



LOVE, SOCIAL JUSTICE, COMMUNITY, FLOURISH

In Our Community



It is a welcome feeling to be looking forward to a Christmas break as I know everybody has been really busy. We have had so much going on and it is good to stand collectively as a family, understanding each other and developing learning practice together. Each school is different and commissioned and funded by their local authority, operating in the buildings and sites our local authorities give us. Some of us are better supported, equipped, and funded than others to deliver education to the most vulnerable and yet together as a family we support each other, like our communities of subject leaders, SENCOs and DSLs who share practice and help one another.

In this newsletter I have decided to share some of our challenges as well as successes and we can show the DfE, local authorities, and our communities, what we do and the challenges we overcome to support our children and families. We will focus on different issues in each newsletter, to enable us to understand each other better. For some of us, we have purpose-built spaces, whereas others have a roof which is struggling to cope with the winter and all of us are doing amazing things to get our children flourishing. This also helps us to understand why some of our provisions might need more of the Central Team's time than others and it is about getting that balance right for all and with a clear focus on the children.

Flourishing



ESTUARY
ACADEMY
ISLAND
INSPIRE, ASPIRE, EMPOWER



ESTUARY
ACADEMY
NORTH
INSPIRE, ASPIRE, EMPOWER



NORE
ACADEMY
COURAGE, KINDNESS, COMMUNITY, EMPOWERMENT



WILL ADAMS
ACADEMY
DREAM, BELIEVE, ACHIEVE

In Kent and Medway we have been developing our training and outreach. We have been working closely with all our mainstream schools.



In Croydon and Sutton we are developing increased specialist girls' work and a new vocational provision in Sutton.

We have also completed a Post-16 Student Voice project.



Social Justice



From the voices of children, we are lobbying further for quality school buildings for our students to be equally good in each area. Currently, we are focussing on Croydon and Saffron Valley Collegiate (SVC) as they have poor buildings allocated by their local authority. We are also supporting Will Adams Academy in Medway.

We are lobbying the Secretary of State for Education, Croydon Council and Croydon's MP regarding the quality of the buildings in which our children in Croydon are educated because, out of all of our schools, the buildings provided by Croydon Council are the most challenging and of the poorest quality – with one of the buildings having no outside space. This is something we feel very strongly about and, although Croydon holds responsibility for buildings that could be re-assigned to SVC, we are determined to stand with SVC, its leaders and Local Governing Body, to get this moved forward in the interests of the children of Croydon. The voices of children and staff in SVC are being heard and we want to use as many ways as possible to get this right for them. The pictures below show some of the amazing work that SVC is doing, despite being expected to educate children in buildings that are not appropriate. Yet, despite this, their results have improved and the staff do all they can to ensure the young people get the life chances they deserve. Sometimes we really need to appreciate each other's challenges, to understand and celebrate successes. Sometimes we can become focussed solely on our own schools and needs; however, being in a family of schools helps us to appreciate our own resources. Remembering that **our most crucial life-changing resources are our people and our staff teams**. As we develop our people plan, we intend to make sure all our staff **flourish** so that, in turn, our children and families are flourishing.



The New Year hopefully brings with it some rested staff and leaders, ready for another term and all that the Department is planning for us.

With the White Paper due, the new curriculum review, and the new Ofsted inspection framework in place, we are moving from policy-talk, consultation and discussion to implementation. We are stronger together to take on these challenges.

As a sector, we are used to managing complexity and I do think our voice has been heard by policy writers, although we are waiting to see if that is fully recognised in the Education White Paper and I await the next few months with anticipation as we are part of the solution to mainstream inclusion and embrace the changes we face.

Love



We are a Trust with strong relationships and we celebrate that. We have amazing teams dealing with vulnerable children, and protecting children, educating them and changing lives despite all the barriers put in our way. Stories of success are what keeps us going day in, day out. Having positive ends to the autumn term is what we do: our Christmas lunches are often the only Christmas lunch many of our children get and one thing I do know is that they will be ready to come back in January to the **love** and support we give them.

*Happy Christmas/holiday and
New Year
and please rest*

Emma



*Below is a selection of the autumn
term's highlights from our schools*





Young People Thrive at Summer 2025 Residential in Ashdown Forest

In July 2025, **Project 4 Youth Empowerment CIC (P4YE)**, in partnership with **Saffron Valley Collegiate**, delivered a powerful 3-day residential at **Hindleap Warren Outdoor Centre**. Set in the heart of Ashdown Forest, the trip brought together **20 young people aged 13–16** - 10 from Saffron Valley and 10 P4YE members from Croydon for a weekend of growth, challenge, and connection.

The residential aimed to boost **confidence**, encourage **resilience**, promote **wellbeing**, and break down social barriers. Over three days, participants tackled outdoor challenges such as the **Zip Wire**, **Leap of Faith**, and **Team Strategy Games**, all designed to push limits and build trust.

Key outcomes included:

- **85% of participants** achieved something they once thought they couldn't do.
- **Cross-group friendships** flourished by Day 2, with many noting they felt "safe" and "included."
- Every participant took on leadership roles, with quieter individuals stepping up in surprising ways.

Each evening concluded with recognition awards for standout contributions, including **Best Team Player** and **Biggest Personal Breakthrough**. Both staff and participants reflected on noticeable growth in self-esteem, emotional regulation, and communication.

"This is the most I've laughed in a long time. I needed this," shared one participant.

The trip highlighted the lasting impact of immersive, nature-based experiences - particularly for young people facing emotional, social, or educational challenges. It also showcased the strength of the partnership between community organisations and schools in supporting youth development beyond the classroom.

Trip to London Zoo

KS4 North took a trip to London Zoo in November. It was a chance to get up close with some incredible wildlife. From powerful lions and sleek tigers to towering giraffes and playful penguins, the variety was impressive. We checked out the tortoises, meerkats and lemurs, and even had the chance to interact with goats in the petting area. But the real standout for everyone? The capybaras! Their chilled vibe and unique look made them the unexpected stars of the day. It was a great mix of learning and discovery in one of London's most iconic settings.



BE READY, BE RESPECTFUL, BE SAFE

Trip to McDonalds

At KS3 we had a successful careers trip to McDonalds to see behind the scenes, students learned about the level of organisation it takes to deliver fast food, as well as getting valuable information about the career progression opportunities available.



Hurricane Melissa: Jamaica Fund Raising

Croydon has a significant Jamaican community, and many of our staff and students' families have been directly or indirectly affected by this tragedy.

In partnership with the Croydon BME Forum, SVC had a successful fundraising day to support relief works in the aftermath of hurricane Melissa. Students learned about various aspects of Jamaica in lessons and dressed in black, green and gold for the day to raise funds for the relief effort. Croydon's goal was to raise **£5,000** to support the purchase of school equipment, resources, and other urgently needed items for affected schools in Jamaica.

This was a wonderful opportunity for us to come together as an education community and show solidarity and support for those in need.



Frameless

Students made a trip to Frameless immersive art exhibition on Marble Arch. Students enjoyed the experience which was multi-sensory and very engaging.



BE READY, BE RESPECTFUL, BE SAFE

Herbert Smith Freehills Kramer Portrait Award

The year 11 Art students from Saffron Valley Collegiate East went to see the BP Portrait award (now known as the Herbert Smith Freehills Kramer Portrait Award – quite a mouthful!) at the National Portrait Gallery, near Trafalgar Square in Central London.

They are exploring the topic 'Identity' for their GCSE portfolios, and they found the exhibition useful, and inspiring for their own work. As budding critics, they were able to choose their personal winner (not the person who actually won!) – here is the SVC East chosen winner – a beautiful image entitled 'INSET day', which I'm sure many parents can relate to!



Tate Modern – Nigerian Modernism Exhibition



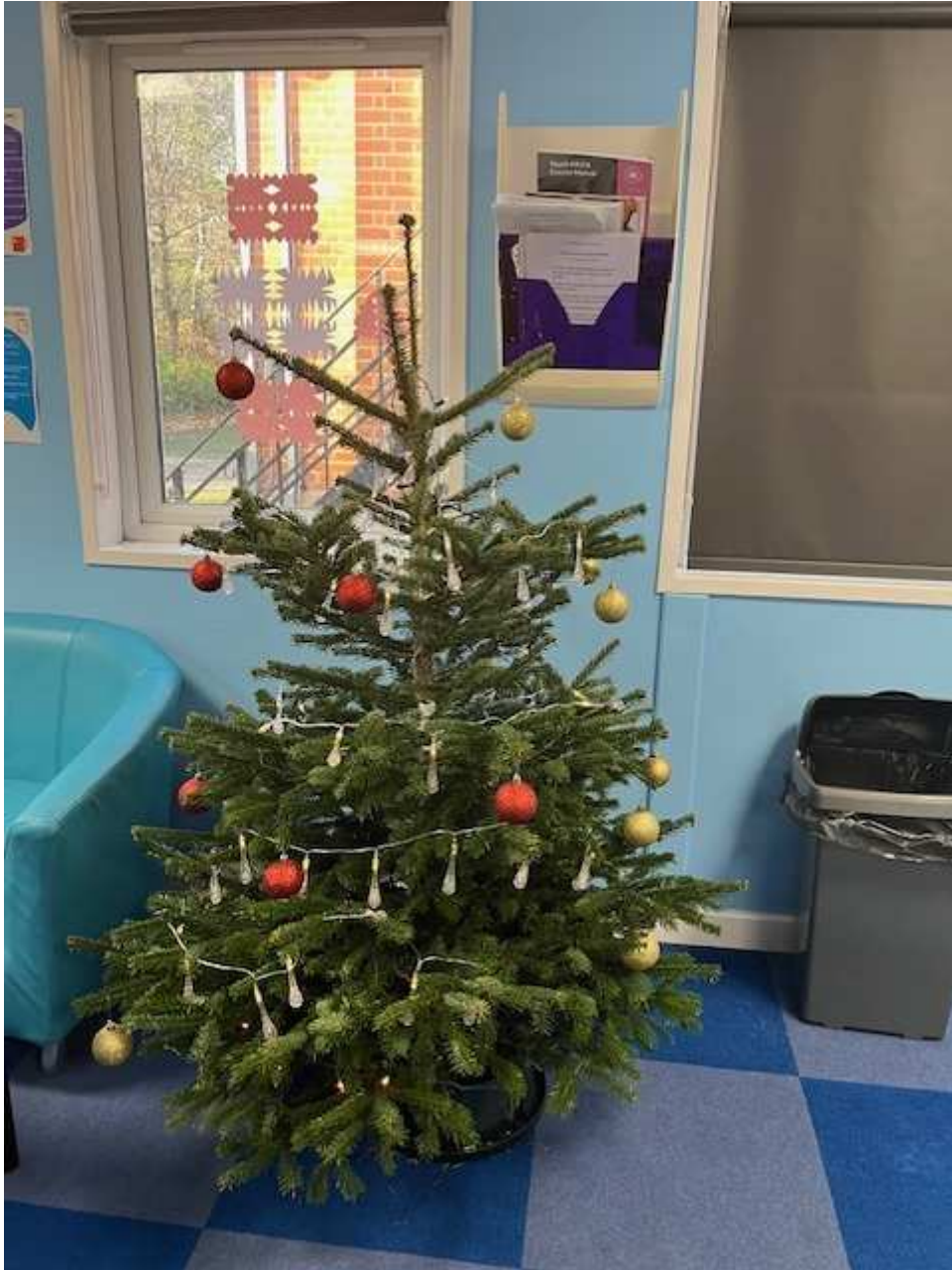
On a rainy November morning, students from Saffron Valley Collegiate East went on the train to Tate Modern to look at the Nigerian Modernism exhibition. Some of our group had not been to an Art exhibition at the Tate before, and while some knew about Nigerian art, many of us did not. We went so that we could understand and celebrate art from a country other than Britain and we saw a huge range of things, from textiles and paintings to sculpture and screen-prints. Two of our class, Hannah and Sudenaz, said it made them want to explore art from their own cultural backgrounds - and all of us found the range of art on display to be inspiring. We at SVC East gave this exhibition 5 out of 5 stars and recommend you go to see it before it closes on May 10th 2026. We would thoroughly recommend anyone to go to this fantastic exhibition!



BE READY, BE RESPECTFUL, BE SAFE

Christmas Tree

A big thank you to Pines and Needles for donating a Christmas Tree to the Assessment Centre. They have also offered parents and staff a **10% discount Code:SCHOOL10**



BE READY, BE RESPECTFUL, BE SAFE

Winter

At Will Adams

Student Council

We held our second annual vote for Student Council. Students wrote compelling speeches answering why they deserve the position, which were displayed in the corridors. Staff and students alike then voted and 4 students were chosen. Well done Lola, Lamira, Alfie and Daniel!

End of Term Trips

Students were given the opportunity to choose where to go for their end of term reward trip. The boys chose Ninja Warrior and the girls chose to have a 'Girls Night In'. They brought in their pyjamas, decorated water bottles, carved pumpkins and painted each others nails.



Maths Badge Week

Solve $15 - x = 9$

Simplify: $2(x + 3) + 4$

To help encourage students to not only practice their maths but to have fun at the same, we held our first 'Maths Badge Week'. All staff were given badges to keep on our lanyard all week; some with questions, some with answers, and the students had to match up the correct staff members badges.

Students who completed this task had the opportunity to win amazon vouchers, choice of meal, shake shack vouchers and much more!

43

Convert 2.5 kg into grams.

3.28

Round 3.276 to 2 decimal places.



WILL ADAMS
ACADEMY
DREAM. BELIEVE. ACHIEVE



Careers Fair

Representatives from the Armed Forces, Professional Football Coaching, MidKent College, Hadlow College and the University of Greenwich came to support our Careers Fair. It was wonderful to see the students so engaged with all the professionals.



Remembrance Day

The whole school joined together outside to participate in the 2-minute silence, followed by listening to the poem 'In Flanders Fields' by John McCrae read aloud by one of our students. The student council then took a trip down to the War Memorial to place a handmade wreath in respect for all the fallen soldiers of World War 1.

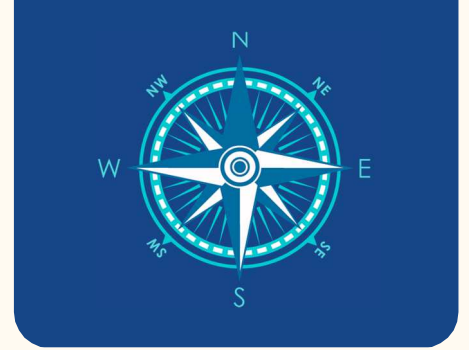
"The remembrance service was a true testament to the respect that the children have in the school. The reverence they had for the service, maturity they demonstrated and the speech given by the students for the event was excellent." - Mr Allard, a Will Adams Academy governor

Unicef

As a school, we are working on gaining our Silver: Rights Aware Award with UNICEF. We have already held a Jamaica Day, to help raise money for the Hurricane Relief fund, as well as participating in 'Show Racism the Red Card Day', and 'Jeans for Genes Day' focusing on Rights 2, 6, 13, 14, 23, 28 and 29. However we hope to be able to highlight even more Rights within the next few months.



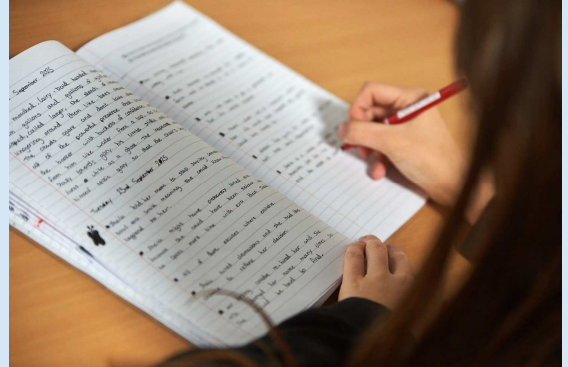
ESTUARY ACADEMY NORTH NEWS



What we have been up to!

Preparing for mocks

Our Year 10 and 11 students have been working incredibly hard as they prepare for their upcoming mock exams. From revising key topics to practicing past papers, their dedication and determination are truly commendable. These mocks provide an excellent opportunity to build confidence, identify strengths, and refine strategies ahead of the summer exams. We are proud of their commitment and encourage them to keep up the fantastic effort!



School activities

KS4 work experience

This term KS4 have stepped into the big world of work! Students have really thrown themselves in their work experience choices with Liam even being offered an apprenticeship!



Intervention days

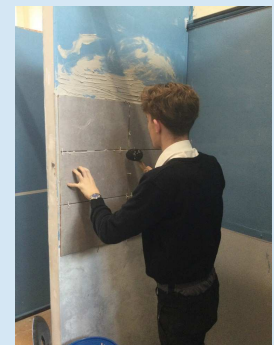
This term all students have been on wide range of experiences not only focusing on their social skills and meeting Boxall targets but also engaging in local history.

KS3 visit Leeds castle



Macmillan coffee afternoon

Our students recently showcased their baking talents by preparing and serving a delicious selection of cakes to raise funds for Macmillan Coffee Morning. From classic sponges to creative treats, the event was a wonderful display of teamwork and generosity. Thanks to their efforts, we were able to support an incredible charity that makes a real difference to those affected by cancer.



KS4 Construction

KS4 have been working on their tiling skills including cutting, grouting and spacing. Construction has been a firm favorite as a vocational choice with KS4!



This term we have been working hard to provide students with motivating, practical, and supportive interventions that build confidence, resilience, and positive decision-making. We are proud to be offering a range of programmes designed to meet our students' needs both emotionally and academically.

Strive Football and Boxing



Our non-contact boxing programme helps students develop emotional regulation and positive coping strategies. Through structured drills and routines, students learn to channel frustration safely, pause before reacting, and build self-discipline. This empowering approach supports improved behaviour, resilience, and wellbeing in and beyond the classroom.

Strive Football uses team sport to help students grow in confidence, communication, and determination. Through skill-based sessions and supportive reflection, students learn to overcome setbacks, celebrate progress, and apply these attitudes to school and daily life. It is a positive space where teamwork leads to personal growth.

Andy Watson

We are delighted to welcome Andy Watson, an experienced youth and community worker whose workshops inspire young people to make positive choices. By sharing his own journey and delivering engaging sessions, Andy raises awareness of substance misuse, anti-social behaviour, discrimination, and the importance of taking responsibility. His work helps keep our young people informed, supported, and empowered.

Strengthening Minds Intervention

This 10-week programme supports students in understanding emotions, building resilience, and developing positive relationships. Sessions explore behaviour, mindfulness, communication, stress management, and the power of a positive mindset. Delivered during the school day, the course equips students with practical tools to make good choices and engage more confidently in all areas of school life.

Together, these programmes reflect our ongoing commitment to supporting every student to thrive – emotionally, socially, and academically.



Student Snapshots of the year so far

CJG has made significant progress over the last academic term. His increased confidence and improved day-to-day engagement have contributed to a highly positive shift in his overall wellbeing and participation in school life.

Identified Improvements & Strengths

- CJG is now attending school regularly, demonstrating a strong commitment to his learning.
- Confidence has increased noticeably, with CJG participating more actively in lessons and school routines.
- Medical needs are being effectively supported in school, including the safe and consistent administration of medication.
- Behaviour has improved significantly, with almost no behaviour logs recorded over the recent period.
- Positive engagement with staff, peers, and activities is now consistent and increasingly self-initiated.

BTEC Level 1 Applied Science Assessment ASC12 – Crime Scene Investigation

Our Level 1 Applied Science students truly brought science into action during their ASC12 Crime Scene Investigation assessment. With impressive teamwork and plenty of initiative, students transformed their classroom into a fully operational “crime scene.” Their enthusiasm was infectious—so much so that they encouraged staff to get involved and even enlisted the support of our school’s police officer, PC Henderson, to help secure and assess the scene.

The level of engagement, creativity, and collaboration on display made this a standout practical session and a fantastic example of hands-on learning at its best.



New Year 7s settling in

Red Sands 2 are the first year 7 class we have had at Nore Academy, so we were all very excited to welcome each child. The classroom itself was also new and has been designed to be cozy and visual. We have a class of six pupils, along with the teacher and two very experienced teaching assistants.

Term 1 was all about getting to know one another and the routines of the day. We rate our emotional zone each morning, do our core subjects along with movement and relaxation breaks, have snacks and lunch together and then are active or creative in the afternoons.

Term 2 has been all about deepening our understanding of our emotions, friendships and the world around us. Each child has successfully transitioned into Nore Academy and are regularly earning Dojo points and student of the day. We are also learning how to better express and control our emotions to one another. Each child has a variety of opportunities for enrichment during the school timetable. For example, two children are attending a session called "Strengthening Minds" designed to create a better sense of wellbeing. Another child is doing boxing enrichment, and some children are regularly visiting other classes to take part in activities or build relationships with others. We have also recently started offering each child time in the assessment centre, to better understand their abilities and wellbeing

Fishing Intervention with Willowbank Education at Stones Fishing Lakes

Our fishing intervention with Willowbank Education has been a huge success, with students giving positive feedback after each session, particularly around stress and anxiety reduction and confidence building. As an intervention we are looking at building resilience, improving emotional regulation, reducing stress, and fostering positive relationships. The slow-paced nature of the activity encourages calmness, patience, and controlled behaviour and during their time there, students have developed their tolerance for waiting and delayed gratification, along with working through their feelings of disappointment when they don't always catch a fish.



The repetitive action of hooking on bait, casting out, reeling in and observing the water are all predictable events, thus helping to regulate emotions and soothe dysregulated states. Fishing offers achievable goals and clear, immediate feedback.

Setting up equipment, problem solving and Increased confidence from mastering a new, specialised hobby. This has now led to some students taking up fishing as a hobby outside of school. We have found that fishing is providing a structured environment for safe, meaningful social interaction, not only with peers but also building trusting relationships

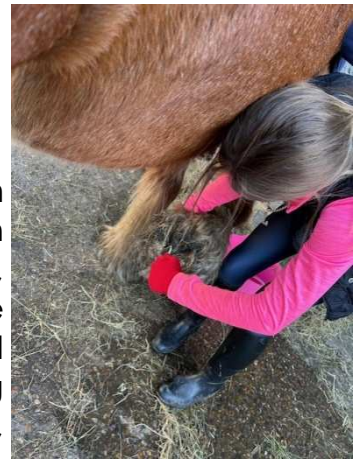
with the adults attending. We also see very few behavioural challenges, hyperactivity and impulsive choices. Students have learnt basic angling skills: casting, baiting, knot tying, water and equipment safety and environmental awareness, all of which promote responsibility and practical life competences.

Fishing has emerged as a powerful therapeutic activity for our young people, due to its calming environment, practical skill-building, and opportunities for peer mentoring seeing many of our more experienced fishers helping those who are new or have less experience. It is offering a unique combination of outdoor engagement, practical skill development, and therapeutic benefit which is enhancing the well-being and behaviour of our young people with SEMH needs.

Horse Riding Intervention at Elm Lane Equestrian Club



We attend weekly horse riding and horse care sessions at Elm Lane stables. The girls have a riding lesson where they have been learning to ride and guide the horses in different directions, walking and trotting. They have gained confidence around the horses and have learnt how to tack up, putting on the reins and saddle in preparation for riding. As well as riding, they are learning basic horse care including cleaning hooves, grooming, feeding, dental care and health and safety around the stables. The girls



have made great progress with their riding and are now confident to begin going on a hack off site.

Visiting the stables helps to support their emotional regulation by using the horse's non-judgmental presence and the rhythmic motion of riding to promote feelings of calm, confidence, and resilience. Activities like grooming, leading, and riding provide structured, sensory-rich experiences that can help individuals recognise and manage emotions, build trust, improve social skills, and reduce stress. The act of caring for and



connecting with a horse can also foster empathy and improve emotional well-being.

Forest School

Forest School is a child-led, experiential learning approach that takes place in our natural, outdoor environment. It supports holistic development by providing pupils with opportunities for exploration, challenge, teamwork, and personal growth. For our pupils, many of whom may face academic pressure, social challenges, or emotional difficulties, Forest School offers an alternative learning space that nurtures resilience, confidence, and well-being. Our natural environment provides a calm and soothing setting that helps students regulate their emotions and manage stress.

Activities we've have done over the past 2 terms are hammock making, making tree swings, and spending quiet time in dens offer safe spaces for reflection and grounding.

The sensory input from nature, fresh air, natural sounds, varied textures have helped to reduce anxiety and lower levels of emotional dysregulation commonly seen in our pupils. Other activities such as shelter building, whittling, basic tool use, knot tying and constructing tree swings have provided tangible achievements that pupils have taken pride in. By completing these projects, students have gained confidence and realised that they are capable, resilient, and successful.

These transferable practical skills contribute to independence and problem-solving abilities, such as:

- Tool Use: Pupils learn to handle tools like saws, knives, and loppers safely and responsibly. This teaches risk awareness, fine motor skills, and respect for equipment.
- Knot-Tying: Learning a variety of knots supports cognitive development, sequencing, and focus. Knots are also used in real tasks—securing shelters, setting up hammocks, or building swings—giving pupils a sense of practical purpose.
- Den Building and Shelter Construction: These activities develop spatial awareness, planning, teamwork, and creativity. Pupils must consider stability, resources, weather, and design principles.
- Tree Swings and Hammocks: Setting these up requires an understanding of safety, tension, anchor points, and appropriate materials—supporting engineering thinking in an accessible, enjoyable way.

Pupils have already come a long way in a few terms of Forest School. We have seen groups of pupils from different classes and year groups come together outside and build new friendships, wanting to spend time with their new friends and work together in social and academic situations. Along with this we notice language skills developing, pupils being able to communicate more effectively, reducing the frustrations and fallouts. Being outside is also supporting our pupils academically, helping to transfer skills into the classroom. A great example from this term is the maths we have used to build our dens. Pupils have planned, measured and estimated how much land would be needed along with getting the right amount of materials such as lengths of wood, screws, nails, rope and size of tarpaulin. Gaining confidence in achieving maths calculations outside is positively impacting classroom performance and attitudes toward learning.

We are looking forward to developing the site to offer even more exciting opportunities.

Friday Sparkling Moments

Each Friday staff come together to share their sparkling moments from the week. This is an opportunity to celebrate successes of students and staff alike. We enjoy the opportunity to share great snippets of success across our schools and take a moment to enjoy a cup of tea and cake together. Sharing this with the whole staff body increases team spirit and staff have commented on how they look forward to this part of the school week.

We want to celebrate as much success as possible and reframe behaviour for all students so that we turn round the narrative of education on the island and fill students and staff with hope for the future.

Many of the students across both Estuary Academy Island and Nore Academy have a complex relationship and history with education. Our data often illustrates anxiety around education and being in a school setting and whilst this is improving, our sparkling moments help staff to understand the small steps to success that students are making.

Students of the Day

Every day we nominate students from both Nore Academy and Estuary Academy Island as Students of the Day. Our Students of the Day nominations highlight learners who go above and beyond in our school community. These students demonstrate kindness, responsibility, curiosity, and a strong commitment to growth and learning. Whether they're lending a helping hand to a classmate, or giving their best effort during lessons, each nominee represents the values we celebrate. We are proud of their hard work and the positive example they set for others.



Extracurricular successes

Students across both Nore and Estuary have had two great competitions so far this academic year. Students had the opportunity to enter a Creative Writing Halloween competition and the Christmas Card design competition in order to boost engagement, build confidence and build relationships with our community.

Both competitions enabled students to use their creativity skills in both English and Art and gave a great opportunity to also win some great prizes for themselves and their families. Both competitions created a buzz around the schools.

HALLOWEEN HORROR STORY COMPETITION

1ST PRIZE – Family ticket to Sheerness Mini Golf

2ND PRIZE – Family swim at Sheppey Leisure Centre

3RD PRIZE – Halloween bucket filled with treats

Use your imagination to enter a spooky Creative Writing Competition with great prizes for the winning entries! Entries collected by Thursday 16th October.



The winners of the Christmas Card competition had their design printed to be sent out to our families and stakeholders and will be sold at our Christmas Community event.



Friday afternoon Enrichment

We are developing our enrichment offer on a Friday afternoon which includes a range of activities to develop communication and social skills. Students sign up to activities of their choice, and we are seeing wonderful examples of students coming together from both schools too.



Year 7 students from Nore working on construction projects having learnt about tool safety.



Within enrichment time both Nore and Estuary students have worked creatively on developing their own Christmas decorations.



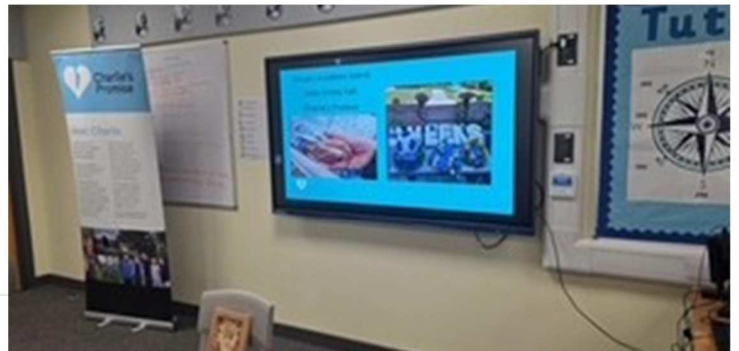
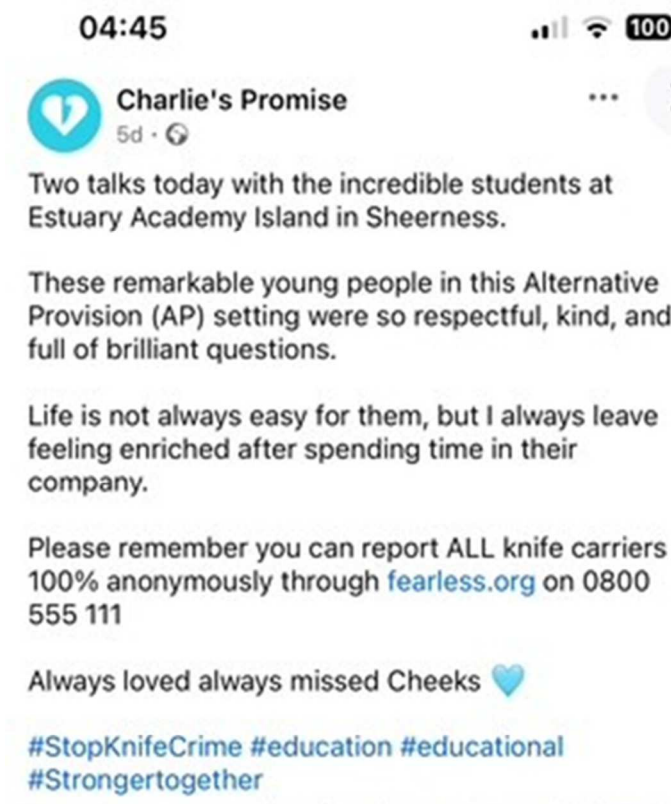
KS3 students in Nore have been enjoying a computing project. As part of this they have built robots from scratch and have been programming them.

Charlie's Promise

This term students were visited by Charlie's Promise. Charlie's Promise pledges to bring down knife crime in the memory of 17-year-old Charlie Cosser. Charlie lost his life to a senseless crime by just doing the right thing, defending some girls, and being in the wrong place at the wrong time.

Charlie's Dad, Martin Cosser came in and gave a very honest and moving talk about what happened to his son and talks about how we as a community can protect each other from knife crime.

Our students were a credit to the school in their engagement, empathy and understanding of the impact of violent crime.



Our Community Event Day

On Friday, 19th December we are hosting our Nore Academy and Estuary Academy Island Christmas Community Event. We will be inviting along students and their families from both schools to enjoy a fun packed day of fun activities and tasty treats such as Food stalls, Hot Chocolates, Sports, Christmas Inflatables, Hair and Beauty Activities, Construction Crafts and entry to a raffle with fantastic prizes, to name just a few.

Alongside this there will be community stalls set up from the likes of the RNLI, Kent Police and craft stalls where families will be able to buy any last-minute Christmas gifts. We use this an opportunity to celebrate our community and bring them together to strengthen relationships and engagement with education.



Nore and Estuary Academy Island Present Our



Christmas Community Event



FRIDAY

19

DECEMBER



11:00AM - 13:00PM

Danley Rd
Minster on Sea
Sheerness
ME12 3AP

RSVP TO EMMA FEIST BY DEC 1st 2025.

EFeist@estuaryacademy.co.uk



Show Racism the Red Card

Staff and students at the Limes College wore red for the day in support of the Show Racism the Red Card campaign. Show Racism the Red Card was established in January 1996, thanks in part to a donation by then Newcastle United goalkeeper Shaka Hislop.

In 1990s Newcastle, Shaka was at a petrol station near St James' Park when he was confronted with a group of young people shouting racist abuse at him. After one of the group realised that they had been shouting at Shaka Hislop, the Newcastle United football player, they came over to ask for an autograph.



SHOW
RACISM
THE
RED
CARD

Hampton Court Palace

On the 9th October, five KS3 students visited the UK's oldest surviving maze at Hampton Court Palace. This was part of their Myths and Legends topic, looking at labyrinths and mazes in connection to the Theseus and the Minotaur Myth. They spent quite some time working out how to navigate through the maze, but they all managed to get to the middle and escape!

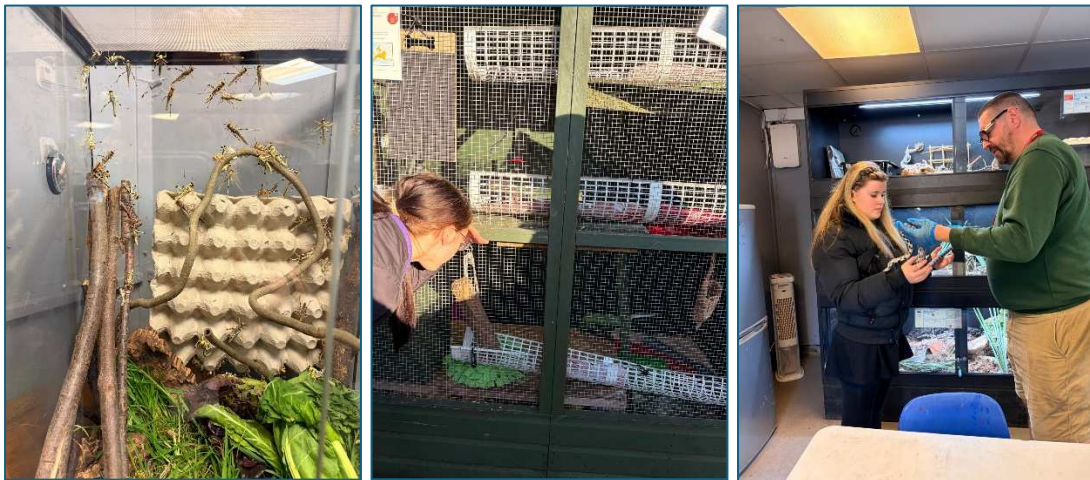


Careers Events

Capel Manor College Visit

Students visited the Crystal Palace campus of Capel Manor College to explore the possibilities of studying at an environmental college.

The students toured the facilities, and were able to get up close with some of the animal residents of the College. They were also able to observe a practical lesson in real time, giving valuable insight into what studying there would look like.



Kingston University Trip

Students were invited to Kingston University for a taster day, and to explore what university life entails. The ambassadors provided a tour of the campus, alongside sharing their own experiences of university life. The day finished with a deep dive into the wide range of courses available to study at university, which yielded some surprises for the students – ship science and divinity as potential courses of study being examples!

This day gave our students a real insight into higher education and has potentially introduced a pathway that they might not have considered otherwise.





Royal Courts of Justice Trip

Year 11 enjoyed a visit to the Royal Courts of Justice in London to take part in a mock trial that related to a drugs case. We were given full use of a working court and all involved chose their role in the case (witness, prosecutor, defence, juror, or clerk etc). Students had the opportunity to play their part reading from a script, and the trial was concluded by the juror's decision. This was a real case that had previously been heard and provided students with the experience of a real courtroom setting, and the different job roles that support the criminal justice system.

Boost

Pop-up Breakfast

In September the BOOST team and students successfully ran another fund-raising pop-up breakfast. The girls worked extremely well as a team, filling roles in both front of house and in the kitchen. They put a lot of effort into planning the event and ensured all the attendees dietary needs were catered for. Positive feedback was received from the Limes College staff, governors and visitors and there were several requests for more pop-up events in the future. The students raised an amazing £220 and chose to donate this to the Winston's Wish Charity.



Gingerbread House Making Competition

The BOOST group had their first annual Gingerbread House making competition this year. The students researched and planned unique designs for their creations then baked all the parts from scratch. They used teamwork and lots of perseverance to construct and decorate their houses. Our judging panel were very impressed with the outcomes and attention to detail from the students.

