



Wembley High Technology College

Newsletter

Autumn 2 - 2024

Message from Mr Tom Best, Headteacher

Dear Parents,

As another half term draws to a close and the end of the year approaches, we reflect on all that we have accomplished so far.

Our Year 9-13 students have been busy preparing themselves for their exams in Summer 2025 and exude confidence in their ability to do well, most recently during Assessment Week 2. We have put in place an extensive programme of support to ensure best outcomes for all in the Spring Term.

The school remains a calm, purposeful environment where students can focus on their learning supported by our dedicated, specialist staff. Ambition remains high for all of our students, and it has been a pleasure to see so many of the younger students working diligently, developing the knowledge and skills that will be the foundation for success in the future.

However, academic pursuits are only one aspect of school life, and much more is needed in order to produce the well-rounded individuals we are so proud of. This newsletter will spotlight some of the amazing curricular and extracurricular achievements of our students.

I wish staff, parents and students a relaxing holiday and a happy new year. I look forward to seeing you all in January.

Tom Best
Headteacher

Message from Ms Beth Ragheb, CEO

A huge well done to all of our community for completing a successful and productive first term at Wembley High Technology College. Being part of the Wembley Multi-Academy Trust means that our values, curriculum and high expectations for academic excellence are aligned and you can see this every day in school. It has been wonderful to see all of our students at WHTC settling in to their routines and it truly reflects the academic excellence and high standards of engagement from the students.

'Achievement for All' is a tangible value that ensures our students will be the best version of themselves and I know the dedication and outstanding behaviour they display every day truly reflect our sentiments into the community.

Please enjoy all of the amazing experiences shared in this Newsletter for you and your families and feel proud of such an amazing resource we have in Wembley! Thank you to all of our parents and carers for their support every day sending your children to school in immaculate uniform and displaying the values that we all live by every day.

We hope that all of our families get to spend quality time together over the break and remember to stay safe and celebrate the new year of 2025 together!

Beth Ragheb
CEO



Message from Head Students

We hope that you and your child have had a successful start to the academic year.

If your child is in Year 7, especially congratulate them for settling in well into the Wembley High community.

Over the past year, we have had the privilege of embodying the values of our school while contributing to its vibrant community. Representing our school as head students has been an incredible journey that has shaped us both personally and academically. Like you, we have learnt some valuable lessons over the last term as your Head Students. Being a leader in the school is not just about making speeches or greeting esteemed guests; acting as a role model for other students to follow, both in the Sixth Form and lower school, is a non-negotiable.

Being an anchor for students that may be overwhelmed by factors, both within and outside of the classroom, was a responsibility that we both recognised from day one.

One of this term's definitive successes was the Sixth Form charity event, Play4Peace, which raised almost £500 to support the unfolding humanitarian effort in Gaza.

The level of support from the school community, from both students and teachers, was incredible, and shows the unique culture here at Wembley High that no impact is too little.

We are looking forward to organising similar events next year. While we should reflect on the achievements of this year, we should also consider the things that could have gone better.

We wish you all a very happy, restful holiday.

Mohamed & Saanvi
Head Students



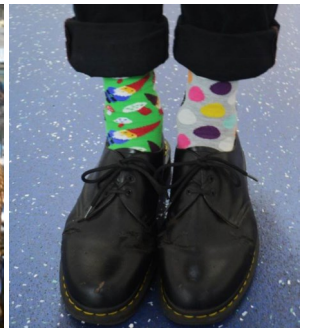
Anti-Bullying Week and Odd Socks Day

Anti-Bullying Week took place between Monday 11th and Friday 15th November – this is an important week where we focus on how students treat each other; how to be an ally rather than a bystander; how to reflect on the impact of our words. The theme this year was 'Choose Respect', and students learned about how to recognise bullying in its various forms as well as whom to speak to in school.

On the Friday, we celebrated Odd Socks Day, where we came together as a community to celebrate our differences.

Well done to students and staff for their participation, and a special mention to Hasenat H, who designed her own odd socks for the day - Sprite and popcorn socks!

We are proud of our WHTC community and how we support each other to stamp out bullying and live respectfully and harmoniously.



Extracurricular Focus Fortnight

Extracurricular Focus Fortnight took place between 2nd and 14th December.

In Tutor Time, Student Councils Reps presented to their Forms about the importance of taking part in extracurricular clubs and activities and asked for feedback on the outstanding range of clubs we offer at WHTC; we are grateful for students' feedback and have already added extra clubs from this including the popular Origami Club and Wonder Lab Science Club.

In the second week of Extracurricular Focus Fortnight, two of our wonderful Sixth Formers, Frankie and Najma, spoke passionately to students about the impact that participating in Extracurricular Activities has had on their experiences, especially when they were denied these opportunities due to COVID.

At WHTC, we are proud of our Student Council and the role they play in not only being the voice of their tutor group and year group, but also the vital role they play in working with and supporting the local community via volunteering and charitable work.

This term, our Charity Campaign was to collect items for the local food bank, [Brent Foodbank | Helping Local People in Crisis](#), linked to our value of 'Helping others'.

We are keen for all our students to attend at least one extracurricular club or activity a week – please encourage your child to sign up and get involved.

As we said in the assembly, getting good grades is essential, but it isn't enough; our pupils should seek to develop their character, social skills, resilience and fitness from our range of clubs – there is something for everyone.



Student Council Foodbank Collection

Each Year Group was asked to bring in the below:

- ♦ Year 7: Long-life milk
- ♦ Year 8: Long-life juice
- ♦ Year 9: Tinned vegetables
- ♦ Year 10: Tinned soup
- ♦ Year 11: Tinned meat/pasta/rice

A huge well done to students, parents and staff for their contributions, and to the Student Council Reps for their leadership skills: we collected over 400 items for Brent Foodbank including 85 cartons of milk, 65 cartons of juice, 135 tins of vegetables and 105 tins of soup.

Brent Foodbank supports our local community by providing emergency food parcels offering three days of nutritionally-balanced, non-perishable food to the members of our community who need it most, and the items we have collected will go a long way to supporting people in financial hardship this winter.



An unforgettable Paris adventure for Year 10 and Year 11 students



Last week, Year 10 and Year 11 students embarked on a memorable trip to the beautiful city of Paris. The visit was packed with cultural exploration, shopping, and festive fun, providing a perfect balance of education and entertainment.

The adventure began with a guided tour of the Fragonard Perfumery, followed by a visit to the Musée d'Orsay, where we admired masterpieces from Monet, Van Gogh, and Degas. Adding to the holiday cheer, the students explored a bustling Christmas market, soaking in the festive atmosphere and sampling delicious seasonal treats.

One of the highlights of the trip was the Seine river cruise, allowing everyone to marvel at the city's landmarks, including the Eiffel Tower and Notre-Dame Cathedral, from a unique perspective. The group also indulged in some retail therapy along the famous Champs-Élysées, exploring chic boutiques and festive window displays. On Sunday afternoon, the students enjoyed a private film screening, where they immersed themselves in French cinema.

On our final day, we visited Montmartre, where students wandered the cobbled streets and admired the iconic Sacré-Cœur Basilica. This picturesque neighbourhood offered a glimpse into the artistic heritage of Paris.

Evenings were spent savouring French cuisine at local restaurants, where students bonded over delicious meals and reflected on the day's adventures.

This Paris trip was not just a journey through one of the world's most beautiful cities, but also an opportunity for students to broaden their horizons and create lifelong memories. It's safe to say the magic of Paris has left a lasting impression on everyone who attended.



Students wrote the following:

“ We knew this trip would be fun but it exceeded our expectations 100% and we'll never forget it!
Isra (Year 11) ”

“ It has always been my dream to come to Paris. Thank you for organising it and for making it amazing!
Harani (Year 11) ”

“ Thank you so much for this life changing experience. We loved Paris and we are beyond grateful!
Judith and Anaia (Year 11) ”



Paris





Visiting Orchestra



A student wrote the following review:

"I loved the orchestra. It was the first time I had seen a live orchestra and it was amazing. I loved it. It was one of the best experiences of my life. I thought the orchestra was amazing and wonderful. They played in harmony and, when I was listening, I felt as if I was in another world. The pieces of music they played were enchanting. We had a spectacular experience. ...I asked one of my classmates what the difference was between seeing a live orchestra and seeing it on You Tube, and they said it didn't feel the same. "And, while watching the orchestra, I understood how it didn't feel the same."

It was an absolute joy to invite Kidenza into WHTC and NBS this half term to perform for our students. The orchestra was so amazing and supplemented the performance with lots of engaging information about the instruments and how an orchestra works together. This was a truly memorable experience for our students and they were all so grateful for having had the opportunity, they particularly enjoyed listening to 'Jupiter' by Holst and 'Star wars main theme' by John Williams.

The musicians had an equally enjoyable time, the conductor said: *"The whole orchestra has been talking about how we want to come here to play every day. Everyone commented on the warm welcome, the tea and coffee, the chocolates but mainly the excellent listening from every single audience. As you know, we work all the time with schools both primary and secondary but none of us have experienced such exemplary behaviour from a whole school!"*

Christmas Jumper Day

We all need a little festive cheer in our lives, so on Thursday 12th December WHTC staff and students came together as a community to support an important charity

Save the Children by celebrating Christmas Jumper Day.

[Christmas Jumper Day 2024](#) | [Save the Children UK](#)



Save the Children



Each child and adult who participated donated £1 on the gate, and we have raised £380 to donate to this worthy cause, as well as having fun in the process!



Ask your child if they can identify the member of staff dressing up as Father Christmas in the photos...!

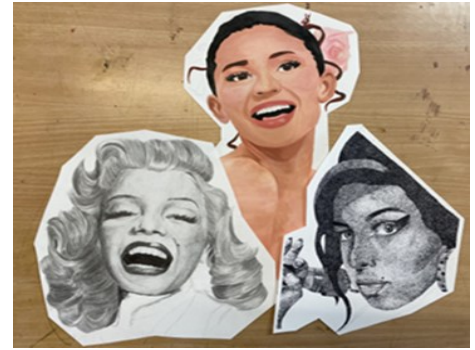


Art Department



Our fantastic A-Level Fine Art students continue to work with thought and ambition, creating some really impressive outcomes in relation to their personal investigations.

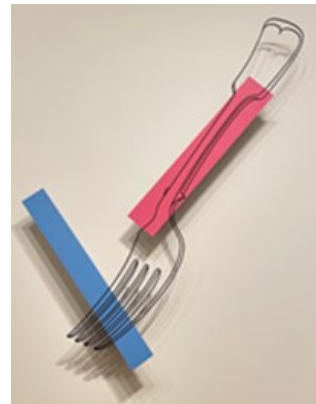
It is really exceptional to see students working at such a high level when they are just at the start of their A-Level studies – Well done!



Royal Academy of Art Trip

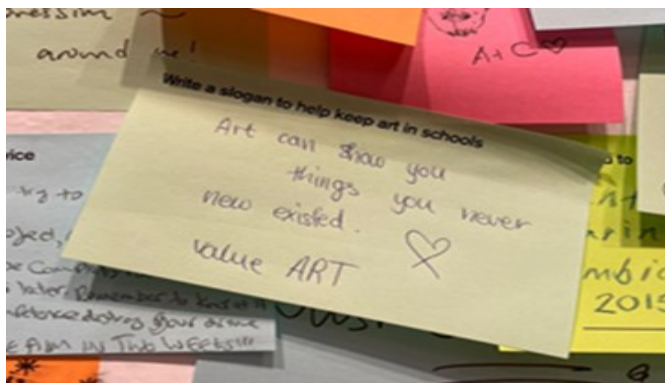
Students in 9.1, 9.2 and 9.7 took a trip into central London to visit the Royal Academy of Arts to see Michael Craig Martin's large scale, colourful paintings of everyday objects.

Michael Craig Martin is one of the United Kingdom's most recognised and respected contemporary artists and his work, inspired by the Pop-Art movement, elevates the ordinary, everyday to Art.



Students mentioned that they really enjoyed seeing the artwork and thought that it was great how it linked into what they are currently learning about.

Students really embraced the experience, taking photos and sharing thoughts about the artwork with their peers and teachers.



A member of the public commented on how impressed they were with the student's behaviour and how well they represented their school.

Design and Technology



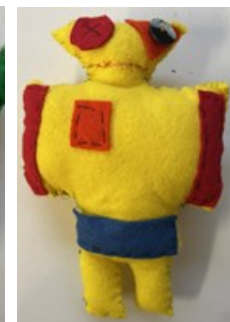
This term, Year 8 have been working on a Design and Technology project titled: *'Funny Ugly Monsters'*.

Students have conducted research into toy manufacturing and the lack of diversity in the toy industry.

Analysing psychological tests from the 1980's, students discovered how some of the most well-known toy products lean towards negative stereotypes. In response to this, students designed their own toy which aimed to avoid stereotypes, practising a range of sewing techniques and then bring their own design into fruition.

The Funny Ugly Monster toy was made out of felt, thread and stuffing.

Students have really taken on the challenge of creating their own toy and have a lot of pride in their creations, eager to show teachers and peers around the school.

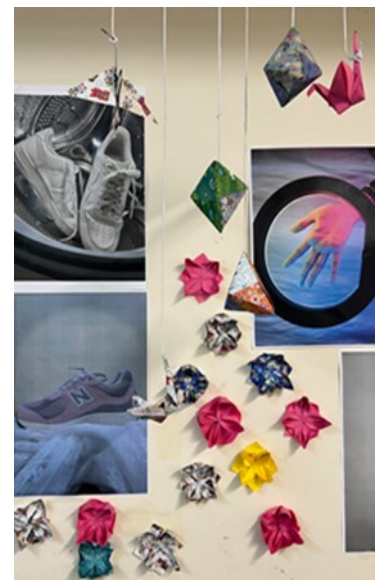


Origami is the Japanese practice of folding paper to create sculptures and, this term, we introduced a club for students to



explore and learn these ancient techniques. The club has been really popular and students have demonstrated real patience and resilience and they grappled with the tricky task of creating their own Origami sculptures.

Students also worked collaboratively with great success.



Geography Department

In November, our Year 12 Geographers had the fantastic opportunity to visit the FSC Margam Park, Wales for a two-night residential to complete their AS Level Fieldwork on coastal processes. Students were able to see geographical process brought to life and enhance their knowledge and fieldwork skills. Shreya has shared her thoughts on the trip:

“Our school trip to Wales with the FSC at Margam Discovery centre was an informative and enjoyable trip and we came back with many unforgettable memories. The trip was split into fieldwork at the coast and classroom-based sessions where we learnt geographical theory and our activities for the day. The sessions in the classrooms were structured in a way where we were able to understand the investigation we were going to participate in, such as using clinometers to measure the beach profile at Newton Beach.

The trip provided an opportunity for us to work in teams as we were split into groups and one of our tasks was to measure the changes in sediment size by calculating the length, width, and depth of the larger rocks.

As well as enhancing our geographical knowledge, we also had a lot of time to enjoy the natural setting of the centre which was very tranquil with all the animals at the petting zoo such as sheep, goats, and rabbits. The morning walks we went on before breakfast were a great start to the day as it was so calm and peaceful away from the busy city life.

My particular highlights are collecting many seashells to bring back home, attempting to take pictures whilst we were being blown away by the wind and the final coach ride with everyone being given special awards by our teachers which was a great end to the trip.



The trip made studying geography even more enjoyable as it brought to life what we had learnt and allowed us to make many memories with our friends.”

Psychology

Congratulations to Year 12 Psychologists who are competing in the Psychology Olympiad. The competition aims to provide a platform for students worldwide to engage in high level Psychology discussions, ignite their interest in the field, develop research and critical thinking abilities, as well as showcase their research and writing skills. Aspiring psychologists will cultivate essential problem-solving abilities, broaden their horizons and have the opportunity to apply their knowledge in real-life scenarios. The students have done a fantastic job so far, making it to round 2. Best of luck with the rest of the competition!

We had the opportunity to take Year 13 Sociologists to a Tutor2U workshop which was designed and delivered by examiners. Students were able to take part in three fast-paced, intensive sessions aimed at improving their application, analysis and evaluation skills. Our students did us proud with their effort and contributions.



It was a pleasure to take the Psychologists/Sociologists to the Clink Prison Museum. The students were able to apply their knowledge of crime and deviance and forensic Psychology through a hands-on educational experience. The students had the opportunity to view archaeological artefacts, experience the sights, sounds and smells of the prison, handle torture devices, and to view and hear all about the tales of torment and many misfortunes of the inmates of the infamous Clink Prison.

Sixth Form History Society

Many of our Sixth Form students have been making positive contributions to our Sixth Form Society, discussing developments in the past and linking them to the present. It was a particular privilege to welcome Aaron Larsen to school this term, who delivered a presentation about his PhD research on early modern witchcraft. It was a real treat to hear Aaron discuss how his historical interests developed and to find out more about the work of an academic historian, and our students really impressed Aaron with their thoughtful questions. We are looking forward to more events like this next term and to our students preparing their own presentations on their historical interests!

LIBRARIAN

Having recently covered a duty in the KS3 LRC (Learning Resource Centre, or Library), I have witnessed first hand the amazing work our Librarians do, not just in supporting students at break and lunch time to access the LRC's facilities, but also how they work together as a team to help students

to take out books and maintain a peaceful and calm environment.



"The best thing about being a librarian is how connected all the students feel. When you are a librarian it feels like we are just one community that lives inside Wembley High. We get to talk to people of all year groups even if they are older and younger than you and we all just become friends over time. I am a deputy librarian at the LRC, and I would recommend it because it helps bring our Wembley High community together and we also make a lot of new friends of all different year groups."

Aarna (8.2)

Volunteering at WHTC – Being a Student Librarian

How to become a Librarian

To become a Librarian, please speak to Ms Jenner in the library and complete an application form. Librarians attend an assigned lunch time duty once a week. However, a lot of the student Librarians will come for extra lunch times, not just when they have their duty. Many also come during break, some help out after school.

Although the deadline on the poster is November, it isn't too late to fill in an application form and get involved.

A special mention for our librarian, Ms Jenner from one of our students:

"I would like to show gratitude to Ms Jenner because she is kind and caring. She also helps people in the library and keep everyone calm and quiet, which is helpful when you want to do some work."

Applications are open for student librarians!

If you would like to be considered, please submit an application letter to Ms Jenner by Friday the 8th of November.

In your letter you should answer two questions:

1. Why do you want to be a librarian?
2. What skills would you bring to the role?

Please be aware we have few spaces, and Year 7 applicants will be prioritised.

Good luck! I look forward to hearing from you!

The Wonder Lab

The Wonder Lab has been a thrilling hands-on adventure where our young scientists have dived into real-world science! Each week has been different, from creating mini lightning storms with a Van de Graaff generator to dissecting eyeballs, brains, and hearts, each session so far has been packed with exciting experiments in chemistry, biology, and physics.

Every session has allowed the students to get creative, and make science discoveries beyond the classroom and there are still many more to come!





Brilliant Club Scholars' Programme

WHTC is proud to be celebrating its 1000th student taking part in the Brilliant Club's Scholars' Programme this year – and, to celebrate, we were visited by the Brilliant Club's Media Team this half term; they came in to film Brilliant Club tutorials. The staff said they were most impressed with our students' discussion and debating skills. This was an amazing opportunity for our school – well done to our students for their participation and enthusiasm for the programme.

A special thank you to Ms Blake for ensuring everything was in place for filming and for all her efforts in making sure students attend their tutorials. For more information about the Brilliant Club, please click on this link: [The Brilliant Club](#)

- ◆ **Year 10 Boys Basketball Training - Tuesday Mornings**

The Year 10 Boys Basketball Training sessions on Tuesday mornings provide a focused environment for students to improve their basketball skills. Students engage in drills designed to enhance their technical abilities, fitness, and understanding of game tactics. This training helps players develop a deeper understanding of the sport, fostering both individual growth and team progression.

- ◆ **Year 9 and 10 Boys Basketball Club - Tuesday After School**

The Year 9 and 10 Boys Basketball Club meets after school on Tuesdays, offering students an opportunity to practice and refine their basketball skills in a relaxed, supportive setting. With a focus on both competitive play and personal development, the club encourages teamwork, communication, and leadership while allowing players to track their progress over time.

- ◆ **Year 9, 10, and 11 Girls Basketball Club - Wednesday After School**

The Year 9, 10, and 11 Girls Basketball Club on Wednesday afternoons provides a welcoming space for girls to enhance their basketball abilities. Through engaging drills and friendly matches, participants improve their technical skills, while also building confidence and teamwork. The club supports players' progression, with opportunities for both recreational play and competitive growth.

- ◆ **Year 7 and 8 Girls Volleyball - Friday at Lunch**

The Year 7 and 8 Girls Volleyball Club, held on Fridays at lunch, is an exciting way for younger students to get involved in the sport. Participants engage in fun, skill-building activities that focus on teamwork, communication, and developing basic volleyball techniques. The club provides a positive and inclusive environment where students can grow and progress through friendly matches and training sessions.

Cross-Country Club

We are incredibly thrilled to offer a cross country club open to all year groups and abilities, offering the pupils the opportunity to participate in running sessions that are packed with engaging activities. Not only do the sessions promote general fitness but also encourage teamwork and dedication in a friendly sociable environment to help build confidence for our pupils.

The club supports pupils by splitting sessions into two groups (competitive and leisure), that pupils themselves decide. Competitive running is about speed, personal growth, dedication, and the joy of pushing your limits through a range of specialised training designed to improve one's cardiovascular endurance. Competitive running emphasises achieving personal bests, breaking school records, and winning medals. It fosters a spirit of determination and resilience among athletes.

Leisure running is a casual form of running that encourages enjoyment and relaxation rather than competition based. This is an opportunity for new starters to improve their physical health and gain an introduction into the sport of cross country.

Throughout sessions, sports science terminology is frequently referenced. This is particularly useful to our Year 10/11 GCSE PE students as it relates to kinesiology, anatomy and cardiology, an essential part of the PE syllabus.

Since starting the club, we have already seen many pupils progress and reach their individual goals. If you think this is something that your child would be interested in, we still have space for the next Mo Farah!



	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
215	Art Club Miss Rhee Max 15 	Comics Club Miss Rhee Max 15 	Just Dance Miss Thurston Max 15 	Board Games Mr Marullo Max 15 	Karaoke Miss Tomaszewska Max 15 
218	Film Screening Miss Ruda Max 20 	Art Club Miss Eng Max 15 	Craft & Film Miss Tomaszewska Max 20 	Film Screening Miss Ogiaga Max 20 	Film Screening Mr Marullo Max 20 

Friendship Club

Our students with SEND are offered a wide range of extracurricular activities as part of Friendship Club. Every day, students can take part in two activities, one at lunch and one after school. For example, on Mondays, students attend Art Club and then have a Film Screening after school; on Wednesdays, it is 'Just Dance' at lunchtime and 'Craft and Film' after school. Our dedicated staff ensure that student uptake of these activities is high by making a warm and nurturing environment, developing students' creative skills as well as giving them the chance to socialise and feel part of a community.

Students also attend Homework club, where staff offer support for all subjects – students can drop in or attend regularly.

“ I like going to Friendship Club because I like to watch movies and it's a good place where I can be with my friends and I think people should come and do the same. ”

“ I think for Friendship Club is really nice because it gives us a quiet space and we can make new friends and it's a peaceful environment. ”

“ What I like about Friendship Club is that it brings people together so they can be friends. ”

Year 8 and 9 Girls' Football Club

Since September, our Year 8 and 9 Girls' Football Club has seen a fantastic group of students dedicate their time and energy every Monday after school. Special mention goes to Tanisha, Anne, Ayaan, Vianna, Maryama, Ishwaq and Roeya for their consistent commitment and hard work each week. We also want to recognise all the other players who have been part of the team, contributing their enthusiasm and teamwork.

Their collective dedication has made this term a memorable one, and we are proud of their growth both on and off the field.



Year 7 and 8 Girls' Basketball Club

Throughout the term, our Year 7 and 8 students have shown great enthusiasm and teamwork during their lunchtime basketball sessions. The court has been filled with energy as players of all skill levels come together to improve their game and have fun. Special recognition goes to those who consistently attend, displaying excellent sportsmanship and a strong commitment to the team.

It's been a pleasure to see everyone growing in confidence and building friendships through the sport. We look forward to even more exciting games and continued progress as the next term unfolds!

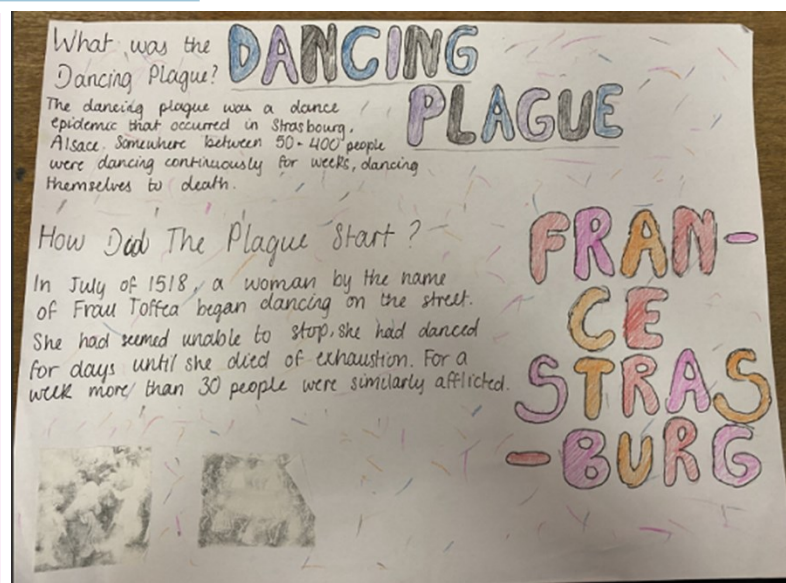


Key Stage 3 Humanities Club

This term, our Humanities Club has been off to a brilliant start. As part of the club we asked students to do their own presentation every week on something in the humanities which they really love.

Students across Year 7 to Year 9 have presented some amazing ideas and completed a collection of really detailed posters, like the one shown.

A huge and special shout out to everyone who has done a presentation this term - we are very impressed with the consistently high standard!



The Maths Society

The Maths Society is a fantastic opportunity for our Year 12 students to expand on their mathematical knowledge beyond the A-Level curriculum. Additionally, it is a place where they can see mathematical equations come to life and how they apply to the real world. For instance, our cohort this year, have carried out experiments through which they were able to estimate the value of pi.

One such experiment is called Buffon's Needle experiment which involves dropping some needles on a lined sheet of paper and determining the probability of the needle crossing one of the lines of the page. Then using the equation from Figure 1, where P is the probability, and taking the necessary measurements for the other variables as shown in Figure 2, they can re-arrange the equation to make pi the subject and get an approximation. Furthermore, the maths society is a great place for students to develop their research skills.

Throughout the year, some of the sessions are being presented by the leaders of the society who need to pick a topic of their interest, which has to be outside of the A-Level syllabus. They then have to prepare a presentation for the other participants as well as an activity in which all of them can explore that topics further.

Overall, we think there was great success in this and we hope that this exciting opportunity continues throughout the years for our students.

$$P = \frac{2L}{\pi D}$$

Figure 1 – Buffon Needle Experiment Formula

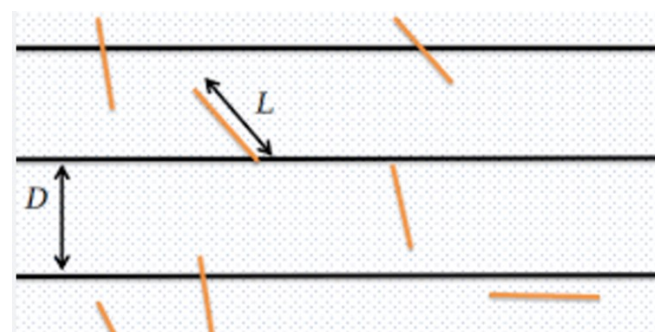


Figure 2 – Buffon Needle Experiment Example Set-Up

Message from the SENDCo

As we come to the end of another successful year, we want to take a moment to celebrate the incredible achievements of all our students. We are so proud of their hard work, resilience, and progress.

Thank you to families and staff for your ongoing support and dedication. Wishing everyone a restful and joyful break - we can't wait for all the fun, learning, and excitement that next year will bring!

Access Arrangements

The students have recently undergone assessment week where they have worked really hard to show the progress they have made. We have been able to provide access arrangements for our SEND pupils, which can include 25% extra time, a scribe and/or a reader.

This has been very successful in preparing the students for what their final exams will look like, and making them feel more settled. If you think your child may need any of these access arrangements for the future and doesn't currently have them in place, please email the SENDCo at

ROyewole@whtc.co.uk



We now have [Place2Be](#) fully running sessions for students to have further support within the school.

If you believe your child would benefit, please reach out to us!

Our Speech and Language intervention sessions are now being provided to the students, with the amount of sessions increasing from January as our team of LSA's become trained to carry them out. We will also be carrying out Phonics interventions to support students in English lessons.

Work from School

Mr Dimitrov was very impressed with Class 9A for their engagement in their Photography lessons, particularly one student who was very creative when directing photography. Another student earned an L2 Achievement Point for helping others, and another student is really taking ownership of his learning and is being very focused. Well done Class 9A!



Student Voice

“This term, in Geography, we have been learning about natural hazards such as earthquakes and volcanoes. We have studied the difference between plate boundaries and how they affect the distribution of these hazards. I’ve enjoyed learning about how hazards have detrimental impacts which can differ depending on the country’s development level. When I first started learning about this topic, I found it difficult to distinguish between different plate boundaries and the hazards associated such as earthquakes on destructive boundaries. I improved by making mind maps and making short bullet points to summarise my lessons slides as well as using the additional revision materials provided by my teacher.”

Nishi

“In Geography we've been learning about coasts and how different factors influence the formation of coastal landforms. For example, we have looked at how weathering and erosion influences the coastline and how different energy coastlines determine whether more depositional or erosional landforms are created. More specifically, we studied Newton Beach for our fieldwork investigation where we got to see the theory of coasts in action. We planned and investigated how geomorphological changes affected the coast in Wales. What I found most challenging was the timing of completing exam questions under pressure. To overcome this, I practiced past exam questions and planned 9 markers and 20 markers and passed to my teacher to mark and give me feedback on.”

Ayesha

“Recently, I have been learning about post-16 education in Spanish lessons.

What has been challenging is the creative writing challenges, and the listening tasks as these are the skills I find the most difficult. We have to challenge ourselves by working out the vocabulary ourselves using the context.

To overcome challenges, I use Quizlet to revise and I study using my class notes. I listen carefully and participate as much as I can. I enjoy Spanish because it is very interactive and it allows us to develop our skills as an unprecedented rate!”

Samim

“Throughout my two years of doing Classics, I've learnt a lot about the Greek and Roman civilisation and how they would live. I have really enjoyed my experience of Classics because it means that I can learn how matters such as war or politics were handled over 2000 years ago. I find it amazing how we can learn so much about people a long time ago from such little. Recently, my class has been studying texts such as the Iliad, where we learn about the impacts of war on not just a civilisation, but on people too. In the Iliad, we see a war between the Trojans and the besieging Achaeans. Not only do we see how the people act in times of conflict, but we see how the Gods would play a crucial role in deciding the fate of others, and who would come out victorious in the war. In the text, we see how the Gods picked favourites in war, such as how Athena favoured the hero Diomedes and assisted him in battle. Throughout the text, we see many literary techniques which link back to our English Literature studies and can help with our English Language, which helps further improve our understanding

of how authors and poets in the ancient times would persuade readers to feel certain ways. The link between the two topics means that by just studying Classics, my grade in English may improve too. There are many aspects of Classical Civilisation, for example, we learn about both the cultural side of things and the literary aspect in texts. I find the cultural aspect most fascinating because it means we see the impacts of war on civilians and warriors. The visceral imagery provided by the authors of the texts just shows how war was presented and in ways glorified so that young children would be tempted to fight for their country. To conclude, my experience of Classical Civilisation has been very helpful in learning about the culture of Ancient Rome and Greece, and understanding why wars and battles were carried out. I am happy that I have picked this class and would recommend for others to as well.”

Shivom

Day in the Life of Veer (Year 7)

“As I approach the gate to enter school, I am warmly greeted by a range of teachers who may be on duty, such as Ms Donovan or Ms Cooke. Once I am in the school site, I have 2 choices of places to stay until form time or assembly begins (the KS3 LRC or the Year 7 seating area). I usually go to the KS3 LRC, where students such as me have a range of options of educational games to play on the computers, such as Blooket and Kahoot. In the LRC, you may also be absorbed into the exciting and endless world of reading in the library, although I usually play the educational quiz game “Blooket” with my friends.

Now, once it gets to 8:30, students are dismissed to either assembly (on Monday and Wednesday for us Year 7s) or to their form rooms for form time. In assembly, we discuss a range of crucial and essential topics that contribute to helping us to become the best we can possibly be, such as diversity, anti-bullying and the variety of extracurriculars offered at this prestigious school. In form time, you are welcomed kindly by your form tutor, who for me is Ms Lee. In form time, on Tuesday we read our books which calms our minds, preparing us for the day of learning ahead, while our form tutor checks that our parents have signed our planners. On Thursday, we do PD (Personal Development) in form time. In form time PD, we learn valuable life lessons about how to act and behave and conduct yourselves in the real world, even outside of school. We also learn to respect other people’s diversity, such as their race, religion and sexual orientation. On Friday, we reflect upon our wonderful week at school and write a reflection in our planners. We also learn about things that are going on in the outside world through watching the news programme, Newsround.

Now, on to the day ahead. We have 5 lessons in one day which all last one hour. From 8:55 to 9:55, we have our period one lesson. Afterwards, we have our period two lesson from 9:55 to 10:55, and after that, we have a fruitful break where we can play football, sit in the seating area or go to the KS3 LRC after 2 hours of hard work. After our break, we have our period 3 lesson, from 11:15 to 12:15, and from 12:15 to 1:15, we have our period 4 lesson. After our period 4 lesson, we are all very hungry (as you would expect), so we have our lunch break from 1:15 to 1:55.



Lastly, we have our period 5 lesson from 1:55 to 2:55, and then we are dismissed to go home after our fun and hard-working time at school. In my opinion, the best day of the week is Wednesday as we have PE, History and Science on that day, which are subjects I love here at this spectacular school.

Lastly, another benefit here at this school is the wide and exciting range of extracurricular clubs on offer in the morning, at break or at lunch or after school. There are so many that I cannot even name all of them, however these are some examples of extracurricular clubs that I love to go to and that I know about. There is football club, where we get to show off and practice our amazing football skills, The Great Wembley Bake Off, where you can get the chance to try and bake a range of desserts and treats, and finally, there is The Wonder Lab, where you get to do a plethora of exciting science experiments that you probably would not get the chance to do anywhere else such as organ dissections, Bunsen burner practicals and electrical circuits.”



Staff Comments

“ The students in Wembley High are truly inspirational as they strive to achieve way beyond their potential - they are polite, engaged and give me real hope for the future. At WHTC we provide them with as wide a curriculum as possible, especially in the Creative Arts department where they are exposed to activities which used to be reserved only for privileged private school students.

Wembley High is a very special place to work. Teachers really care about students' wellbeing and progress and work hard to meet pupils' needs. Students value teachers' feedback, work hard and develop strong positive relationships with their teachers.

”

“ The ethos and the structure in place at WHTC is incredibly supportive, with high quality mentor schemes for new staff. This helps to produce a kind and helpful team, where support is always available to push towards best practice in teaching. Written pieces of gratitude in the staff bulletins are empowering, and lead to high moral among staff, and therefore a positive learning environment for our wonderful students.

Students at Wembley High have an outstanding work ethic and always impress me with their enthusiasm to learn. They have a thirst for knowledge and always ask interesting and thought provoking questions which make them a pleasure to teach. Everyone at WHTC is committed to developing and ensuring the best outcomes for our students which creates a wonderful sense of community.

”

“ Wembley High is an incredible place to work because it allows teachers to empower and inspire the next generation of students to not only achieve outstanding assessment results, but to be respectful and responsible citizens who contribute actively to making the world a better place. I did not think that a school like Wembley High existed before I arrived in North Wembley for my interview - It is a school that strikes an unbelievable balance between having relentlessly high expectations of students in terms of their learning but also is an environment students and teachers adore and enjoy wholeheartedly.

The students at Wembley High make every day exciting, eventful and entertaining!

”

WHTC Safeguarding Team

There is a slight change to the Safeguarding Team next term. Below are the members of the team.

If you have any safeguarding concerns, then please feel free to contact any of the team. They will then be able to give you advice and support or redirect your concerns to the most appropriate person.

We are well aware that Christmas places a high level of pressure on every family and their experiences are different from the next family.

SAFEGUARDING TEAM



Mr Kenny
DESIGNATED
SAFEGUARDING LEAD
& YEAR 11 DSL



Mr Liu
YEAR 13
DEPUTY DESIGNATED
SAFEGUARDING LEAD



Mr Tuen-Matthews
YEAR 12
DEPUTY DESIGNATED
SAFEGUARDING LEAD



Ms Woods
YEAR 10
DEPUTY DESIGNATED
SAFEGUARDING LEAD



Ms Brooker (WMAT)
DEPUTY
DESIGNATED SAFEGUARDING
LEAD



Ms H. Patel
YEARS 8 & 9
DEPUTY DESIGNATED
SAFEGUARDING LEAD



Ms Donovan
YEAR 7
DEPUTY DESIGNATED
SAFEGUARDING LEAD

Report safeguarding concerns by CPOMS
or via email: safeguarding@whtc.co.uk

For any urgent matters, please report
in-person to a member of the
Safeguarding Team

Useful Contacts for Students

Kooth

Online counselling service for 11-25 years online until
10pm daily
[Kooth.com](https://www.kooth.com)

Eating Disorders

www.beateatingdisorders.org.uk

Alumina (Self-Harm UK)

Support for young people aged 10-17,
who struggle with self-injury
www.selfharm.co.uk

Mind

www.Mind.org.uk has A-Z of good information to
support anxiety and panic attacks and
www.mindful.org aimed at 11-17 year olds

Social Anxiety Support

www.social-anxiety.org.uk

PAPYRUS Hope Line

Suicide prevention advice
<https://www.papyrus-uk.org/>

Childline

0800 1111
<https://www.childline.org.uk/>

Young Minds

Mental health charity for young people
<https://www.youngminds.org.uk/>

Winston's Wish

Bereavement support
<https://www.winstonswish.org/coping-with-grief-at-christmas/>





Children with New Devices

Christmas is upon us once again, and some lucky children will be excitedly tearing into the wrapping off a new mobile phone, tablet or games console. A new device means new corners of the digital world to explore, and unfortunately, new risks to be aware of. Here are our top tips to help guide your children to stay safe and responsible:

- ◆ **Always set a password** – this will help to keep their private information safe and deny others access to their device without permission.
- ◆ **Discourage device dependency and limit screen time** – gently remind them that having family time, seeing friends, and going out are still fun.

- ◆ **Explain secure Wi-Fi networks** – home WIFI is protected by a password, but public networks are not. This increases the risk of hackers accessing personal information without your child knowing. Pairing with unknown Bluetooth devices to play music or share photos also pose a similar risk.
- ◆ **Turn location settings off** – turning location settings off means your child's whereabouts can't be tracked by others.
- ◆ **Be there if they need to talk** – even when you have made a device as secure as you can, there is still a possibility of your child seeing something that bothers them. Listen to their concerns, empathise, reassure, and seek help if you decide to take further action.



Setting up Apps and Games

- ◆ **Set up 'parental controls'** – customising these settings will determine which games they can play, with who and how they communicate as well as content they can access.
- ◆ **Pay attention to 'age ratings'** – be aware they only download and use games appropriate for their age, many popular games have content that's not suitable for younger ages.
- ◆ **Have the 'money conversation'** – talk about in-app purchases and other ways money may be spent through their device. Many apps are free to download, but then tempt players to pay for items or to unlock additional content. Agree a budget and ensure children cannot authorise in-game purchases by themselves.
- ◆ **Monitor 'in-game comms'** – Many apps and games have open chat systems, meaning children can speak to strangers or hear adult language and verbal abuse. Using a shared family area (as opposed to alone in bedrooms) for online gaming is a good way to keep an occasional ear on what's being said.



- ◆ **Be aware of 'gifts'** – games such as Roblox, Minecraft and Fortnite have in-game currencies which can be earned through progress in the game – but can also be brought with real money. Common scams include young players being offered currency if they 'click a link', warn your child about such offers and if in doubt to speak to you.

COMING SOON: Observing Mars



This January, Mars will make its closest approach to Earth - a spectacular event that happens only once every 2 years! To mark the occasion, the Science Department is thrilled to host a series of events for students, staff and families.

We're especially excited to use our brand-new telescope for some incredible Mars observations. Everyone is welcome to join in and celebrate this cosmic moment.

Stay tuned for more details in January 2025 about how you can participate!