his first term at University, he told us how he was getting on.

"It's really hard work, with lots of research, lectures every day and weekly tests," he said, "but I am really enjoying it. The first term has been spent on an Introduction to Aeronautics, Engineering Maths and Computer Aided Design. I am up to date with all my coursework and am now preparing for my 7 exams in January!

My course is four years and I am already looking to complete a Masters after I have achieved the BA Honours Degree in three years' time. I am enjoying living on the campus and am starting to think about how I am going to raise the money to pay for my Flight Training in Year 3."

We wish Gabs and Hanan continued success with their studies and know that they will stay in touch – well done!
The PAPA Awards
A Star-Studded Night To Remember!

The start of the Autumn term saw the annual PAPAs – our very own awards ceremony that celebrated all things ‘Performing Arts’. It was a fantastic way to start the new academic year – with prize after prize being awarded to students from across the school who had all played important parts in many aspects of the astounding 28 performances and showcases that were hosted last year. Take a look at the gallery on our school website for the full low down – everyone had certainly dressed to impress!

The first half ended with a tribute to dear Steven Hughes, an incredibly gifted musician, who, at only 21, lost his battle to cancer recently. He will be sadly missed, many staff and pupils will remember him playing so beautifully on the pink grand piano in the atrium every morning, he was a constant presence at any showcase or performance and will be remembered by many as a good friend and true inspiration.

Dear Ms Nicholas,
I just wanted to say a massive well done and thank you to everyone who was involved in or giving the PAPAs last night. What a great evening and an amazing experience for the Norwood School students. I am blown away by the commitment and dedication of the staff. I was also really impressed with the tribute to Steven Hughes. I thought a really sad and difficult situation was dealt with perfectly.

Best wishes
Rachel (Ella’s mum!)
Researchers from King’s College London have continued to conduct an exciting new research project with Norwood School. REACH stands for Resilience, Ethnicity, and Adolescent Mental Health and the project focuses on finding out more about mental health among school students in South London.

What is the purpose of REACH? We know that most mental health problems begin when young people are still at school. But we need to know more about why, when faced with similar challenges, some young people experience mental health problems and others do not. This is what the REACH study is trying to find out. The hope is that this will give us more knowledge about how to promote better mental health among all young people.

How have we got involved? Prior to starting, the REACH team provided our pupils, teachers, and parents with information about the research, in particular noting that participation is entirely voluntary. The researchers then invited all young people in Years 7 to 9 who agreed to complete a questionnaire about their mental health and life experiences. After this, the researchers asked around 20 students from each year to complete further questionnaires and computer tasks.

More Information The REACH team have returned to school this year and will also join us the year after, to give us unique information about changes in mental health problems over time. If you have any questions about the study, please do contact Mr Cole at Norwood School, or Craig Morgan at King’s College London.

[Email: craig.morgan@kcl.ac.uk]

Trident Anti-Gang Met Police Workshops

November saw Year 9 take part in prevention & awareness workshops designed to help deter vulnerable children from joining gangs by providing them with the skills to say ‘no’ to gangs and, where necessary, to leave a gang they may already be part of.

Sadly, whether through peer influence, media glamourisation, mental health problems or as a result of a troubled family, some young people are at risk of becoming seduced by and attracted into a gang lifestyle.

Much of the feedback from the Yr 9’s reflected on the thought provoking stories that they listened to – and the ease with which some young people find themselves drawn into the destructive gang lifestyle. Thank you to Klaudia, Stanley Oliver, Donia, Ahmed, Leah, Isabella, Mohamed and Nathan for the following comments.

Arts Emergency Service

The Arts Emergency Service is a national network of volunteers who come together to create privileges for people without and counter the myth that University, and in particular arts degrees, are the domain of the privileged. A number of Sixth Form students are meeting regularly with mentors from Arts Emergency with a focus on exploring their options in the arts, media, academia and professions such as Performing and Visual Arts, Law and Architecture.

The students are supported to pursue a personal goal, meet useful people from the network, and give themselves a foundation of confidence and connections on which to build a successful future. This year’s mentors include Ellie Douglas Allan, the Learning Producer at Candoco Dance Company, the world’s leading contemporary dance company of disabled and non-disabled dancers, Julie Haviland-Willet, a Dance Artist, Dance Teacher and Yoga teacher, Claudia Marrano, a photographer and writer and Nikesh Patel, an actor for stage, screen and film. We are very excited about working with Arts Emergency in 2018, they can’t wait to help support the students to do more of what they love, whatever that might be!

Mark Evison Foundation

Following on from an assembly given to the Lower Sixth – students have created and planned projects which are personally challenging. The experience aims to develop confidence, strength, resilience and breadth, as students take independent ownership of something they are keen to do. The Mark Evison Foundation’s mission is to promote the personal development of young people through the undertaking of challenges.
Crisis & Shelter £892

Yr 8’s have been reading Stone Cold – a book by Robert Swindells, a realistic young-adult novel which is set on the streets of London. The story switches between Link, a newly-homeless sixteen-year-old adjusting to his situation and Shelter, an ex-army officer scorned after being dismissed from his job, supposedly on ‘medical grounds’.

The book moved many staff and pupils to think about ways that we could support the many homeless we see on London’s streets and so Miss Halnan and Ms Johnson from the English Department, organised a Night Time Charity Walk with 30 students to raise money for the Big Issue.

Nighttime Charity Walk £627

We were also delighted to have Stephen Robertson (CEO of the Big Issue) in school who delivered a talk to Y8 students.

‘It was very interesting, he told us some stories about how hard it is for people who suddenly become homeless. How it has an effect on every aspect of their lives and also told us about people who had been really brave and had managed to regain their lives because of the Big Issue.’ | Samaya

‘I did the Night Walk because I think it’s really important to help those who are homeless especially when the weather is so cold.’ | Lila Goodrich

‘Reading Stone Cold has helped me understand how terrible it is for people who are homeless. I wanted to help them by taking part in the Night Walk.’ | Rachel Stocking

Continuing with a similar theme, students spent the last few days of the Autumn term raising money for Shelter and Crisis at Christmas – with £892.96 raised that went towards providing valuable support and care for the homeless over the festive season.

Each tutor groups contributions went towards helping Crisis provide:

- A hot, delicious, nutritious Christmas dinner
- Advice on housing, benefits, finances and employment
- Healthcare, including TB and hepatitis screenings
- Dental treatment and eye tests, including glasses
- Hairdressing and massage treatments
- Learning and skills opportunities, access to internet cafés and IT workshops
- Specialist centres providing safe accommodation to rough sleepers, women and people with dependency issues
- Access to Crisis’ year-round services for training & support in the year ahead

The candidates for Youth Mayor 2018

Maya Martin

I am a strong female, I’m confident and not afraid of competition because I am not afraid to stand up for what I believe in. I’m a good listener who is interested in other people’s thoughts and opinions and could therefore provide a much needed voice to for the opinions of my peers. I am able to take on board your opinions and use them to make your education and school environment better for you by campaigning for the improvement of resources in school, as well as outside of school.

If you choose me as mayor for Lambeth, it would not only be an honour, but a pleasure to be involved in such an amazing and insightful opportunity.

Jesse Amoah

I would like to improve career advice and work experience, so that the youth have a greater understanding of the careers and jobs around them. I’ll like to have mental health lessons in schools to bring awareness because young people have to deal daily with a social life, home life and school life. Physical health is just as important as mental health and just as we learn about PE at school, we should have mental health in our curriculum.

I believe that I have the qualities to make an outstanding MP. I will bring support, dedication and resilience to the team. I think this is useful to my campaign because I can collaborate with people, with my fellow ambassadors and do my job effectively. I can be trusted; I will not let down whoever believes in me, or at least, I will try my best not to.

I believe the equality in terms of respect and lack of discrimination can be achieved and that’s mainly what I will fight for if I do get the chance to have my voice heard and becoming a Youth MP would give me this opportunity.

Bartek Naporowski

I believe I am quite good at recognising if a particular course of action is worth it which is a good quality to have if I was to debate for a particular course of action. I am a good listener, meaning that I could debate a person’s case and be able to relate, which would be useful for arguing for something specific.

All these things combined to make a reliable person that can help you in a situation and who wants to assist the area in any way I can.

Charles Smiles

If you choose me as mayor for Lambeth, it would not only be an honour, but a pleasure to be involved in such an amazing and insightful opportunity.

A poet named Henry David Thoreau once wrote “I cannot make my days longer, so I strive to make them better”. Therefore, with this election in mind – we also have an opportunity to make our days better.

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Year 8 Ambassadors
Take on roles with maturity & dedication

As ever, the Student Ambassadors have taken on their roles with maturity and dedication this year and are proving themselves to be a real asset to our school. Thank you to all of them who have been so helpful, polite and reliable.

**Jedi** enjoyed talking about the PE Department - “It was great to tell people about all the clubs and teams you can take part in at Norwood,” he said. “I told everyone what a brilliant school we have and how happy I am here.”

**Jesse** said that parents were asking a lot about our Specialism, especially the bursary and he felt proud telling the visitors about the Sixth Form, how hard they work and what Universities some of them have gone to.

**Qasim** rose to the challenge of the role, many parents commented on his enthusiasm.

Grace remembered an older lady who was so impressed with her and Chloe’s tour that she bought both of them a snack from ‘Esther’s Place’.

**Izabela and Martin** both enjoyed taking families around the school – “We are proud of our school and it was fun talking to parents about everything we do,” said Izabela, “they asked lots of questions about what it is like moving to secondary school and I think they liked what I told them about everything we do with Yr 6 before they even start in September.”

Joel was outstanding. He stepped up – showed communication skills and good leadership skills. He worked in the dark, in confined spaces wearing breathing apparatus. Joel has been a pleasure to teach. He has worked hard and I believe really enjoyed this week. I am proud of him and the commitment he has shown.

Congratulations to: Nuell Gentles, Malachi George Fray, K’Jau Jones, Samuel Salauw, Joel Yupa and James Warshaw.

LIFE (Local Intervention Fire Education) offers 14 to 17 year olds the opportunity to learn a range of skills while working alongside the Brigade.

The programme was an intensive four-day course where our students learnt about the job of a firefighter. Based in a local fire station in Clapham Old Town, students took part in a range of activities including casualty rescue techniques and using breathing apparatus equipment. This year’s students who completed the LIFE course left after the passing out ceremony feeling motivated with a new sense of direction and aspirations for the future.

K’Jau
On the most physically and mentally demanding day of the week, K’Jau has performed well in all tasks and has taken leadership roles within the group. K’Jau has demonstrated high level skills sets throughout the week and I have no doubt he will go on to do great things. Well done!

Malachi has had a fantastic day today. He worked really hard, working in small confined spaces in the dark wearing breathing apparatus. I am very proud of what Malachi has achieved this week. I have seen his confidence grow. He has worked as a team and been a pleasure to teach.

"It was great to tell people about all the clubs and teams you can take part in at Norwood."

**JEDI**
Recognising Hard Work & Dedication!

Olivia Clark Lower Sixth

Olivia is working incredibly hard in her first year of Sixth Form studies. Not only has she thrown herself passionately and diligently into each of her courses, she is also making the most of all the different opportunities available to her as a post-16 student. She has attended an evening talk at the Fashion and Textile Museum, followed up suggestions for visiting Open events for example going to visit Royal School of Needlework in Hampton Court, always gives work in when asked for and always responds well to feedback. Her peers recognise her as a model student, who really perseveres to overcome her dyslexia. She is very thoughtful and perceptive in Q and A sessions, and her fellow sixth formers are inspired by her unwavering enthusiasm for all that she undertakes. Olivia has chosen to spend the money on some Ankara fabric for the current fashion and textiles project.

Morgan Hailston Upper Sixth

There is nothing that gets in the way of Morgan committing himself 110% to everything he does, he perseveres in spite of many challenges. He works really hard and is currently doing three Level 3 Btec’s. He personifies a positive and determined attitude. Independent, mature and friendly, he is well respected by staff and students that have got to know him over two years. He is a credit to the year group and is one of those quiet achievers who sometimes doesn’t get the praise he deserves. Morgan’s peers rely on him for the ‘thoughtful and carefully considered advice’ Morgan has decided to spend the money on a class set of Multimedia headphones and USB's.

Shane Mitchell Year 11

Shane’s transition from Year 10 to Year 11 has been remarkable. He has matured with noticeable effect and the way he conducts himself around the school is very positive especially with the younger year groups. He regularly counsels his own peers in making the right decisions especially in challenging circumstances, and his ‘clear and supportive words’ are appreciated by those around him. In Year 10 he mentored younger years with low literacy levels who found it a huge help in raising their literacy levels. He is seen as a positive role model, not just in sport as an athlete by the younger years, but as a young man who will have no difficulty in becoming a successful and productive member of society when he leaves school. Shane decided to use his prize money to treat a group of Historians to a trip to the London Dungeons!

Miss Douglas Student Nomination

Miss Douglas first worked at The Norwood School as a Teaching Assistant, when she recognised her passion for developing and supporting young people before training as a PE teacher. She has since returned and has continued to motivate and enthuse students. Miss Douglas emphasises the importance of relationships, and is testament to this in how she guides and nurtures students from across the school.

“She is a very good teacher and an amazing listener.’

In PE she demonstrates the skill and breaks it down for us, she is very passionate about sport and she inspires me to participate.’

“She is very encouraging but firm with anyone who is naughty!”

“She is just the best!”

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Monologue Slam

Identity, Love, Relationships & Sacrifices

My overall experience of this year’s monologue slam was positive! The auditions at the start of term were open to the whole school – from the youngest to the oldest. I was very proud to have been chosen as a finalist. My peers helped me work on the physical and vocal choices I needed to make for my performance. As soon as I found the monologue, I fell in love with it. Hurt Village by Katori Hall is a play about a family on the cusp of hope and homelessness - I felt an immediate bond with the character Crank – the mother. The father figure, Buggy, had recently returned from fighting in the Iraq war and the daughter, Cookie, is aspiring to become a rapper.

To me, the mother is finding the contradictions of her own life difficult to deal with. She recognises that, because of her own issues with drugs and alcohol, she hasn’t been there for her daughter but at the same time she is criticising her partner for neglecting them both. The mother feels that she is sacrificing her daughter, that she can’t be the hero that Cookie needs her to be.

There were very strong themes of identity in the piece. If I ever have a daughter, I would not want her to ever feel labelled by ignorant stereotypes, what people expect young black women to be like, what they should look like or behave like.

Congratulations to all the Monologue finalists.
Sixth Form Samantha Varisty
Yr 7 Jaheem Hartley-Wilson
Yr 9 Chenelle Clarke
Yr 10 Jesse Amoo

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Monolog Slam

Learn Your Lines
Lucien Krikler A Term in the Life of Yr 7

Looking ahead to the rest of the year, we thought that it would be great to hear from some of our new Year 7’s who seem to have all settled in so well. Lucien Krikler 7GMX really seems to sum up the whirlwind of opportunities, activities and events that are part and parcel of daily life here at Norwood.

I was in the final showcase of the Monologue slam. Having learnt my lines, I was apprehensive about performing in front of a packed audience and the guest judge – Ricardo Da Silva – an ex pupil who is now studying a drama degree at ALRA, the Academy of Live and Recorded Arts – but I did it!

I have just been appointed as a Student Librarian and recorded arts – but I did it!

I was expecting lots of homework, strict teachers and lots of tests. I thought that it was going to be hard to find my way around the school. It hasn’t been like that at all!

I was proud that I got the highest percentage out of Year 7 in the music test (93%).

Nathan Mensah

7EBR

When I first started, I was expecting a lot of homework from teachers. Also I was thinking about whether the teachers were going to be nice or not!

My favourite subjects are: Maths, English, Science and PE. They are my favourite because the teachers are extremely nice and they understand what it is like to be a student.

My advice to next year’s new Year 7’s – be to be excited for secondary school because there are lots of big trips that are planned. Expect to be welcomed and feel comfortable in our school.

I am most proud of scoring a goal in the tournament in Lambeth (although we came 4th in the group stages).

I am looking forward to learning something new and being with my friends again.

Stefania Findlator

7GMX

I was expecting quite a lot of homework and very hard subjects when I started in September.

My favourite subject is dance because I like moving around a lot and I am quite flexible and I also like textiles because you get to make lots of cool things.

My advice to new Year 7’s – be positive and ready to do great subjects and meet great new friends and teachers and be part of a great school.

I am most proud of becoming a pupil librarian and getting award for most creative writing in textiles.

I am looking forward to all the different things we will learn and I want to audition to be in more drama productions.

“When we can’t believe the New Year has already started and a whole term has flown by!”

“Hannising & Promoting Entrepreneurial Skills”

Students worked in small teams and were encouraged to generate and develop a world-changing idea around one of the key themes of Enterprise, Sustainability and Health & Well-Being.

Students were then challenged to build prototypes, posters, jingles and presentations on their ideas. Each day culminated in a year group gathering where they shared their ideas and imaginative responses to the challenges. Winners were chosen from each year group.

George Bendell, Ricardo Marinha de Azevedo and Hugo Patron-Mowat all from 7SI were the overall winners for Yr 7 with their ‘Roboshine’ invention. ‘It is an idea to help street cleaners – to make their work more enjoyable, especially on a cold winters day’ said George, ‘the claws grab the rubbish, scan it and then decides which part of the bin it needs to be put in and what can and can’t be recycled. It would need to be Government funded initially’ said Ricardo – ‘but it would be environmentally sound and so would soon be self-sufficient’. The boys thought that their year group thoroughly enjoyed their day and highlighted the wide variety of skills they recognised the day helped them develop, making new friends, working with others, building in three dimensions, responding to a challenge, speaking to an audience, compromising with others.

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Hi My name is Sammy Morgan and I’m in Yr 8. Not only do I love to write about sport, I also love to take part in it.

I have represented Lambeth twice in the London Youth Games, captained the year eight football team and played a part in the successful U14 basketball team. However, as you read on, you’ll find out that I have not been the only one ‘playing hard’ for the school so far this year!

**U14 BASKETBALL**

The U14 basketball team, made up of pupils from Yrs 8 and 9, have enjoyed a successful start to the season. The team came out on top in their first match against a strong Harris South Norwood side in a tight contest. Last year the team experienced a great run in the Greenhouse Cup and only just lost out on the title in a nail biting affair against Platanos College. They showed determination and fight in the outstanding performance led by players such as Ismail Khalil. The side are even more hungry to go one step further and win the cup this time! Not to be outdone, the girls U14s put in an industrious display to crush Bacons College 39-8. Romany Wellington in particular, made a superb contribution. The Yr 7 teams will begin their campaigns early in 2018. From what we’ve seen in training we have high hopes for them too!

**Y8 FOOTBALL**

Last year in Y7, the football team did not win a single match. Lesser groups would have folded. But no, not this lot. They stuck together, worked hard in training and most of all encouraged each other. This season, now as Yr 8, the team has seen real progress, with a great recent run of performances. They made it to the last 8 of the Inner London Cup, and even saw a couple of hat tricks along the way – take a bow Ronnie Cross! Great examples of our team spirit have been Brian Oduro, Duke Minnell-Newton and John-Luke Macco for always being at training and their hard work is finally paying off!

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**How long have you been playing Basketball?**

I began playing properly at the age of 10 however I have loved the sport ever since I can remember. I began my career at the Brston Top Cats but I now play for the Greenhouse Pioneers. I train with the U16’s led by Coach Lucio.

**What is your favourite team?**

I love to watch the Boston Celtics as they are killing the league right now. Also I like watching Kyrie play.

**How has your family influenced your career so far?**

My step dad plays abroad and recently arrived back from Argentina. He inspired me to pick up a basketball and start playing. I also owe my success to my mum and my uncle for always pushing me to get better and to try harder. They have always been there for me and I must never forget that.

**What are your career highlights?**

I once dropped 27 points, 8 assists and 9 rebounds. That was a special game for me.

**What is your motivation for training every day?**

My motivation is the fact that I just want to get better every day. My goal has always been to play in the NBA, however I would also love the opportunity to represent my country.

**Which aspects of your game are you looking to improve?**

I am currently working on my shot and my handles. I am also trying to attack the basket more.

**What has been the most challenging moment in your career so far?**

When I first began to play it felt like a large commitment but I have grown into it now. It can be frustrating when coaches get on my back however I know they are only doing it to make me better.

**What is your biggest achievement as a player?**

I have won the most valuable player award twice in a row now and am looking to get my third this year.

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Theatre Trips & Visits
Visiting a professional theatre production is part and parcel of the Norwood Cultural Entitlement.

The Lion King
India Hughes 8CHS
A perfect way to reward the student's excellent behaviour and approach to learning – students were selected for 'always getting it right' and 'setting an example to others'. 'I found the performance of The Lion King quite emotional as all of the characters and ensembles were very enthusiastic and joyful. I found the show exciting and I found most of the characters hilarious – especially Rafiki. The musical felt extremely short because it was so good and I didn't want it to end! I loved the special effects on stage, for example when Rafiki sings the reprise song entitled 'He Lives in You'. It was special because they celebrate the life of Mufasa and remind Simba that he lives on inside of him. The musical will make you cry with laughter and sadness. It is completely different to anything I have watched before. It is extremely powerful.'

Frankenstein
Preet Mhatre 11EF
Yr 11 went to see an Arrows and Traps production of Mary Shelley's Frankenstein at the Brockley Jack Theatre. Students and staff thought that it was an excellent adaptation of the story beautifully staged and sensitively performed. I was interested to see how the director chose to crosscut the storyline for Frankenstein so that we could explore scenes that I had not seen so clearly in the book. The play seemed to mirror Mary herself and the creature, as they both experienced similar emotions. I would recommend students watch the play, seeing the production has helped me improve my vocabulary and the creative writing skills I need in English literature. It has also helped me understand what I thought was a very dense, complex text.'

Jack & the Beanstalk
Elliott Bunting 7JTO
An excited crowd of Year 7 went along to see our very own Zion Nelson Bent 7JTO, who has been performing in Croydon's family pantomime this season. It was an awesome trip - I felt so alive. It was cool that we saw a classmate from school perform. Another fun moment was when the actors shot water into the audience and I got super wet! There was a lot of screaming and shouting, overall I had a fantastic time.'

42nd Street
Skye Nichols Yr 11
'We familiarised ourselves with musical theatre genre and were able to put the production into the historical context of the Great Depression in the States. The event highlighted the great sense of professionalism and showmanship you need to work in the industry.'

The Seagull
Samantha Moore Verity Yr 12
The Seagull by Anton Chekhov at The Lyric 'Switching effortlessly between the ridiculous and the profound 'The Seagull' forensically examined the transcendence and destructiveness of love. The burning need to create Art and how harshly that need can be crushed permeates throughout the play.'
They had really enjoyed it, that they’d been impressed and that the students were already such confident performers.

November saw the culmination of a Yr 7 project based on ‘A Midsummer Night’s Dream’ – a transition project that we have run in collaboration with Shakespeare’s Globe. The first element of the project started in July 2017 – with all the Yr 6 who were joining us in the September, taking part in an interactive story telling workshop with Globe practitioners on our Induction Day. The project was designed to support literacy provision across Key Stage 2 and 3. Pupils worked with a Globe Education Practitioner on a range of dynamic drama approaches to develop their language, literacy and oracy skills. Staff attended two twilight CPD sessions, where they shared and explored exercises and activities for engaging pupils in the text. Teachers then took these approaches into their classrooms. At the start of the new academic year in September, each Year 7 class had workshops about ‘A Midsummer Night’s Dream’, geared towards the final performance. The project culminated in a fabulous performance in front of parents and families.

‘A Midsummer Night’s Dream’ 
Energy and Confidence

PARENTS SAID THAT...

“ They had really enjoyed it, that they’d been impressed and that the students were already such confident performers.”

The performance on Thursday was wonderful and all the students had such great energy and confidence. I was also really impressed with the parent turn out and support.

Comments

The children said, ‘It really helped me understand Shakespeare, before the project I hadn’t really understood any of the language or knew what any of it meant’, ‘I loved meeting new friends and taking part in something that I could show my parents’, ‘It was fun to work together, I can’t believe I had the confidence to perform in front of so many people and I remembered all my lines’. 
Visual Arts

Jean Michel Basquiat ‘Boom for Real’ at the Barbican

Yr 10 Textiles Students discovered the work of Jean-Michel Basquiat, the pioneering prodigy of the 1980s downtown New York art scene. Their practical work and analysis in their sketchbooks reflect the energy and passion of his work.

‘I was fascinated by his emotional, explosive creativity,’ said Beatrice, ‘I really liked the work he did with Andy Warhol and Keith Haring. I thought it was sad to read his diaries, his trains of thought, to read for myself the torment and discrimination that he had to endure but that inspired his work.’

‘I liked seeing the range of work he made,’ said Jahvoun, ‘I was interested in the films, photography and poetry he produced.

‘You have to actually see the pictures in real life to appreciate the vibrant colours, the emotion and energy,’ agreed Eduardo and Sanyam.

London Illustration Fair at Oxo Tower
Olivia Clark Yr 12

‘We met artists and saw first-hand, a diverse range of contemporary illustrators and designer’s work. We refined practical digital/drawing skills by taking part in CAD and printmaking workshops and gained an understanding of a variety of creative career pathways and how emerging artists make use of agents and social media to promote their work.’

Rachel Whiteread at Tate Britain
Sara Sabra Yr 10

‘Seeing the exhibition has really helped develop my critical and contextual understanding of the artist’s work. In particular, being able to see first-hand how the artist uses industrial materials such as plaster, concrete, resin, rubber and metal to cast everyday objects and architectural spaces. It made it easier to understand the concepts of her evocative sculptures from the intimate to the monumental.’

We promise to ensure that our students:
Will have the opportunity to meet and learn from professional artists and performers.

Will learn outside the classroom in a range of cultural settings for example museums, galleries and theatres.
Our Website
Get to know it better

Under the ‘Parents Tab’
on the home page you will find:
- Copies of letters emailed home
- on the Letters and Communications Home page
- Exam ready guidance and timetables including all key assessments dates
- Behaviour and Uniform expectations
- Term dates
- A facility to notify us of any change in your contact details

Under the ‘Teaching and Learning’ tab
on the home page you will find:
- All the curriculum maps that tell you what topics your child will be studying and when
- Information about the Russell Group Programme
- A link to our Creative Writing blog
- Homework timetables
- Careers - with latest news and advice targeted to particular year groups
- Extra - curricular opportunities

Under the ‘About Us’ tab
on the home page you will find:
- Our excellent results
- Information about Visual & Performing Arts Bursaries
- Safeguarding Protocols
- Information about our Ethos, Cultural Entitlement and British Values
- All our policies

The Contact Us page
A list of all the Senior Staff and the names of the Heads of Year in case you need to get in touch with any of us.

Please remember, we are communicating almost entirely via text and email now.

It is your responsibility to ensure that we have your most up to date contact details which include your email address and mobile number.

Important Dates
for your Diary

February - March
6th form interviews start

8th February
4.30 – 7.00pm
Year 9 Pathways/Parents’ Evening

12th – 16th February
Half term

30th March – 13th April
Easter holidays

26th April
4.30 – 7.00pm
Year 10 Parents’ Evening

28th May – 1st June
Half term

7th June
4.30 – 7.00pm
Year 8 Parents’ Evening

Contact Details

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