



WEMBLEY HIGH
TECHNOLOGY COLLEGE

Newsletter

Autumn 2 - 2025

STUDENTS' TAKEOVER EDITION



Headteacher's Message

Dear Parents and Carers,

As we come to the end of term, I am delighted to share with you a slightly different kind of newsletter.

This edition has been entirely student-led. Our students have acted as journalists, planning, writing and editing every article you will read. This reflects a wider theme that has run throughout this academic year: our students have truly been at the helm.

Across the school, students have taken on leadership with confidence and maturity. Our House Captains have inspired participation in a wide range of events, creating energy, pride and healthy competition

House Competition Update

This year, each House competition is awarded a specific number of points. In addition, 7 points are awarded each half term for:

- ◆ Highest attendance
- ◆ Highest number of Achievement Points

With House Spelling Bee, House Drama and House Debating still to come next half term, it is very much all still to play for.

I would like to thank all students and staff for their commitment, enthusiasm and hard work this term, and to thank you, as parents and carers, for your continued support.

I wish you all a wonderful Christmas and a happy, healthy New Year, and I look forward to welcoming students back next term.

CEO's Message



Dear Parents and Carers,

As we come to the end of another term, I want to take a moment to celebrate what has been an extraordinary period of growth and achievement across Wembley Multi-Academy Trust and Wembley High Technology College.

This term has been defined by the strength of our personal development offer and the energy now felt in and around our schools. From inspiring performing arts showcases to the power of music bringing pupils together, we have seen confidence grow, talents flourish and young people finding their voice. One of our proudest milestones has been the launch of our house system. More than a structure, it has become a powerful driver of community, belonging and healthy competition. It has strengthened relationships across year groups, encouraged leadership and created a shared sense of purpose that is visibly changing the spirit of our schools.








None of this happens by chance. It is the result of a committed and passionate body of staff who consistently model teamwork, ambition and excellence. Their belief in our pupils, and in one another, is what turns vision into reality. Thank you to every colleague who has gone above and beyond this term, and to our pupils who continue to inspire us with their enthusiasm and determination. I am incredibly proud of what we have achieved together and excited for what lies ahead.

Wishing everyone in our community a well-earned and restful break.

Beth Ragheb
CEO



I am pleased to share the current House standings below:

| Position | House | Points |
|---|--------------|--------|
|  1st | Confucius | 109 |
|  2nd | Boudicca | 101 |
|  3rd | Leonardo | 100 |
|  4th | Al-Khwarizmi | 86 |
|  5th | Aryabhata | 80 |
|  6th | Hypatia | 79 |
|  7th | Angelou | 76 |

Advice to a Year 7 to from a Year 8

We give our Year 7s the benefit of our Year 8's wisdom
with some words of advice from Soraya in Year 8



First of all, I want to congratulate you on almost completing your first term at WHTC – I hope it's been fun! Even though you're almost a full term into secondary school now, staying organised is still one of the best things you can do for yourself. Keeping your planner updated (and actually signing it), packing your bag the night before, and knowing what you need for each day will save you so much stress. It might sound boring, but trust me - it's way better than doing a last-minute scavenger hunt for your books before tutor time.

Even though you've already been here for a term, don't stress if you still feel like you don't fit into some big perfect group - you genuinely don't have to. I spent way too long trying to blend in with everyone else, and all it did was make me feel like a discount version of myself. The truth is, people notice when you're comfortable in your own vibe, and that confidence attracts the right friends naturally. You don't need to change the way you talk, dress, act or look just to match everyone around you; the people who matter will like you exactly as you are, awkward moments included. And honestly, the sooner you stop worrying about being "cool" or "popular" and start leaning into who you really are, the easier and way more fun school becomes. You'll end up finding friends who get your sense of humour, your interests, and your personality without you having to pretend for even a second.

When it comes to lessons, ask questions if you're confused. Even if you feel embarrassed to not understand something or too scared to ask a teacher for help, ask away with pride as you never know, someone may have been struggling as well. Most teachers appreciate it, and contrary to popular belief, none of them have actually transformed into fire-breathing dragons just because someone asked for help. Also, make an effort to keep up with homework; it's much easier tackling it bit by bit than realising at 10pm that you've got three pieces due the next morning. Trust me, that's an experience worth avoiding.

Be kind to everyone, even the people who seem a little too energetic at 8am. You never know who might turn out to be a great friend later on in the year. And don't forget to enjoy school life beyond lessons - join a club, try something new, or just make memories with your friends. Year 7 goes by faster than you'd think (I still can't believe I've been at WHTC for a year already), and by the time you reach Year 8, you'll look back and realise how much more confident and independent you've become without even noticing.

Good luck Year 7!



A Day in the Life of a Year 7 Student

Starting Year 7 is exciting! Here's what a typical day looks like for me:

I wake up at 7:00 am and get ready for school. After breakfast (usually cereal), I brush my teeth, have a quick shower, and put on my uniform - shirt, tie, jumper, tie, blazer - the full kit! Then I pack my lunch and water bottle, check any announcements on Teams, and I'm ready to go. One of my parents drops me off near the Year 10 entrance, and I walk to my gate feeling prepared for the day ahead.

When I arrive, I often pop into the LRC (Learning Resource Centre). It's a great place to finish homework or play a quick game before form time. At 8:48 am, we head to our form room, get our planners and equipment ready, and complete a short PD activity. It's a nice way to start the day and settle in before lessons begin.

My first lesson is History, where we learn fascinating stories from the past. After that, it's PE - today we're practising the Haka, a traditional New Zealand dance. It's energetic and fun!

Break time comes at 10:55 am, and then we're off to Maths and RS. Maths is my favourite because I love solving problems, and RS helps me understand different cultures and beliefs, which is interesting.

At lunch, I eat quickly so I can spend time in the LRC before Drama. Drama is great for building confidence - you get to act, speak, and work with friends.

Finally, at 2:55 pm, the bell rings and it's home time! Unless I have an extracurricular club I am going to that day, such as Mandarin or sport, I head home for games, homework, and family time.

And that's a day in the life of a Year 7 student. It's busy, fun, and full of new experiences - you'll love it!

Shyam P. (Year 7.1)

Advice from Year 10s

For Years 7, 8 and 9 (Key stage 3), the advice you should focus on is embracing new experiences, developing good habits like small and consistent revision, building confidence and finding ways to build friendships and bonding with each other.

Another concern is how to stay focused and energised and knowing how to manage a large workload. This is because there are far more subjects and content to learn than you would have had at primary.

For Year 7, I would advise being open minded towards new teachers and teaching styles. You should get to know your peers, allowing you to gain a wide variety of ideas. Making new friends by: joining clubs (sports, games, music) or playing games at lunch, being kind, and helping others who feel scared helps you too. Organisation is also key to ensuring your time at school runs smoothly. This is because structure helps you know what subject you have every day and where you need to be.

For Year 8, I would recommend gaining a key understanding of how to revise efficiently. Building knowledge in core subjects like Maths, English and Science will help you gain an insight into future careers and life paths.

Another way to manage stress and high workloads, is by breaking them into smaller tasks. This is a great way of dealing with overwhelming homework by organising things into different days to slowly complete them rather than rushing everything, which ends up leaving things not being done.



Being on the Student Council has been a valuable experience. I have gathered student voice by listening to both strengths and requests from my form such as more Clubs after school which is being implemented and we are seeing results such as the new martial art club and athletics, which have then been shared with staff.

The Student Council has a real impact, as student feedback helps influence decisions within the school, such as our consultation regarding the International Baccalaureate last year.

Learning how to collect and present student voice fairly helps us understand democracy, as everyone has the opportunity to be heard and represented and students can build trust as a community.

For Year 9, I would advise starting to think ahead. While GCSEs seem far away, start by understanding the value of your work and setting realistic learning goals.

Having short study sessions can help you understand content better in a constant flow. Balancing life and school may seem hard, but making sure you are finding hobbies that you would enjoy helps. Joining clubs, going out with friends and helping family are just as important for your wellbeing as your studies. Having a positive mindset also helps. Furthermore, making sure you believe in your self and feeling successful for even small milestones you have competed also helps.

Don't feel nervous or overwhelmed and if you are feeling down talk to a friend, a teacher or family members.

The best you can do is believe in yourself and don't feel bad about errors along the way. Remember we all learn from our mistakes.

Jeel and Nya (Year 10)



Student Council Update

By Youssef H. (Year 11.2)

This year, I was elected as the Student Council representative for 11.2, and this is my third consecutive year being elected. The Student Council exists to represent student voice and ensure that pupils can share ideas, concerns and suggestions to help improve school life. I was elected through a class vote, which shows the maturity of my classmates and how we are able to incorporate a British value in our everyday life.



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As a sixth form student, I am familiar with the pressures faced by students in the lower school to achieve high grades and perform to the best of their ability. However, it isn't always easy. Following a few simple steps to improve revision technique and routine can make all the difference.

Start by starting early! The sooner you start revision, the more manageable, easier, and less stressful achieving your goals during exam week will feel. Ensure revision materials, such as flashcards and notes, are made a few weeks before assessment week, allowing the run-up to exams to be dedicated purely to revision.



Additionally, aim to start revision three weeks before exams, allowing for short and regular sessions instead of long, exhausting ones. Even 20-30 minutes of revision a day adds up. Doing this allows for around ten and a half hours of revision in the run-up to assessment week.

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Even if you set aside enough time for revision, it may still be difficult to decide which subjects or topics to focus on. Creating a traffic light system to highlight the most difficult to the least difficult topics may help. By starting with the most difficult topics, you effectively reduce the number of marks that could be lost in an exam.

Once you have identified the most difficult topics, ensure you focus on them by attempting past paper questions. This will allow you to understand where you may be losing marks or not fully understanding concepts. Doing this can result in better grades, as you are better able to grasp the question and maximise the number of marks you can achieve.

A close-up photograph of a person's hands writing on a document. The person is wearing a dark long-sleeved shirt. They are holding a black pen and writing on a white sheet of paper that has some text and a table on it. The desk is light-colored wood. There are other papers and a yellow folder on the desk.

With the right approach, revision becomes much more manageable.

Sam G T. (Year 12)



Drama - Year 7



So far in the Year 7 Drama curriculum we have learnt a wide range of skills and explored extraordinary content. This has helped my classmates and I grow not just in performance but also in helping us become more confident individuals.

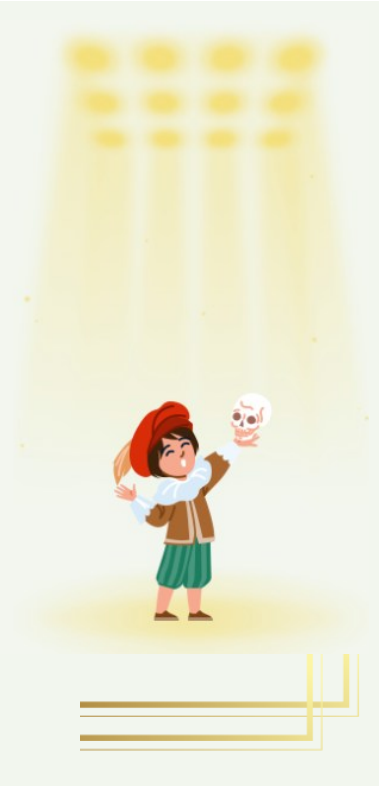
We have practiced short, humorous scripts that tested our overall level, timing, and expressions. We have mimicked robot sounds that challenged us to use our voices in a different way. Finally, we performed a poem which pushed us to dig deep and show our inner emotions.

One of my favourite things about drama is the warm yet bold feeling of standing in the spotlight and showing off your talent. As well as this, I have enjoyed learning about a young poet who bravely stood up for his rights and expressed his passion to the world.

One challenge I have faced so far is to be able to understand the appropriate tone and emotion to put into the words you are performing. I find that sometimes this can be hard to carry out.

Although I have enjoyed embracing the art of drama already, one thing I look forward to this year is carrying out a full play and showing what my classmates and I are capable of. I eagerly await that moment and hope to make the best out of it.

Zahra H. (Year 7.2)



Mandarin Club



I just wanted to say how proud I am to be in Mandarin club. We have the best teacher ever! To make it fun, she creates mini games for us to play to make it fun. Furthermore, our teacher gives us little cards (with numbers on it) that represent an achievement point.

If you get a certain amount of points, you can win prizes which is so exciting and it motivates us to learn more!

Some topics that we have learnt so far include:

- ◆ Colours – we have learnt all the different colours! For example, Red in mandarin means Hong Se
- ◆ Pinyin – we have learnt the four different tones in pinyin.

FUN FACT: Did you know that words in Mandarin can look and sound the same? This is because of Pinyin. Pinyin are different symbols on top of a certain letter that can change the meaning of a word. There are many words that look and sound the same, so this is what tells them apart.

I could go on and on about all things I have learnt but then this will turn into a story! So, all I can say is, hope to see you at the amazing Mandarin club!

Amruti S. (Year 7.3)

A Level Economics

This term in Economics, I have been learning about how different market structures work, and what happens when one company gains too much market power.

A good example is Netflix's purchase of Warner Bros - it shows how a big merger can reshape the market by giving one company a large amount of control over content and streaming.

Studying this helps me understand how markets and companies operate, which is useful as I prepare for a career in investment banking, where analysing deals and their impact on markets is a key part of the job.

Rehaan S. (Head Boy)





This year, our year group had the unique opportunity to take Portuguese as a brand-new GCSE subject. Being part of the first cohort has been both exciting and challenging in different ways. The class itself is quite diverse: some students actively chose Portuguese because they were genuinely interested in learning it, while others were placed into it due to limited space in their original option choices. This resulted in an unusual but interesting class dynamic that shaped our experience from the start.

One of the biggest challenges has been the time pressure. As students preparing for up to eleven GCSEs, we all aim to achieve the best results we can. However, Portuguese - like any language - requires consistent daily practice. It typically takes more than a year of two-hour daily study to reach a strong level. With only three lessons a week, it becomes difficult to build the same depth of fluency, especially when balancing revision for other subjects. And although Portuguese is often compared to Spanish, this actually added to the challenge: several students had to "unlearn" certain Spanish habits to avoid confusing the two languages. For those planning to take Spanish at A-Level, this made things even more complicated, not because the course is flawed, but because of how language learning works.



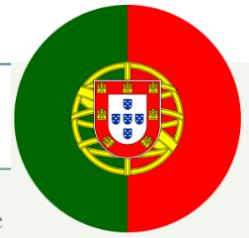
Art

Last term in art we learned about making our own stuffed toys called 'funny ugly monsters' to break down stereotypes of beauty in the toy industry.

We started by creating a design on paper and did this three times to avoid design fixation. Then we learned three different stitching techniques: running stitch, cross stitch and whip stitch.



Portuguese



Yet despite these obstacles, we have made real and noticeable progress. As a class, our understanding of grammar, vocabulary, pronunciation, and cultural knowledge has grown far beyond where we began. We know that our progress is not the absolute maximum we could reach under ideal conditions - but this is due to the natural limitations of time, not because of a lack of effort from students or staff. Every student has tried their best with the time available, and the improvement across the group shows this.

A key reason for our progress - and the most valuable part of this entire experience - has been **Ms. Da Silva**. Every student recognises how central she is to the success of this course. She is not simply the backbone of Portuguese at our school; she is the heart that keeps the subject alive.

- ◆ She designs all lesson materials herself, despite teaching other classes.
- ◆ She adapts learning to each student, making the most of the small class size.
- ◆ Her commitment goes far beyond what is expected, ensuring we always feel supported and encouraged.
- ◆ The classroom environment is engaging, calm, and enjoyable because of her high expectations and positivity.
- ◆ Much of the motivation and progress seen this year comes directly from her teaching style, patience, and dedication.

Overall, taking GCSE Portuguese has been a rewarding experience for every student involved. We feel genuine gratitude for the school's effort in giving us this opportunity, even if the course is still in its early stages.

Hadi (Year 11)

We practised stitching on cartridge paper first, which guided where our stitches should go, before stitching on paper to create a model to practise for the real design. After that, we made our felt design look like our paper model and applied all the stitching techniques. We finished our funny ugly monster by stuffing it with cotton and closing it with a whip stitch.

I enjoyed it very much because it was a one-of-a-kind experience. I especially enjoyed making the actual felt prototype.

Ashim S. (Year 8.8)

Careers - Careers Corner



In Year 9, I have learned a lot about careers in the creative industry and how big and important they are in the UK. We also studied the different career paths with it, that ranges from film making, game design, fashion, graphic design, photography, and working in museums and theatre.

As well as I had learnt about major employers such as the BBC, The British Film Institute, Arts council England and places like the British museum and the National Trust, which helps protect cultural heritage like historical buildings and art. This shows how the creative industries are having a big impact on the employment sector in the UK as it increased by 43.6% in 2010, and now it's developing even more rapidly because of technology and social media.

From what I have learned this year, I feel like the creative industries are exciting and expanding rapidly as they mix history, culture, and modern ideas which helps shape our future. There are so much different job opportunities within it that I can choose from in the future that will have a big impact.

Batoul S. (Year 9.5)



Recently, we have been learning about the various careers and how they link to the subjects we study everyday like Maths and science. We found out that these subjects can lead to an extensive range of jobs such as becoming a financial analyst, a biochemist, or even a teacher. I enjoyed this topic because it and it helped me explore the different careers that are connected to my favourite subjects and things that I am passionate about, and it helped me helped me gain a broad understanding about the different opportunities that are waiting for me in the future.

We also looked at the different qualification routes that students can take to reach their goals and dream careers such as completing GCSE, moving onto A-Levels or IB, and then studying at universities. This showed us the diverse ways we could achieve our dream careers and gain those dream jobs. This was helpful as it showed me that there is not just one path to a career, but there are plenty of options that fit everyone.

Another part that we learnt was learning Labour Market Information, which shows facts about the job market, like in-demand jobs, necessary skills, and salaries. It gave us insight into the current jobs and what the job market is like, currently helping us understand and prepare for the future.

This was helpful as you understand the current job trends and think more about the future careers that we may want to step into.

Hansel P. (Year 8.1)





Geography

In Geography so far, we have learnt about Global Development and Weather Hazards and Climate Change.



Global Development is all about the variation of development levels in countries all around the world. We began learning about it in KS3 and this year we have focused more on strategies to promote development in India along with the positive and negative effects this has had on the country. This in depth case study of India has enabled us to gain a deeper understanding of the country and its people. Through studying Weather Hazards and Climate Change, we have learnt climate patterns and why hazards occur in certain parts of the world.

We have also covered different types of tropical storms and case studies, such as Hurricane Sandy in USA, 2012, and Typhoon Haiyan, Philippines, 2013. This has been really insightful as the world is seeing a huge increase in natural hazards due to climate change.

Sneha R. (Year 9)

Geology

In GCSE Geology this term, we have been building a strong foundation in Earth science. Our studies have focused on different rock types, and the depositional environments in which they form. We have also examined geological structures such as ripple marks, small- and large-scale cross bedding, xenoliths, and pillow lava, which provide important evidence about past environments and volcanic activity.

Alongside this, we explored fossils as records of ancient life and studied the Earth's internal structure and the dynamic processes that shape our planet.



Altogether, it has been a fascinating introduction to how geology helps us interpret both Earth's history and its ever-changing present.

Nazaneen Z. (Year 11)



A Shout-out to a Fantastic Teacher



My favourite teacher this year has been my French teacher **Ms Skelland**.

She's an amazing teacher who I look up to everyday, she's helped me

improve academically more than I could have ever imagined. Don't tell her she's one of the main reasons for my interest and passion for learning new languages.

Over the past two years, her lessons have been my favourite part of the week, and her dedication and enthusiasm for teaching is truly inspirational.

I am incredibly grateful for all the opportunities she has provided us with and how she believes in every single one of her students unequivocally.

Thank you, Ms Skelland.

Sahaana S. (Year 11)



I want to give a special shout-out to **Ms Oyewole**.

She's always so supportive and motivating, and honestly one of the most reliable teachers I've ever had. She pushes me to do my best.

Thank you for everything you do, Miss.

Tulisa (Year 9)

The teacher I would like to give a shout out to is **Mr Danagher** because he makes PE lessons fun and interesting.

Kashvin S. (Year 8)





Jack Petchey's Speak Out Challenge

A large group of our Year 10s recently participated in the Jack Petchey's Speak Out Challenge, organised by Ms Blum.

The Jack Petchey Speak Out Challenge is a public speaking competition aimed at encouraging young people aged 14-15 to develop their communication skills and build confidence.

I was in Hari's group for the Jack Petchey Speak Out challenge last Friday, and had a lot of fun. To begin with, the workshop included many games and chances to partner up with friends in order to get us used to speaking out loud. The day then moved onto us planning and writing our speeches, and we were encouraged to write a speech on topics we were passionate about – some people chose to talk about the importance of family/friendship, some on their hobbies, and some on societal issues like looking after the environment. After lunch, we then stood in front of our classmates and said our speech. I chose to write a speech on my favourite movies and TV, and I even came in the top 3 pupils, meaning that I will perform my speech in front of the whole Year 10 during an assembly in the New Year.

It was an amazing day and I feel really grateful to have had the opportunity. Wish me luck!

Faria B. (Year 10)

Jack Petchey's "SPEAK OUT" Challenge!



Rock Band

I really enjoy Rock Band. We are currently working on the songs for the Winter Showcase. It is great that we can bring in our own instruments and join the band, or use some of the school's equipment too. There are many people with different musical backgrounds, and we can find a way to make music together. We are really excited to perform together at the upcoming concert.

Danyal M. (Year 10.1)





Martial Arts



On Mondays after school, our school is fortunate to have Carl Greenidge from Wembley Martial Arts deliver mixed martial arts club to Years 8 to 10.

Here is an article by Tristan in 10.1

I enjoyed attending Martial Arts because it taught me useful skills, like self-defence and self-confidence. It taught me various kinds of stances when fighting and it involved a lot of physical activity, including push-ups and running in laps.



Crochet Club

Why Crochet Club is for everyone...

Crochet Club is for everyone because crochet is an inclusive, welcoming activity that students of all ages, backgrounds and skill levels can enjoy. You just need yarn, a hook and a willingness to learn.

Crochet allows us to work at our own pace, making it accessible to beginners while still offering challenges for more advanced members.

Because it's a creative and hands-on activity, crochet also provides a calming space where we can relax, reduce stress and express ourselves without pressure or competition.

Our Crochet Club builds community and connection. It brings students together who might not otherwise interact, encouraging conversation, teamwork and mutual support.

We share techniques, help each other fix mistakes, and celebrate each other's progress. Doing crochet involves patience, focus and creativity - skills that benefit people in everyday life.

Our Crochet club has become more than just a club; thanks to Ms Yatin, it is a supportive environment where friendships grow and everyone feels valued and included.

In my personal opinion, I believe crocheting is really fun and creative! It helps you learn as said above to build-up friendships, just from a string of yarn and a hook.

Fabergé W. (Year 9)



Road to Team Maths Challenge

The club was rather fantastic. It has helped me be more alert by 0.2 seconds because now my reaction time is 0.25 seconds (we checked on the stopwatch). I loved the club simply because I love math and it's a challenge!

In other words, Math + Challenge = the ultimate fun.

It would be the best club even though it still is.

What could also be better if you gave people awards in Math Challenge because I think they are still too easy or maybe not if others think the difficulty is hard. But I really liked the idea of putting tallies instead of score numbers or if you want to make it more accurate than fun. I'd highly recommend using Excel, it is also much more fun.

But this club is MATHnificent and good.

Armaan S. (8.4)



Guitar Club

We offer Guitar Club to all year groups – this club, which meets on Thursdays after school in Room 121, gives students the opportunity to learn the guitar, with the guitar provided for them! Thank you to Mr Pillai for running this club.

I enjoyed Guitar club because it is quite interesting and fun. I have made friends while learning about all the new chords. There were beginners like me but also people who have been playing guitar for a while. I have learnt quite a bit about the guitar and have learnt part of a song already. There was lots of support as I struggled to remember the chords however, we practised and now I know them.

Kaavyajhari R. (Year 10.8)



Choir



This year, I have honestly loved choir so much. I loved learning all the songs, and most of all I loved performing every why we learned altogether.

We performed "Birds of a Feather", "Have a Holly Jolly Christmas" and "Last Christmas" at the concert this past Tuesday. I really loved all of it, genuinely.

Smruti P. (Year 8.1)



Year 12 Geography Trip to Wales



In November, we went on a wonderful residential field trip to Wales.

The trip formed part of our AS Level Geography where we investigated coastal processes. On the first day we visited the sand dunes at Newton Beach and investigated sand dune succession.

We also compared sediment size and beach profile from West to East on our coastal second day. Throughout the trip we stayed at Margam Discovery Centre where friendly and experienced tutors guided us through the work. There was also a farm where we could interact with the animals such as donkeys, horses and sheep.

The scenery was beautiful, and it was lovely to experience rural Wales which was a first-time experience for many of us. There was a common room where all the students could play games and spend time together at the end of the day after dinner which really helped us to bond in our first term as Sixth Formers!

A great trip was had by all and we feel confident we can apply our learning in our AS exams to help us reach our full potential.

Jiya P. (Year 12)



Migrant Leaders in Action: Inside Smith & Nephew

Migrant Leaders is a UK-based charity and development programme that supports talented young people from migrant, refugee, or disadvantaged backgrounds.

Its goal is to help these students overcome barriers, build confidence, and access the kinds of opportunities that might otherwise be difficult to reach. It has allowed many future generations to pave their way into their desired careers by meticulously choosing the right decisions across the years.

I had been introduced to this programme through my school and teachers, it was very helpful, and it was a privilege to visit one of the branches of smith & nephew – a medical technology company based in England.



My experience at Smith & Nephew has been both inspiring and foundational for my future, it had given me an insight into an environment that I should be expecting when I find a job. Working in such an innovative, dedicated atmosphere allowed me to gain exposure to extravagant medical technologies while developing skills that will carry forward into every step of my career.

I learned how to collaborate effectively, solve problems with creativity, and contribute to meaningful projects that directly impact patient lives. The fast paced, advanced culture made each minute exciting, and the mentorship and support I received helped me grow both professionally and personally, they had explained the way they facilitate across their firm together and how they all have a flawless co-ordination between themselves.

Nirosan V. (Year 12)



Smith & Nephew focuses on repair, regeneration and replacement of soft and hard tissue meaning their products and technologies help treat injuries, manage wounds, or replace damaged body parts.

They aim to support patients in need using technology. For example: Artificial Intelligence, virtual reality and robots.



House Music Competition and Winter Showcase



On Tuesday 16th December, after many hours of auditions and practice, we celebrated our first House Music Competition and Winter Showcase. With around 50 students performing, and over 200 parents and friends coming to watch, this was a night to remember.






Our three judges for the House Music event were Ms Mooy-Lee, a teacher from ELPS who also sings with the London Philharmonic Choir, Mr Pillai, who leads our Guitar Club, and Daria Papysheva, Vienna Opera Festival Soloist and Opera Singer. We also were also had the amazing experience of listening to one of our judges, Ms Papysheva, perform 'O Mio Babbino Caro' by Puccini, which was spellbinding.

We are so incredibly proud of our students who performed for our House Competition, who until rehearsing for this event had never played together before. Each group was made up of different years, all playing together in harmony.

The second half was for a showcase of more musical talent, this time from our choir, rock band and soloists. We were blown away by our students' talents, and it was fantastic to see so many staff in the audience, who now see their students in a different light!

At the end of the evening, Mr Best announced our winners:

-  1 place Confucius
-  2 place Hypatia
-  3 place Angelou and Al-Khwarizmi

A thank you to parents for supporting their children and nurturing their musical talents; thank you to our Heads of Houses and House Captains for all their work, and a special huge thank you to Ms Traynor and Mr Tjiok for all their efforts in both extracurricular music clubs, on the run-up to the event, and on the night.



HOUSE EVENTS

We had around 80 students participate in House Table Tennis this half term.

Here is Yashwita in Year 12's account of the event:

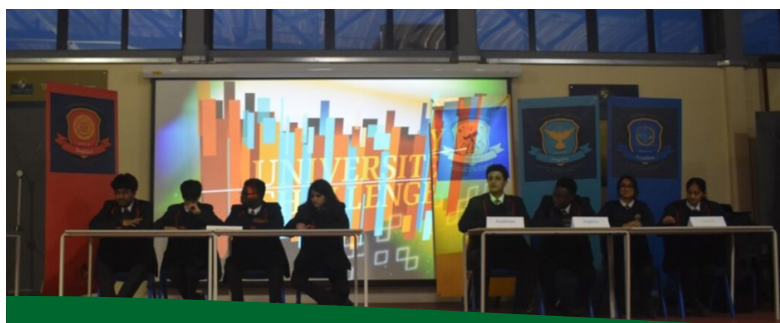
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In December, I took part in the school's University Challenge-style competition as a member of Aryabhata House. The event was based on an array of different topics ranging from historical protests to chemical reactions and involved answering a wide range of general knowledge questions.

We were selected through a quiz which was done beforehand, which made the competition feel exciting and competitive. On the day, the atmosphere was energetic, and answering questions correctly while the audience cheered was both motivating and rewarding. It felt like we were a true community.



Being involved in the event, supporting the teachers, and working with the other sports captains gave me a sense of responsibility and teamwork, and it would great to contribute to something that brought all the houses together.

Participating in the event was extremely fun as it was exciting working in a team to win matches against the other houses. Overall, it was an enjoyable experience, and it felt meaningful in creating a positive and energetic atmosphere for everyone.

House Table Tennis



House University Challenge



I would encourage more students to get involved in events like this, as they build confidence, teamwork and general knowledge. It was such an amazing event that I recommend to everyone, and if I have the chance to do it again I would.

Competitions like this also show the positive impact of the House system, bringing the school community together through healthy competition.

Thank you to Mr Lowthian and the Heads of House for organising!

Youssef H. (Year 11)





House DT Challenge

Our House DT Challenges were kept top secret until the day.

Darshiv, below, writes about our Bespoke Event, our first House DT Challenge:



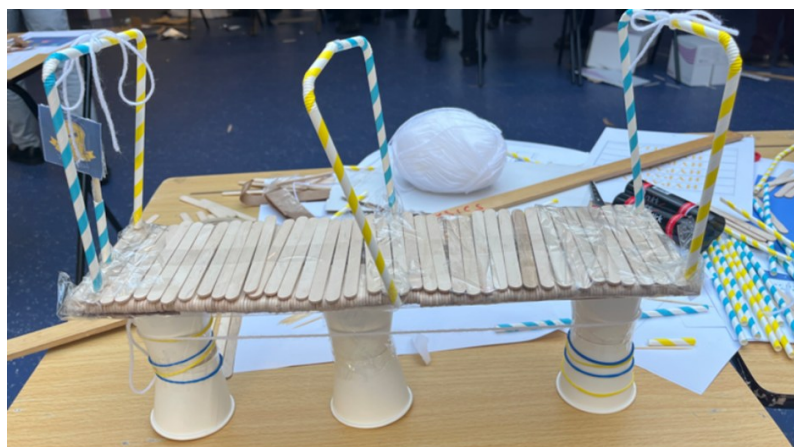
I enjoyed House DT very much because it was a new experience of doing something different in school. My favourite part was figuring out the mysteries of how to balance a tower of marshmallows and spaghetti, and solve the problem of how to keep it stable. I would like to see events like this more often because it was very fun and it made me feel proud to be a part of House Boudicca, even if Mr Lowthian was eating the marshmallows.



Our KS3 students built bridges...



...and our KS4 students built marble runs!



Shoe Box Initiative

Our Year 7s and 8s recently collected gifts to fill 15 shoe boxes for the campaign Operation Christmas Child.

This charity event was led by our Student Council and Ms Robinson and Ms Cayford.



In school we had a really impactful charity fundraiser where we donated useful items such as clothes, toys, and books for people who are in need.

Each form had their own shoebox which would be collected after it was filled with donated items for either a boy or a girl. Our teachers and form tutors really encouraged us to donate and get involved.

Many people donated various suitable items to the shoe boxes, which demonstrated some of our core values such as empowerment and helping others.

I think that this charity fundraiser is a great example of how our school contributes to the wider community and those who have less than us.

Iman K. (Year 7.6)

We really enjoyed making a shoebox for charity because it's really nice to give people things that they don't always have that we take for granted, like toys, school supplies and toiletries. We made one shoebox and decorated as a form 7.1), and we got to do artworks which felt special because we didn't print them out. This was also unique as it was different from anything we did in primary school.

Sarah Choudry and Kinza Hussain (Year 7.1)



Odd Socks Day

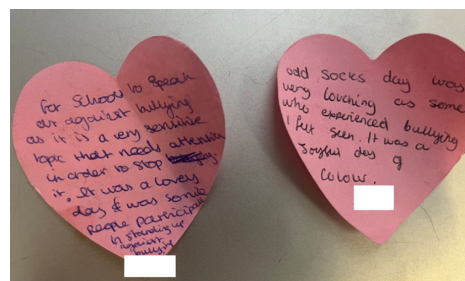
During Anti-Bullying Week, on Monday 10th November, the whole school

celebrated Odd Socks Day, which is a day when schools, workplaces and individuals join together to show that it is ok to be different and to stand up to bullying and discrimination.

We asked two students to give their thoughts on this day and its importance:

For schools to speak out against bullying - it is a very sensitive topic that needs attention in order to stop it. It was a lovely day and was so nice for people to participate in standing up against bullying.

Odd Socks Day was very touching - as someone who experienced bullying, I felt seen. It was a joyful day of colour.



Christmas Jumper Day – 11th December 2025

Save the Children's Christmas Jumper day was celebrated at Wembley High on Thursday this week - here are Year 7 enjoying this event. Thank you to parents and carers who contributed to this important charity, that helps children in the UK and all around the world stay safe, healthy and learning - and change their future for good.





As man of the match, I believe we all played a crucial role towards this victory. Our strong teamwork and communication helped us attain the score line of 5-1.

This is how the game played out: the first goal was scored by them; however our strong mentality and teamwork helped us score a beautiful goal by Gracious. Then, I myself scored two back-to-back goals and then assisted Denis to make it 4-1.

Year 7 fixture vs Harris Lowe

Finally, we got a corner and Mustafa scored from it to make it 5-1!

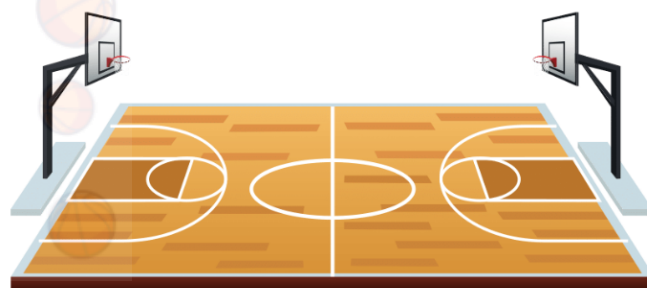
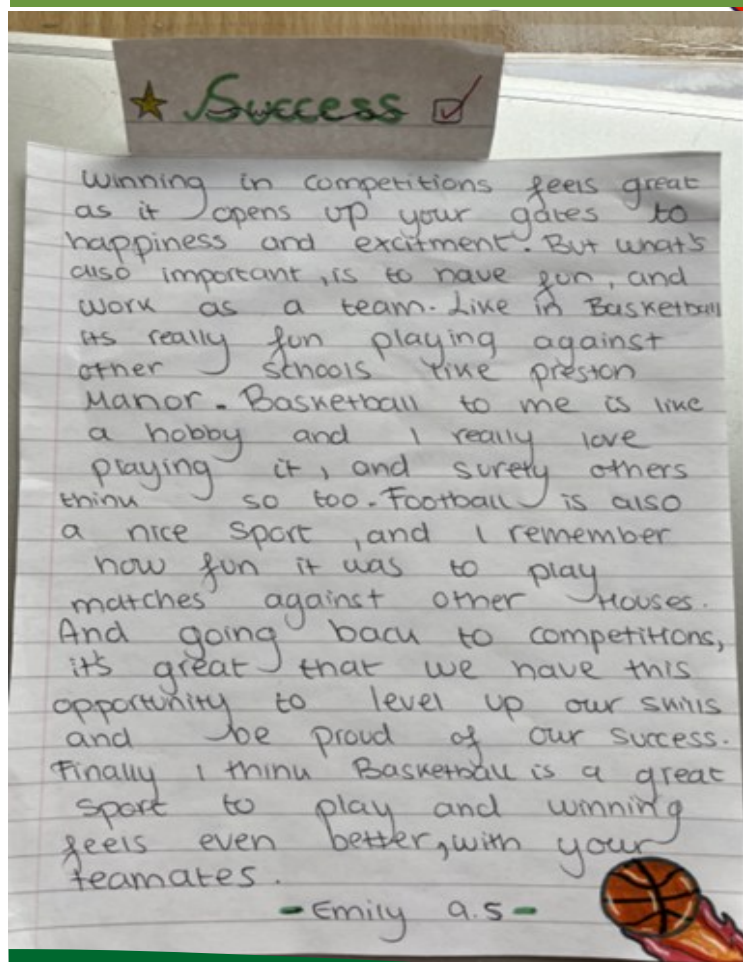
I really believed we all deserve credit for this win and wish luck to all future matches to come.

Harin T. (Year 7)

Year 9 Girls' Basketball Team

Our Year 9 Girls' Basketball team just keeps on winning!

Here are some words from Emily S. about the recent matches:





Interview with Mr Best, WHTC Headteacher



What inspired you to become a headteacher?

I began my leadership journey as an Assistant Headteacher in 2016. I've now been at Wembley High for nearly ten years, and it has genuinely been the best experience of my professional life. This school is completely unique, and so is the community. It is a true learning community, unlike anything I've seen before. The ambition of our students, how hard they work, and the commitment of staff who go the extra mile for them is incredibly inspiring. Every year, seeing students go on to some of the best universities in the world and then out into society to make a difference is what motivated me to become a headteacher.

What were your favourite subjects at school?

Languages have always been my favourite. I studied at Durham University and really enjoyed learning languages. Interestingly, I didn't originally plan to take German at A level. I took German GCSE in Year 11 and at one point thought, I've already spent so much time learning these words, why stop now? That decision made me want to learn more languages. Since then, I've studied German, Spanish and Arabic.

Why are languages so important to you?

Languages give you access to different cultures and ways of thinking. Learning another language teaches respect for other people and their backgrounds, which I think is incredibly important. That's one of the reasons Wembley High appealed to me so much, as we value languages and cultural understanding across the school.

What is the best thing about Wembley High?

For me, it has to be the House system. It's a pleasure to see students getting involved in so many different activities, earning points for their houses and trying things they might not usually do. The House system brings different year groups together and allows students to work as a team and achieve exceptional things outside the classroom.

Is there anything else you particularly enjoy seeing students achieve?

I love seeing students take GCSEs when they're ready, sometimes in Year 9 or Year 10, and then move on to subjects like Latin or Astronomy. It shows ambition, confidence and trust in students' abilities.

Will you be attending House Music this year?

Yes, absolutely. I'll definitely be there. I'm really looking forward to House Music. We'll also be launching the Bronze, Silver and Gold awards for Duke of Edinburgh, and continuing to develop the International Baccalaureate. You'll have the chance to choose this as an option as you get older!

What are your main aims for the school this year?

My biggest aim is for students to leave nothing in the tank this summer, to go into the exam season fully prepared, focused and ready to achieve their very best grades. For Key Stage 3, I'd love every student to take part in at least one House event, as getting involved beyond lessons is such an important part of school life. For our older students, particularly Year 13, we are aiming for a strong number of students attending interviews for Oxbridge and Medicine. These are incredibly competitive pathways, and I wish all of those students the very best of luck.

Are there any plans beyond exams?

Yes. I'm really looking forward to spending more time with the Student Council, particularly discussing how we can develop our libraries into world-class learning spaces. A great library allows students to learn beyond the curriculum and develop a real love of learning.

By Kaviya K. (Year 7.4)

