



Southfields Academy Weekly Newsletter

Monday 12th October 2026



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

Year 11 News – Mr Lamboi

A Strong Start: Building Momentum for Year 11

Returning from a long summer holiday can sometimes be a challenge for students to get back into the routine and expectations of school life. However, a number of staff and I can genuinely say that the overwhelming majority of Year 11 students have settled exceptionally well into their final academic year.

Despite the six-week break, our Year 11s continue to demonstrate an unwavering commitment to their learning. They are consistently:

1. Showing resilience when challenges arise
2. Working hard in every subject
3. Taking full responsibility for their progress with zero excuses

Throughout the week, I have the privilege of visiting lessons as well as after-school booster sessions. Without exception, these environments are calm, focused, and purposeful - with teachers delivering high-quality lessons and students fully engaged in their work.

Students have also recently completed a round of pre-mock exams, designed to prepare them directly for the rigour of their upcoming GCSEs. Well done to all of our students for their hard work during this assessment period. Their individual results will be shared directly with you during the upcoming Parents' Evening.

As we draw closer to the end of this first half of the autumn term, I want to extend a huge thank you to every single Year 11 student, their form tutors and Mandy for consistently turning up and giving their very best every day. Keep it up! It is your effort that makes our year group, and the entire school shine.

Our overarching mission for this Year 11 cohort is clear: that all students leave Southfields Academy empowered with the qualifications, character, and confidence to thrive—whether at university or in a fulfilling, meaningful alternative path. For our students to achieve their full potential, it requires a three-way partnership between parents, students, and the school.

That is why it is crucial that all parents and carers attend our upcoming Year 11 Parents' Evening on Wednesday, 4th November 2026, from 4:30 PM to 6:30 PM. This will be a vital opportunity to receive an update on their overall progress, discover the support on offer, and discuss any questions or concerns.

I look forward to seeing you all there.

Dates for Your Diary

Friday 16th October 2026 – Year 12 Residential Trip
Tuesday 20th October 2026 – Careers Fair
Tuesday 20th October 2026 – 6th Form Open Evening
Monday 26th October 2026 – Half Term
Monday 2nd November 2026 – Academy Resumes
Wednesday 4th November 2026 – Year 11 Parents' Evening
Thursday 12th November 2026 – IEAP Day
Wednesday 18th November 2026 – Year 8 Parents' Day
Thursday 19th November 2026 – School Council Election Day



Thought for the Week

“Don’t just aspire to make a living, aspire to make a difference.” — Denzel Washington



Newsletter:

Please click to access the [6th Edition of the Southfields Academy Careers Newsletter](#), with information about T Levels and links to virtual work experience in a law firm, pathology lab, Sainsbury's etc.

Future Doctors have 4,000 free places for students aged 14-18 to join a [free online course](#) designed for students interested in careers in medicine and healthcare. All students receive a signed certificate from their doctors for taking part. Upcoming events are on; Oct 11, Oct 18, Oct 25, and Nov 1

Work Experience (WEX) Dates 2026/27

- WEX Year 12: Mon 8th – Fri 12th Feb 2027
- WEX Year 10: Mon 12th – Fri 16th Jul 2027

Please let the Careers Team know if you have any contacts who could help us with placement opportunities

Creative Writing – English Department

For this week's English department entry, J-Quan Richards (10MAU) wrote a delightfully thriller-esque description in class; year 10s have been studying short stories, and are practicing how to write their own beginning of a short story, in preparation for GCSE. Well done J-Quan!

Outnumbered by J-Quan Richards

In The Park lay an isolated playground. I stood there, hearing the swings screaming into my ear, with no one but just myself. It was creepy. The more I stood there, the more I wanted to leave, the more I wanted to go home. I stared. Staring at the playground sets, I turned my attention to the swings. The same swings that screamed in my ear with an eerie whine. Anxiously, I looked, then took a step back; there were some types of red stains on both swings... Hopefully, it's not blood. Hopefully, it's just ketchup. Hopefully, I am not alone because, in a park like this, I wouldn't be surprised if there was a homicide. As quick as a flash, I exited the playground through its gate, wanting to go home.

I suddenly heard sounds behind me. Not just sounds, to be exact. Voices. I thought, "Yes! I'm not alone!" It felt good that there were at least some people in this creepy park... or so I thought. It sounded like a bunch of teenagers my age behind me. I stood behind a tree, just in case. They sounded aggressive and rebellious, like a lion who is going to hurt someone. So I turned around to see what's in store for me.

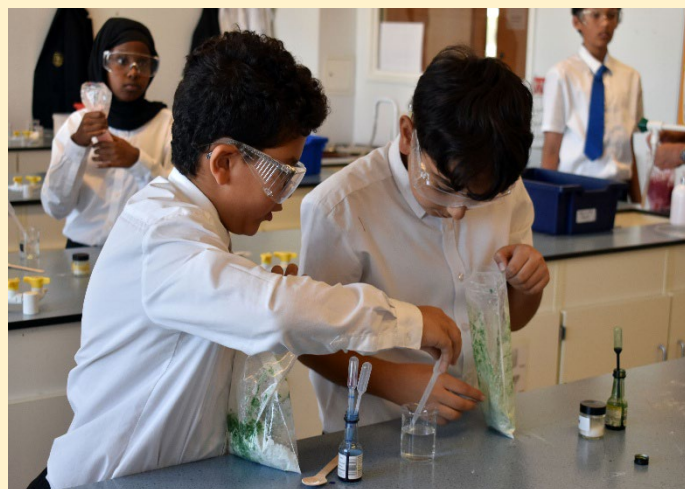
I sneakily stood behind a tree so they didn't see my full body. Just imagine, some random kid staring at you and your friends. Creepy! A couple of them wore normal clothes like they had strict parents of some sort. Only one wore all black. A balaclava, a dark hoodie, and dark trousers. He looked powerful, like he was on top of the hierarchy that could be put in that group of people. But, to be dressed like that on a Wednesday night at 8:00PM means something was wrong. So, what was wrong? I did actually think the balaclava guy was a lion, hunting his prey. Then, I slowly realised, I might not get out of this park.

They looked like a gang. A deadly gang. I glared at the gang, mostly the balaclava guy. Then, CRACK... the balaclava guy locked eyes with me for a few seconds. I didn't want it to be any longer so I retreated behind the tree, finding some type of way to not be in Heaven just yet...

Science Club – Ms Akhvlediani

Science Club got creative with a fun, hands-on chemistry project - making bath bombs!

Students mixed baking soda, citric acid, corn starch, and sea salt with a few drops of colour, oil, and perfume. After stirring everything together, they placed the mixture into small plastic bags, shaped the balls and then when ready, let their creations fizz away in the water baths!



Co-production Survey

The Wandsworth Parent Carer Forum is working with Wandsworth Council and health services to develop a new **Co-Production Charter**, setting out how families and professionals will work together to shape SEND services and support across Wandsworth. A short, anonymous survey is being launched to hear directly from children and young people with SEND and their parents and carers about what good co-production looks like, what works well and what could be improved.

Complete the survey [here](#) or using the QR code below



Closing date: Friday 13 November

Community Languages – MFL Department

At Southfields Academy we offer students in Year 11, 12 and 13 the opportunity to complete GCSE and A Level qualifications in languages that they speak at home. Any child who can speak, write and understand a language can complete the qualification by attending compulsory exam preparation sessions. All exams will take place at school during school hours.

For A Level, students will also be required to do some additional reading, prepare work on a film and conduct an individual research task.

Students can register their interest by filling in a form which can be found in their tutor group's Google Classroom. The Google form will be available until the 16th October. Once students are registered, we will select those who are eligible and they will be invited to a meeting next half term. They will also be required to complete a mock exam.

Wandsworth Survey – Ms Molloy

PSHE in the News: Wandsworth Sexual Harassment survey for Young people

Wandsworth Council and the Wandsworth Youth Council are running this survey to understand young people's experiences of sexual harassment. This survey is part of Wandsworth Council's work to tackle violence, abuse and harassment, helping to make the borough safer for all young people. The results will help inform their Violence Against Women and Girls (VAWG) work, which focuses on tackling harmful attitudes and behaviours, promoting healthy relationships, and making public spaces, schools and online environments safer for everyone. While women and girls are more likely to experience this abuse, we know that abuse can affect people of all genders' and everyone who deserves support, so this will be completed by both male and female students.

The survey will be undertaken next week online during some select PSHE classes from Yr8 (who have learnt what inappropriate sexualised behaviour is) **to Yr11/IG students.** It is **anonymous** and it will not **be used to collect personal information** unless you choose to share it. Should you not wish your child to take part please email the Lead of PSHE, Jenaya Molloy at jenaya.molloy@southfieldsacademy.com

Once students complete it we will receive helpful data on where this sexual harassment is happening and what needs to change.

For helpful support around Sexual Harassment -<https://www.childline.org.uk/info-advice/bullying-abuse-safety/abuse-safety/sexual-harassment/> for parents this resource is great to start a conversation https://assets.childrenscommissioner.gov.uk/wpuploads/2021/12/cco_talking_to_your_child_about_online_sexual_harassment_a-guide_for_parents_dec_2021.pdf

Open Evening – Thank You

The Academy held its annual Open Evening on Thursday 8th October. The Academy was vibrant with staff and students showcasing our wonderful facilities and talent to a crowd of parents and prospective students.

Our students were informative, enthusiastic and polite; and a credit to the Academy. Many thanks to all our student helpers from all year groups who volunteered to come back after school, you were amazing!

The Academy still has four open mornings for any parent / prospective student who would like to see the school in operation; all the information is available on our website.

We had a record number of parents / carers visiting the Academy and here are a few of the comments received on our feedback forms:

"The sports facilities are excellent. The school is light, bright with nice displays. Loved the outside space!"

"Enthusiastic teaching and focus on child happiness."

"Such a lot to see, I will have to visit again!"

"The building and facilities are amazing, offering students such great opportunities."

"It seems a very happy school!"

"The music and drama were very lively and interactive."

"Friendly staff and a community feeling."

"I loved the smile on all the students' faces, facilities and support!"

"Excellent pastoral care!"

Jamie's Farm Year 8 & 9 Residential Trip – Ms Agboola



From Monday 28th Sept to Friday 2nd October, Mr Jules, Ms Minto and I had the pleasure of supervising 12 students from Years 8 and 9 on a residential trip to Jamie's Farm in Lewes.

The students were: Nabeel(Y8), Zayn(Y8), Penelope(Y8), Abbie(Y8), Layla(Y8), Sumaya(Y9), Jahniyah(Y9), Jessica(Y9), Omera(Y9), Kyerell(Y9), Taylor(Y9) and Elijah(Y9).

From the start on Monday, the students found themselves thrown out of their comfort zone and up-close and personal with farm animals – including the tail-end of a rather large and confident cow! On Tuesday I had the pleasure of working with Penelope, Taylor and Jessica as we herded and sorted sheep. Taylor made some woolly friends and Penelope kept us all in check, ensuring that we weighed the sheep accurately. Jessica said she felt rather “powerful” for all the sheep having listened to her – go, Jessica! Zayn gave a fantastic wood chopping display and showed great strength, despite not feeling his best. On that note, we must shout out Kyerell who conquered a 2 hour hike on Wednesday despite coming down with a cold, and Abbie who gave her ankle to the hike – talk about putting in your all!

It was great to see the students working in different teams and not being afraid to switch things up and talk to each other and to the staff at the farm. Sumaya (Year 9) struck up conversation with every member of staff and had such patience with the Year 8 students. Elijah also got an honourable mention from one of the farmers for helping the Year 8 students and being a team player. Layla was a whizz in the kitchen and she and Abbie were naturals when it came to herding animals to do what they wanted. The farmers felt Omera was exceptional in her efforts to try everything, she even donned a bee-keeping suit, along with Jahniyah and dealt with a colony of 40,000 bees – not sure I could ever! As I type, I've been told from the farmers that Jahniyah and Nabeel's gardening efforts are already paying off as the new patch of grass is coming through. Jahniyah explained that she has her parents to thank for her gardening prowess, and it was nice to see her able to use these skills and work with such zen.

If I had to answer who was the glue that held it all together, I'd have three names: Taylor, Nabeel and Penelope. Nabeel's enthusiasm did not falter once and we couldn't find enough jobs for Nabeel, he was simply so eager and helpful. Taylor paid such attention to detail when it came to the animals and completed every job to the letter. And Penelope was confident and was a leader in every moment, whether taking and remembering everyone's food order, helping the farmers, or playing football during break time and giving loud congratulations to everyone whether on her team or the opposing team, student or staff.

The students lived the life of farmers – early starts to feed the animals before cooking their own breakfasts (yes, they cooked for us all) followed by more intensive and smelly farm work in the afternoons, including mucking out horse droppings. The evenings involved long walks in nature and uphill with hot cocoa for comfort, as well as team-building games and movie night where the very appropriate choice of movie was Chicken Run 2.

We sincerely hope that the students enjoyed a little, learned a lot and will have a great appreciation for this type of labour intensive manual work – some students said they absolutely loved it and see a future in looking after animals... some want to stay in academia and not think too hard about how food gets from farm to table for fear of becoming vegetarian!



Jamie's Farm Trip – Mr Joules

I loved getting involved in all the activities with the students and it was all great fun!

One in particular was very surprising and exciting to be part of, Bee Keeping. I took part with two students, Jahniyah (Y9) Omera (Y9), and, of course, a bee keeper.

The farm has at least ten hives we had to make up and measure off liquid to feed the Bees during the winter months. Each hive can hold up to 40,000 bees at any one time and the farm has at least ten hives. You can do the maths!

Before we encountered the area where the Bees are kept, we had to put on protective clothing and gloves that were made of really thick leather.

Making sure that there were no gaps in the Bee suits and netting that covered us and protected us from head to toe was **scary!** We also had a container containing hot embers that, when you pressed it, released smoke to confuse the bees.

Before we even opened the first hive, the area that we were in had hundreds of bees flying around us all the time. We were not scared, as we were fully protected and had the Bee keeper with us at all times.

The farm sells the honey that they produce. I was able try some of the honey on toast for breakfast. It was delicious.



What is good mental health? – Ms Nearn



This week we celebrate World Mental Health Day on October 10th. It seems that there is a lot of information out there about what poor mental health is, but not much about what good mental health is. So what is it?

The four elements of good mental health are:

- The ability to feel, express, and manage a range of positive and negative emotions;
- The ability to learn;
- The ability to form and maintain positive relationships;
- The ability to cope with and manage change and uncertainty.

Adolescents, by design, are developing rapidly in all five of these areas. Although they may struggle with one category or another, that is part of the process of growing up. Once young people understand that good mental health has nothing to do with the absence of challenging emotions, they tend to stop labelling every difficulty as a problem that needs solving. Instead, they learn to “go with the flow” of their emotions, knowing that most of them come and go with no effort at all.

As adults, this is something we can model for kids and talk to them about when they are having a tough time. We can remind them that, like the weather, we don’t choose our feelings and we don’t control them, and they are constantly changing.

If you have a concern about your child’s mental health, please contact their form tutor or our Mental Health Lead, Ms Nearn. (tricia.nearn@southfieldsacademy.com) We have many types of support available at school, including counselling, psychological support, and sessions with the NHS-funded Education Wellbeing Team.

For online resources, check [Young Minds](#) or the NHS’s [Every Mind Matters](#) website. They are full of guidance and ideas for supporting good mental health for the whole family. You can also download our “Mental Health and Emotional Wellbeing Butterflies” booklet using the QR code below.



Healthy Eating – Ms Sulliman

We have recently noticed that some packed lunches are including more foods and drinks that do not meet our healthy eating expectations, so we wanted to send families a friendly reminder about what we encourage children to bring to school.

As a healthy school, we ask that **fizzy drinks, sweets and chocolate are not included in children's packed lunches**. These can, of course, still be enjoyed at home as part of a balanced diet.

We know that preparing packed lunches every day can sometimes be challenging, so below are some ideas for foods that you may wish to include in your child's lunch:

Sandwiches etc

- Wraps—chicken, ham, beans, cheese and salad
- Egg
- Small pots of sandwich fillers
- Tuna, sweetcorn, mayonnaise
- Pieces of baguette
- Crackers and cheese
- Rice cakes
- Bread sticks
- Piece of quiche
- Cheese scone



Savouries

- Hard boiled eggs
- Low fat / baked crisps
- Cheese and pineapple
- Vegetable sticks
- Small pots of sandwich fillers
- Small wrapped cheese e.g. baby bel
- Pasta salad
- Potato salad
- Coleslaw
- Home cooked food (please note we cannot heat this up for children)



Sweet things

- Tinned fruit/ fruit cocktail (in fruit juice)
- Fresh fruit
- Fruit salad
- Fruit shapes/ strings (Check no added sugar)
- Dried fruit e.g. raisins
- Yoghurts (no chocolate in)
- Pots of rice pudding
- Pots of low fat custard
- Cereal bars (no nuts)
- Flap jacks



Drinks

- Water
- Yoghurt drinks
- Fruit juice
- Milk

