



# Southfields Academy Weekly Newsletter

## Monday 8<sup>th</sup> December 2025



**Ethos statement:** We believe that through individual commitment, self-discipline, integrity and respect for others, we inspire everyone to learn.

### Year 11 News – Mr Samuels

We are thrilled to share some of the incredible achievements and progress our students have made across the academy during the first term of the academic year.

Our students continue to set a truly high standard for conduct and effort, and we are incredibly proud to celebrate their success in this area. We are delighted to report that a remarkable 50 of our most exemplary students have maintained a perfect record, not receiving a single negative point so far this academic year. This outstanding achievement demonstrates exceptional discipline, respect, and commitment to our school values, reflecting the very best of our student body.

In other news, a huge congratulations is in order for several of our talented students who have had their work selected for publication! This is a tremendous accomplishment that highlights their dedication and creativity. Please join us in celebrating Daisy R, Isadora C, Louis A, Sahara W-P, and Jackson S-W. We are immensely proud to see their names in print and look forward to their future creative successes. Furthermore, at our recent Academy Prize Evening, 20 outstanding students were also awarded prizes across various subjects and categories, recognising their academic excellence, hard work, and progress.

Finally, we would like to remind parents of upcoming examination periods for our older students. Mock examinations will be taking place starting Monday, 1 December, through to Monday, 15 December. These are essential preparation for the final exams, and we ask that you encourage quiet revision at home during this time. Additionally, students taking Sport, Food, or Travel and Tourism will be sitting their first official GCSE examination in January. Please ensure your child is prepared, well-rested, and has the necessary equipment for these crucial exams.

We wish all our students the very best of luck in their upcoming assessments and continue to be incredibly proud of their collective achievements!

Year 11 Team



#### **Work Experience Help:**

Our **Year 12 students** have their **Work Experience Week 2026** in **February: 9<sup>th</sup> – 13<sup>th</sup> Feb 2026** and are urgently looking for placements. Please let the [Careers Team](#) know if you have any connections who might be able to provide placements (ideally for the 5 days)

#### **Newsletter:**

There's a bit of a [History](#) and [Heritage](#) feel this week in the [9<sup>th</sup> edition of the School Careers Newsletter](#), with work experience at National Archives. Plus, find out about the Festival of Apprenticeships

#### **Labour Market Information:**

[Find out about](#) youth employment, the government's campaign to demystify creative careers such as film and TV, music, visual arts, advertising and video games; City of London Corporation's Step Up Mentoring, aimed at transforming the life chances of young people who have been in care...



## Thought for the Week

'One of the most sincere forms of respect is listening to what another has to say.'  
Bryant H. McGill

### Science Club – Ms Omar

This week in science club, students focused on painting and decorating the volcanoes they built last session. With brushes, sponges and a good mix of paints, everyone worked on giving their volcano its own look. Some tried to make theirs look more like real rock with browns and greys, while others added bright lava-like colours or small details to make theirs stand out.

The room was busy with students comparing ideas, asking for colours and helping each other figure out how to get the effect they wanted. A few volcanoes even got a second or third coat as students changed their minds and tried something new.



### Dates for Your Diary

- Thursday 18<sup>th</sup> December 2025 – End of Term for all students
- Monday 5<sup>th</sup> January 2026 – Academy resumes
- Thursday 15<sup>th</sup> January 2026 – Year 13 & Year 12 L2 Parents' Evening
- Thursday 22<sup>nd</sup> January 2026 – International Group Parents' Evening
- Thursday 22<sup>nd</sup> January 2026 – IEAP Day 2
- Friday 30<sup>th</sup> January 2026 – INSET Day

## KS5 Newsletter Entry – Ms Marshall

### Student Leadership:

#### Prize Evening - 'The Southfields Academy Awards':

On Thursday, 27th November, we hosted our annual Prize Evening event at the Academy. This event was to celebrate the successes of the last academic year, as well as commending those new Year 7 students who had made a positive start. The event was wonderfully hosted by two Year 12 students: Dirk Olivier and Melody Stanley. Everybody commented on how natural and charming the students were - next year's hosts have a high standard to beat!



### Peer Mentors:

The vast majority of KS5 students who signed up to be peer mentors, have received a training session and have begun mentor sessions with their designated yr7/8 mentee. A mop-up training session, for those yet to be trained, will take place this week. Feedback so far has been great:

*"We have met during PM registration last week and we just chatted. We spoke about the lessons that he liked - and we spoke about sixth form a lot. He was really inquisitive and wanted to know what it was like - so I shared my experiences so far. I think it's good that he's interested in 6th form already!"* A Year 12 student about her Yr8 mentee.

*"In our session, we spoke about subjects my mentee likes and dislikes. I didn't know what to expect, but it went well! I think I'm going to be able to help my mentee think about how she can make improvements."* A Year 12 student about her Year 8 mentee.

*"I am in contact with my mentee's PE teacher, because she mentioned that she hates the lesson. Her PE lesson is during my free period, on a day that I can leave early, but I'm happy to stay to support her."* A Year 12 student about her Year 8 mentee.

*"Students are really enjoying their mentoring sessions!"* Ms S. Gbolonyo, Head of Year 8

Several more KS5 students have come forward, wishing to become a mentor - so we are hoping to expand the programme after January.

## Break Duties:

Shortly after the half term break, all Year 12 students received 'Break Duty Guidance' in a special assembly - reinforced via tutor time - to prepare them to support staff on break duty and to develop their leadership skills. So far, two Tutor Groups have been allocated to do duties for this half term: 12PTN and 12LEN; two different Tutor Groups will be allocated to the duty rota after Christmas. Some students have already volunteered for extra duties - which is great. Our next steps are to see how non-attendance to duties can be followed up in a more systematic way, and to explore the possibility of KS5 students supporting patrols and morning duties.

## Careers:

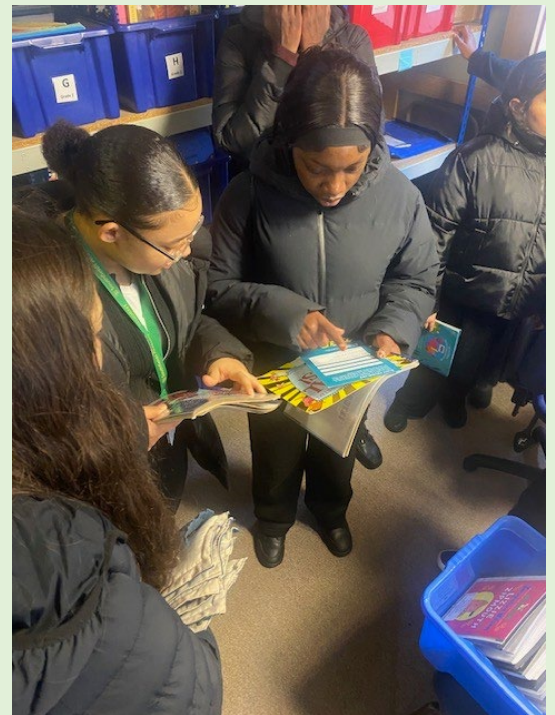
As part of providing students with the opportunity to explore, and where possible, visit a range of workplaces, on Tuesday, 18th November, a group of Year 12L2 students were taken on a visit to **Linden Lodge School**: a day and residential special needs school for pupils with vision and sensory impairment. During the visit, students were given a tour of the site, met some of the students and found out about some of the job roles that exist within the school.

As a result of the visit, a few have been taken on by the school, for their Work Shadow Day: 22nd February 2026.

The students were great representatives of the Academy, Ms Stylianou - who oversees progression, work experience and careers - had this to say about the students:

*"We wanted to thank you and your wonderful students for making the journey down to see us. We really enjoyed showing you all around our school and sharing a little about what we do here. Please thank your students for their engagement and meaningful questions that they posed to the students and staff. I hope this will be the start of an ongoing exchange where staff and pupils alike can benefit."*

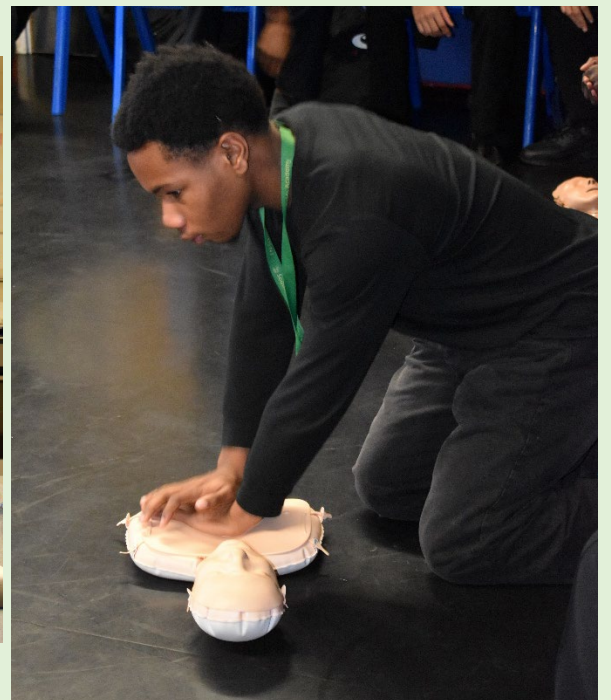
Images: Students outside the school; and when they visited the Braille & Visually Impaired Library/ Department at Linden Lodge School.



## Trips/ Visits/ Enrichment:

On Friday, 28th November, three tutor groups participated in some great activities during their Tutor Period. 12SIA and 12HDN participated in a one-hour workshop with St John's Ambulance: 'Young Responders'.

They learned about some essential street first aid activities. Meanwhile, after weeks of planning and preparation, 12QRA took part in a cooking session led by their tutor, Mr Q!



## A view from....Kenya and Somalia by Isra Hassan, IGFR

My name is Isra, and my family are from both Kenya and Somalia. I grew up surrounded by warm weather, friendly neighbours and a strong feeling of community. In Kenya, I remember the bright sun, busy markets and the smell of *chapatti* (food) cooking early in the morning. In Somalia, I remember sandy roads, sweet spiced tea, delicious *chajera* (food) and families sitting outside in the evenings talking together. Both places were full of life, sound and culture.

School in Kenya was a very important part of my daily life. We woke up early every morning. Sometimes before the sun came up. Many children walk long distances to school and we walked together, talking, laughing and sharing stories. The classrooms were simple and sometimes very crowded, with wooden desks and chalkboards. The teachers were strict but kind, they wanted us to work hard and succeed. Break time was always fun. We sat under the trees for shade or *kantin* (shared small snacks) and played games or football. After school, many of the students helped their families, visited neighbours or played outside until sunset. Kenya school life was busy, but it was full of friendship and memories.

Food and culture are very important in both Kenya and Somalia and they are a big part of my memories. I loved the food from both. From Kenya, *chapatti*, *pilau*, *ugali*, rice and mixed meat and from Somalia, *sabusa*, *bariis*, *malawax*, sugar. Somalia food is rich, warm, Kenyan food is flavourful, and full of spice, both meals often shared during family gatherings.

Both cultures are warm and welcoming. In Kenya, people greet each other with smiles and always help their neighbours. In Somalia, people show hospitality by offering tea, food and kindness to anyone that visits. Traditions like weddings, Eid celebrations, storytelling, dancing, traditional music and poetry are strong and in Kenyan culture, these traditions made life feel joyful, connected and full of meaning.

There is so much I miss about Somalia and Kenya. The warm evenings, the bright sunshine, the smell of delicious cooking outside and the sound of prayers, *Aadaan* (Somali). I miss the friendly neighbours, the sense of community and the feeling of home that both countries gave me.

Now I live in London, UK and life here feels very different, but also full of experiences. The weather is colder and sometimes rainy for many days. The city is huge and busy, with tall buildings, bright lights, buses, trains, and people rushing everywhere. London has many cultures living together in one place. On the bus or in the shops, you can hear different languages and see foods from all around the world.

School in London is modern and very organised. The classrooms are warm and we use computers, white boards and have many resources. There are more subjects, more activities and students from many countries. Even though it can feel new and challenging, I learn something new every day. The teachers at Southfields Academy are very kind and helpful. In our International Group (IG) both the women and men teachers work together to support us. They are always friendly and patient and they really listen to what we have to say. They encourage everyone to try their best, explain things clearly, and make learning fun. They also make sure everyone feels welcome and included, and they help us feel confident to share our ideas and ask questions.

There are many things I enjoy about London. I like the big green parks, the museums, and the tall buildings. I also love the theatre, where people watch plays, musicals and performances. The theatres in London are full of lights, music, stories and creativity. They make the city feel alive and exciting. London has markets, shops and places from many different cultures, which makes it interesting and fun to explore.

Even though London feels different from Kenya and Somalia, it is helping me grow, learn and build a new future. I carry my memories, culture, religion and traditions with me, and I am learning how to make a new home in London whilst still remembering where I came from.



Orange is Somalia  
– Green is Kenya



Distance from  
London to Kenya

## Heritage of London (HOL) Proud Places Year 12 Project – Ms Shah

Proud Places is a London-wide engagement Programme and 13 of our Year 12 Politics and History students are taking part. This involves site visits, a presentation skills workshop and a corporate experience day where students present their chosen sites to a boardroom of corporate business people. They also had 1:1 interviews and had to take part in a 'Dragon's Den style' pitching competition to convince the corporates to part with their cash to sponsor a site re-development. On Tuesday 25<sup>th</sup> November the students had their corporate day at Delaney's offices in Central London (more about Delancey's here <https://delancey.com/>).

As a result of the day's activities we had some awards for outstanding performance:

Overall speaker winner - Roshawn Wilson (who joined our school only this term from Guyana)

Winners Group Presentation: Maxe Apilado, Sameer Khan and Samir Sediqi

The Directors commented that it was a difficult decision as every student performed outstandingly and huge praise was given to every participant. We are so proud of all participants. 2 of the students will go on to do their work experience with HOL in February to continue their experience.



## Tech We Can Workshop – Mr Shillingford

On Tuesday, 90 students from Years 7, 8 and 9 took part in workshops delivered by Tech We Can, sponsored by Deutsche Bank.

Throughout the day, students explored the growing world of Finance and Technology (FinTech) through hands-on activities designed to spark curiosity and deepen understanding of how technology is transforming the financial industry.

A highlight of the event was the opportunity for students to meet and speak with visiting Deutsche Bank professionals. The guests shared insights into their roles, explained the pathways that led them to their current careers, and answered students' questions about working in the sector.

During the workshops, students learned about a wide range of modern careers within FinTech, including:

- Data Analyst
- UX Designer
- Data Architect
- Cloud AI Engineer
- Cyber Forensics Investigator
- Solution Architect for Cryptography
- Threat Intelligence Analyst

In addition, they explored various career pathways into the FinTech sector, from internships and apprenticeships to graduate programmes, gaining a clearer picture of the opportunities available to them in the future. The day offered a valuable glimpse into one of the world's fastest-evolving industries.



## Creative Writing – English Department

*For this week's newsletter entry, we continue to share the short stories written and published in a collection called The Grim Tales. Look back at the last two newsletters for more amazing stories! Bravo to these two participating Y8 students – Fabiannie Barbosa (08HAD) and Mason Camacho (08HAD) – for their original retellings of Little Red Riding Hood that both modernise and interrogate this well-known tale.*

### Little Rose's Way

She closed the door. The aroma of an apple pie filled the forest. Her gentle footsteps brought joy to the animals. She skipped gleefully to her grandmother's house. A mysterious figure was seen in the corner of Rose's eye. The creature vanished before she could take any action. She rushed to her destination. She knocked at the door. It opened itself. She placed the pie on the counter. The creature zoomed past. Subtle footsteps could be heard. The creature came closer. It was the wolf. Rose sprinted home. As she took her escape route, she tripped over a tree branch. The wolf followed from behind. What would he do?

Fabiannie Barbosa

### Lil' Red Riding Hood

It all started when Lil' Red Riding Hood was skipping through the hood and got stopped by some roadmen. She came across a small gang that told her to empty her pockets and give up all the food she had. Under the hoods and hats of the gang were wolves ready for any source of food. So she gave them all the berries from Tesco, then ran so fast so she wouldn't get eaten up. She ran to see her grandma, with tears running from her eyes. Grandma went red and told her to stay there. With full rage, Grandma got her axe and bolted out of the house...

Mason Camacho

**SEND Community Project**  
**Upcoming Sessions Oct - July 25-26**  
**Every session will be at the Mushkil Aasaan**  
**Centre, Tooting**  
**Note all sessions will be from 10am to 12noon**

Book here



October	November	December	January	February
<b>3/10/2025</b> 0-5 Stay, Play and Families Teams	<b>7/11/2025</b> 0-4 Portage Complex Needs Service	<b>5/12/2025</b> Early Years Inclusion Team getting school ready	<b>9/01/2026</b> SEND Ordinary Provision with WIASS	<b>6/02/2026</b> Learning and Play Hub sensory seeking and avoidance
March	April	May	June	July
<b>27/03/2026</b> World Autism Acceptance Day with WAAS	<b>No Session</b>	<b>1/05/2026</b> ADHD and Sensory Support Services	<b>5/06/2026</b> Disability Coaching with Enable	<b>3/07/2026</b> Holiday Activity and Food (HAF) Family Information Service

# Healthy Minds



## Building Healthy Communities

### Your voice matters

Together, we want Wandsworth to be a place where everyone can flourish, living fulfilling lives in strong, connected communities. By working collectively, we'll lay the foundations for good mental health: fair pay, secure jobs, quality housing, education, safety, leisure, culture, and a sense of belonging. Healthy Minds starts with all of us.

Help shape our *Healthy Minds* Action Plan for Wandsworth.



### Have Your Say:

Complete the online survey (QR code) or request a paper copy via [consult@wandsworth.gov.uk](mailto:consult@wandsworth.gov.uk) or 020 8871 6000 (quote Healthy Minds Consultation).



AS693b (1.25)

SESSION MATERIAL AVAILABLE IN Urdu, Gujarati, Bengali, Pashto, Somali.



## SEND COMMUNITY PROJECT WITH MUSHKIL AASAAN AND SUPPORTERS

Specialist SEND Workshops for Asian heritage parent/carers in Wandsworth

### Date:

Friday 5<sup>th</sup> December - 10-12noon  
Followed by Monthly sessions on the 1<sup>st</sup> Friday of every month  
Oct 2025 - June 2026

### Location:

Mushkil Aasaan,  
Tooting

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**Mushkil Aasaan**  
Care for the Community by the Community



**WAAS**