Spring Newsletter March 2026

Dear Parents and Carers,

As we move through this beautiful spring term, I've been struck by the lovely blossoms appearing around our local area - a perfect reminder of growth, renewal and the fresh opportunities that lie ahead for all our pupils.

I know many in our school community have been concerned about the ongoing situation in the Middle East. At Ashley College, we remain committed to providing a safe, inclusive environment where all pupils feel supported and valued. If any families need additional support during this time, please don't hesitate to reach out to our staff.

I want to take a moment to celebrate the wonderful positive attitudes I've been seeing across the school. Whether it's pupils supporting each other, showing resilience when facing challenges, or demonstrating kindness, these behaviours truly reflect our school values.

GCSE Exams Approaching
For our Year 11 pupils, GCSE exams begin on 6 May with Art and Design. We know this can be an anxious time. However, I've been impressed by the focused, determined approach some of our students are taking to their revision. Remember:

- **Attend all revision sessions** – your teachers are here to support you
- **Look after yourselves** – get enough sleep, eat well, and take regular breaks
- **Ask for help** – if you're struggling with any topic, speak to your teachers
- **Believe in yourselves** – you've worked hard and you're ready for this

Parents and carers, please encourage your children to maintain a balanced approach to revision and reach out if you have any concerns.

Easter Holiday Activities
Looking ahead to the Easter break, we want to ensure all our pupils have opportunities to stay active and engaged. We'll be sharing information about local holiday activities and programmes available in the Wembley area in this newsletter and via the weekly parents newsletter.

Looking forward to the summer term and seeing our pupils return on Monday 13th April.

Ranjna Shiyani- Headteacher

Meet Councillor Orleen Hylton



We're delighted to introduce Councillor Orleen Hylton, who has recently joined our Management Committee at Ashley College.

Cllr Hylton brings a wealth of community leadership and public service experience to the role. With 22 years working in Brent, she began her career as a personal assistant before becoming a Resident Involvement Officer, where she established and supported resident associations, focus groups and community groups across the borough, eventually taking up a permanent position in Kilburn during the regeneration period.

Throughout her career, Cllr Hylton has been actively involved in community initiatives spanning sport, education and social activities. In 2014, she became a local councillor, serving on key committees including Scrutiny, Planning, Alcohol and Licensing, and CVS Pensions. She led working groups investigating critical issues such as housing, safeguarding, affordable housing and council tax support.

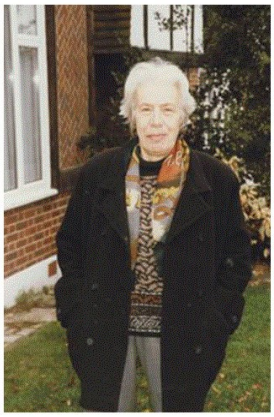
Orleen is also Secretary of BACA, an organisation dedicated to addressing health inequalities in the African-Caribbean community. She has organised significant cultural events including visits from the High Commissioners of Jamaica and Barbados, Brent's first Windrush Event, and the first raising of the Ghana Flag in Brent.

Previously a governor at Donnington Primary School, Cllr Hylton served as Mayor of Brent from 2023-24. In her spare time, she enjoys Pilates, swimming and reading.

We're thrilled to have Cllr Hylton on our Management Committee and look forward to benefiting from her extensive experience in community engagement and public service.

Holocaust Education Visit: A Powerful Learning Experience





In February, our school community was honoured to welcome Vivienne Cato, who delivered a profoundly moving presentation about her mother Eva Cato's remarkable story of survival during the Holocaust.

Vivienne shared Eva's journey from her youth in a small Slovakian town before World War II, through the unimaginable hardships of the Holocaust, to her eventual life in Britain. Her testimony brought history to life in a way that deeply resonated with our pupils.

Student Engagement and Impact

Our pupils responded with exceptional maturity and empathy throughout the visit. They asked thoughtful, insightful questions that demonstrated not only their understanding of the historical events but also their ability to connect with Eva's personal experience on a human level. This type of direct engagement with Holocaust testimony is invaluable in helping young people understand the real human cost of hatred and prejudice.

Partnership with Generation 2 Generation

This special event was organised in partnership with Generation 2 Generation, an organisation dedicated to preserving Holocaust testimony and ensuring that the lessons of this dark period in history continue to be shared with future generations. Their coordination made this memorable educational experience possible for our school community.

Caroline O'Gara

Students Reflect on Eva Cato's Story

Holocaust survivor's daughter visits Ashley College

Vivienne Cato came to our school on Wednesday, February 4th to talk about her mother's courageous story.

Eva Cato was born in Czechoslovakia (which is currently the Republic and Slovakia)

Vivienne used engaging images which kept us hooked onto the story of Eva.

Eva's aunt (who was a single Jewish woman) was taken first by the Nazis. However, she was a smart woman and realising something was up while she was being transported to a concentration camp, she wrote ''DON'T FOLLOW'' and Eva's address on a cigarette box and later chucked it out of the train. Luckily, someone found the box and posted it to the family house by a miracle. This helped them find out about the Nazis' bad intentions and find out that they would be coming for them next, which is why they left.

Eva Cato, at around the age of 15-16 had to escape to Hungry. She was noticed by a maid saying ''good morning'' in Hungarian in a Slovakian accent but she got away in the end.

Her aunt and uncle had a good relationship with a priest, who was able to get Eva and her mother fake papers which ended up allowing her to live in Budapest for around 3 or so years, although they were constantly on edge about being caught.

This shows just how brave Eva and her mother where during the time of the war. This encourages us to keep Eva's story alive and demonstrates how being resilient and never giving up can not only educate us and future generations but save hundreds of lives. This inspires us in our daily lives to never give up, even at our lowest point.

By
Kieran and Raul (pupils)

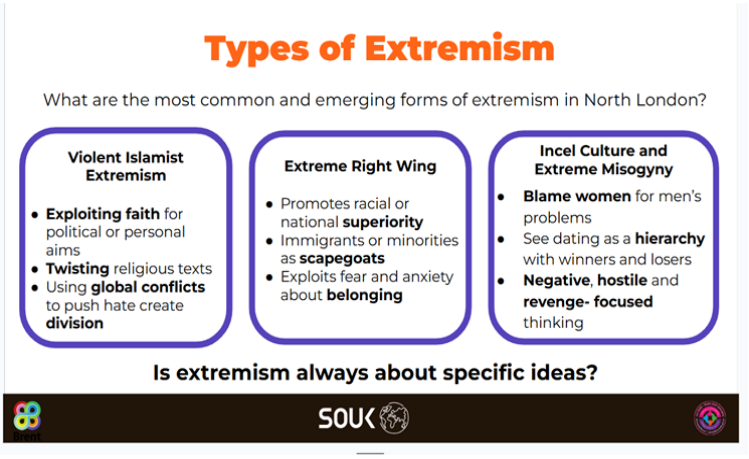






In March, we had a special visit from a familiar face - Performer and TV Presenter Aaron Broad Bridgeman who was representing the organisation **STOP HATE UK**, one of our frequent partners here at the College and he educated us about extremism.
Students learnt about the types of extremism that were most common where we live, what these looks like and how young people might be drawn into them. In particular they learn about. Teaching about extremism is part of the statutory PSHE curriculum in England.
I would urge you to have conversations with your children about this topic. You may find it helpful to ask them a specific question about echo chambers and algorithms. What are they? How do they relate to each other? What are some possible consequences?

Answers below:



Anne-Marie Mika—Deputy Headteacher/Co-Headteacher.

Algorithms are designed to keep us engaged on an app: what we like and engage with we see more of on our feed.
When we only see information and opinions that conform to our pre-existing beliefs, we can end up in an echo chamber, where everyone reinforces each other's ideas without hearing any alternative views.
Algorithms are designed to show increasingly emotional and extreme versions of material. So if we come across extreme content, the app will push **even more extreme material** onto us. This can result in us becoming desensitised, and getting a false sense that extreme content as **normal**'.

A Farewell From Christine



I walked into the school room at Northwick Park Hospital on my first day back in the 90s, little knowing it would be over 30 years before I would hang up my hat and walk away.

I have been incredibly fortunate to be given so many different opportunities – working in a whole variety of roles and being involved in all the changes that have occurred over that time, both within the school and service, and across Brent. I have moved through roles as diverse as TA, HLTA, admin support to borough panels, School Business Manager, Office Manager and PA.

I have been lucky enough to work alongside amazing, dedicated people whose total focus has always been on supporting the children who come through our doors – helping them to gain confidence and become the very best that they can be. I will miss them all immensely.

My greatest joy has always been meeting the children, getting the chance to see them all grow and I hope that I may have played some small part in that journey. It has also been wonderful getting to know so many parents over the years and seeing the pleasure they take in watching their children start to thrive.

I want to take this opportunity to wish you all a wonderful future filled with love, joy, growth and happiness.

Take care, God bless and goodbye.
Christine Cahillane

On behalf of the staff, parents/carers, pupils and Management Committee, we would like to say a massive thank you to Christine for her years of dedication and support. I for one will truly miss her wealth of knowledge and wisdom, and I know we will all miss her warmth and kindness. We will definitely be keeping in touch. We all wish her the very best for the future and a happy, well-*deserved retirement.*

Ranjna Shiyani– Headteacher

Bletchley Park

We had a brilliant day at Bletchley Park, where we learned all about the codebreakers who worked there during World War II to crack enemy codes and help win the war.



Exploring the Codebreaking Huts

The best part of our visit was exploring the huts where the actual codebreaking happened. What made it so cool was that we could touch everything! We got to use vintage typewriters, pick up old telephones, touch coats, read newspapers from the 1940s, and handle gas mask boxes. It felt like stepping back in time and really helped us imagine what it was like to work there during the war.

The Mansion and Library

We also admired the beautiful Bletchley Park mansion, which has lots of different architectural styles mixed together. We loved spending time in the library, browsing books and learning more about the site's fascinating history.



Cyber Security Workshop

In our cyber security workshop, we learned how to stay safe online and create strong passwords to protect our personal information. We picked up some really useful tips that everyone should know!

What the pupils said:

'It was an amazing day that connected history with modern technology, and we all had a great time.'

'It was informative and we have learnt a lot about code breaking in the second world war'

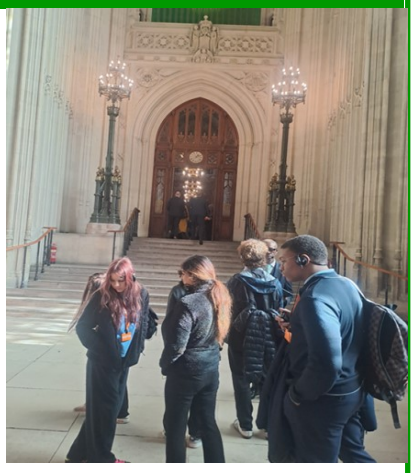
'We learnt how to create a really secure password through books and how to keep your password safe It was very excellent ' *' The best trip ever'*

Parents: Ask us to share our password security tips with you – we learned some important information that the whole family can use!

Anne-Marie Mika—Deputy Headteacher/Co-Headteacher

Palace of Westminster

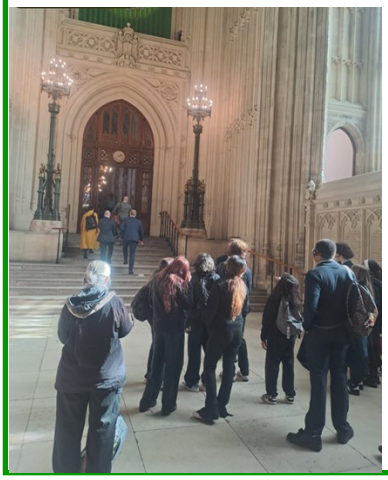
On 25th February, I visited the Palace of Westminster with my school. The Palace of Westminster is a Palace that used to belong to William the Conqueror in 1066. This Palace is also the meeting place of the House of Commons and the House of Lords.



When I was there it was really exciting because of the fact I have never been there before and I got to go to the place that decides what the place I'm from does with their laws.

When I first arrived, we went through a security area, it reminded me of the airport security and it took quite a while for us to get through.

When we walked into the building we saw a gigantic hall – Central Hall. Before we went to the House of Lords, above the door sat an impressive art installation that changed its look depending on what time of day it was.



Whilst walking through into the next room there where photos of all the Queens and Kings of England and one that stood out was this statue of Queen Victoria. Alongside, her was two other statues representing justice and a figure representing mercy.

We then walked into the House of Lords. This is where the members of lords change the laws of London. This room had large red sofa looking seats and, in the middle, there was the place the Prime Minster goes near the entrance to the room there was a large throne for the King, made of gold. Next to him is where the Queen will sit alongside him in June.

I stood directly over the place Guy Fawkes tried to use 26 bombs to blow up the Houses of Parliament!

by **Jayhan** (pupil)

Our Bletchley Park Trip

I enjoyed the day out because we got to go inside of the World War 2 huts that were where the codebreakers worked there were lots of propaganda posters all around the huts.

I also enjoyed the workshop we ended up learning about the different ways hackers take your information one of these ways where by setting up a fake WIFI connection that steals your information we now know that 1 in 6 free public WIFIs are actually fake we also learnt about the tools hackers can use to take your information such as a little device called the Pineapple, its also paired with a hacking keyboard which you do not need a monitor for as it either.

I wouldn't change much about the trip, but I do wish we got to explore a bit more than we did as one of the guides where saying that we could see the bomb machine that Alan Turing built.

We also got information about one of the first computers in the world which was rightfully called Colossus which was made in 1943 it was developed by a forgotten genius who went by the name Tommy Flowers. Colossus was created to decipher intercepted radio teleprinter messages that had been encrypted using unknown devices however later on intelligence information revealed that the Germans called the wireless teleprinter transmission systems "Sägefisch" which translates to Sawfish.

I enjoyed the trip and I found walking around learning and seeing the working conditions of the WW2 codebreakers where very interesting. The trip was also very easy to get to therefore it wasn't stressful at all. **By Raul (pupil)**

We went to Bletchley Park on Tuesday 24th March 2026 and it was a great day out. The trip was fairly easy to get to as it was about an hour ride on a coach to Milton Keynes.

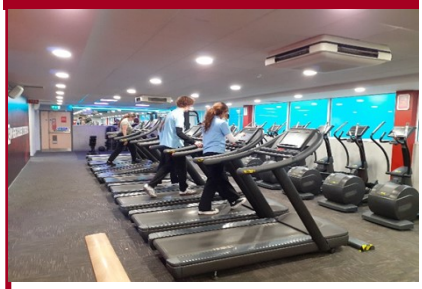
When we first got there, we had a tour around the grounds and we got to see all the different buildings, garages and where they would work to crack the codes using the enigma machines in WW2. We visited some of the houses and got to see the offices where people would spend hours upon hours during the war trying to crack the German codes.

Later into the day we had a workshop about Cyber security and how easy it is for hackers to crack our passwords and by using our information from our social media's platforms, they can find lots of our information, like our name, favourite hobbies, age, school or even our address and its all legal!!!

However, we also found out how secure our passwords are and what is the most optimal way to make a password. This is to get a book and pick three random word and then add a few numbers or special characters. These passwords would take hackers thousands of years to find out!!

Overall I enjoyed this trip and I would recommend it as I had lots fun and I learnt lots of important information that I will not take for granted. **By Keiran**

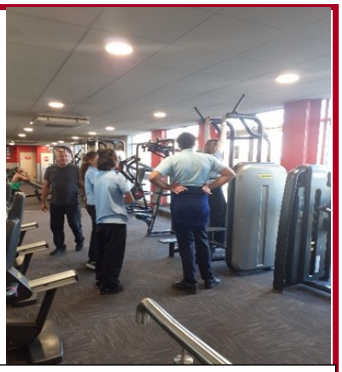
Getting Active!



This term we have continued our use of the Vale Farm Gym in Wembley. Most students are used to the set-up in the gym but new-comers had to attend the induction process.

Most pupils used the cycles and the running machines to warm up before going onto more specific pieces of equipment. There are many different kinds of apparatus as well as very helpful Personal Trainers on hand to guide the them and ensure safety.

The pupils are now registered and can attend individually as members of Vale Farm Gym and other gyms in the, "Everyone ACTIVE" chain. It is part of our aim that pupils get used to attending the gym and are more active outside of school.



Raul helps others with pull-ups

All in all, this has been a very rewarding period. Not only have our pupils learned how to use the equipment safely and have the confidence to exercise by themselves but they have also started to benefit physically and mentally from being more physically active. **Frank Sampong-Ofori**

Escape room

Some of our pupils were treated to a trip for their excellent punctuality, this is what they wrote:

We went to an Escape room in Watford on Friday 20th of March and it was a fun experience. The escape room was Ancient Egyptian themed and was very detailed with hieroglyphics on the wall. When we first entered there was a bag was various scrolls with riddles engraved, which would help us escape. There were various rooms with lots of different problem-solving tasks which would slowly allow us to escape. The tasks took a lot of communication, team-work and observation skills to find answers around the room. I quite enjoyed the last room where we had to spell out the pharaohs name in hieroglyphics using the shadows of different shapes to only finally discover the missing pharaoh and escape. It was interesting to work out how to escape and seeing how everyone had a different views on how to solve the puzzles. Overall, I enjoyed the escape room and would recommend going again. by Kieran



It was that time of year again when we looked beyond Ashley College and helped to support charitable causes. This year staff and pupils raised money by doing a cake sale, buying and decorating red noses and wearing non-uniform. Not only was it fun, but we raised a good amount of money to help towards the good causes. Thank you to parents/carers, pupils and staff for being so generous!

MESSAGE RECEIVED FROM COMIC RELIEF

Thanks Ashley College!
You just paid in £87.50 to Comic Relief, and we couldn't be more grateful.
You're helping to tackle inequality, improve mental health and help young people to survive and thrive – locally, nationally, and internationally.





For parents/carers in Brent

Drop-In Support Services

February - July 2026

For more information on the Centre and what we do, **please visit our website:** https://adhdandautism.org/services/parent-carer-young-people/

In the coming months, CAAS will be embarking on drop in support services within the area of Brent. This is a great opportunity to learn more about ADHD and autism in your child, right on your doorstep.

Welcome to CAAS: Executive functioning and how visual aids can support our children/young people	Monday 18th May 10:00 am - 12:00 pm	Granville Plus, 78 Granville Road Kilburn, NW6 5RA
Welcome to CAAS: Sensory Needs and strategies to support your child/young person	Tuesday 23rd June 10:00 am - 12:00 pm	Preston Park, College Rd, Wembley, HA9 8RJ
Welcome to CAAS: Preparing for Summer holidays & how to support your child/young person with travel	Tuesday 7th July 10:00 am - 12:00 pm	Church Lane, Fryent Primary School, Church Lane, Kingsbury, NW9 8JD

Contact carla@adhdandautism.org for more information.

North West London Integrated Care System

Centre for ADHD & Autism Support

Activities for the Easter Break



SKIPZ Productions will be running our **Easter Holiday Activity and Food programmes** again this year.

The programmes are **free for children eligible for Free School Meals**, and open to **children aged 4–11**.

Each day is packed with **creative and active sessions** including **drama, dance, singing, arts & crafts, clay modelling, and nutrition activities**.

Programme Time:
10:00 AM – 2:00 PM
Brent
Salusbury Primary School
30 March – 2 April
Register:
https://www.skipzproductions.org/skipzhafbrent

You can also take a look at some low cost or free family activities for the Easter break on Brent's: Free Holiday Activities this Easter for Vulnerable Pupils through the HAF Programme :

https://www.brent.gov.uk/children-young-people-and-families/childcare-and-early-education/holiday-activities-and-food-programme

If you have any questions or need information, please email
HAF@Brent.gov.uk

The Safe Haven Basketball programme is part of the London Basketball Association is a specialized, inclusive sports initiative for young people aged 14–25 with special educational needs and disabilities (SEND)

This programme is designed to offer a supportive, inclusive space where participants with disabilities can build confidence at their own pace, form a community through basketball, and develop meaningful connections. The programme emphasises education, communication, and personalised support, providing a welcoming environment where individuals can learn new skills, take part in skill sessions and tournaments, and benefit from experiences that extend beyond the sport itself.

The closest centre for Brent Residents would be the Camden site (Handyside Indoor Sports Facility, 3 Canal Reach, London N1C 4BA) and the schedule is;

- Day - Saturday
- Time – 2pm – 4pm
- Ages – 14- 25
- Price - £7.50

London Basketball Association

Brent foodbank

The Brent foodbank works with a range of local agencies who meet people at risk of going hungry. Citizens Advice, children's centres and health visitors are just some of those who can make refer people to our foodbank by issuing them with a foodbank voucher. If you think that your family would benefit from food bank support please email : info@brent.foodbank.org.uk

10 Top Tips for Parents and Educators

EFFECTIVE REVISION AND STUDY SKILLS

As exam season ramps up, revision often becomes louder, busier, and less effective. Many pupils still rely on comfort strategies like re-reading and highlighting. These can feel productive but rarely build long-term memory. This guide will help you create a low-effort, high-impact revision system that teaches pupils how to revise, rather than merely emphasising its importance.

1 DIAGNOSE BEFORE DOING

Before adding more sessions, identify why a pupil is underperforming: knowledge gaps, weak routines, poor choices, or low effort driven by a lack of confidence. Treating every issue as 'needs more revision' creates noise. Use a quick check: what do they know, what do they misunderstand, what can't they retrieve under pressure, and what do they avoid? Then match revision to the actual problem.

2 TEACH REVISION EXPLICITLY

Most pupils haven't been taught how to revise well, so they pick what feels easiest. Build short revision mini-lessons into curriculum time; demonstrate retrieval, spacing, and how to self-check. Model it live, do it together, then gradually hand over responsibility. The goal is independence, not dependency. When pupils understand why strategies work, they're more likely to use them when it matters.

3 PRIORITISE RETRIEVAL PRACTICE

Make recall the default. Use methods such as low-stakes quizzes, flashcards, free recall, blurting, and 'answer then check'. Effective testing helps to measure and strengthen learning. Keep it specific and frequent – small chunks, lots of repetition, and immediate feedback. For parents, the best question isn't 'Have you revised?' but 'What can you remember today, without notes?'

4 SPACE IT OUT

Cramming can boost short-term performance, but it's weaker for long-term retention. Help pupils spread practice across days and weeks, revisiting content after memory has faded. That 'slight struggle' is the point. Use a simple rhythm: new learning, next-day retrieval, a three-day revisit, a weekly revisit, and mixed practice before the exam. This turns revision into a routine, not a panic.

5 MIX, DON'T BLOCK

Practising one topic for a long stretch – known as 'blocked practice' – can feel easy, but it can hide fragile learning. Mixing topics, question types, or methods strengthens long-term learning and helps pupils apply knowledge later. For educators, design homework and revision packs so topics reappear in a planned cycle. For parents, encourage sessions that mix two topics rather than focusing on just one.

6 USE DESIRABLE DIFFICULTY

Revision should feel effortful, not effortless. Durable learning comes from challenging revision techniques: attempting answers before looking, explaining ideas aloud, writing from memory, or tackling unfamiliar question formats. The key is 'hard, but doable'. If a pupil always gets everything right, it's too easy. If they always fail, it's too hard. Aim for productive struggle with quick feedback loops.

7 CENTRALISE MATERIALS SIMPLY

Revision fails when pupils waste energy finding resources, navigating platforms, or guessing what matters. Reduce cognitive overload by centralising what they need: a single hub per subject, a clear list of priority knowledge, and a small set of standard task types such as quizzes, flash cards, exam questions, or corrections. Less admin clutter means more working memory for learning.

8 PLAN, MONITOR, EVALUATE

Strong revision is self-regulated. Pupils plan what they'll do, monitor if it's working, and evaluate what to change next time. Use a weekly revision review routine that asks: 'What did I try?' 'What improved?' 'What didn't?' 'What's my next micro-goal?' Post-mock action plans are powerful here because they force honesty about time spent, strategy used, and impact achieved.

9 WRAP MOCKS PROPERLY

Mocks only help if pupils learn from them. Use an exam wrapper approach: before the mock, set strategy goals; afterwards, analyse errors such as knowledge gaps, misread questions, weak methods, and timing issues, then create a targeted reteach and retest plan. Parents can support by asking, 'What type of mistake was it, and what's your fix?' rather than 'What grade did you get?'

10 MAKE TIME VISIBLE

Revision becomes real when time is protected and predictable. Help pupils build a timetable that's short, repeatable, and realistic: 30–40 minute blocks, clear start and stop times, and specific tasks, not 'revise science'. Avoid perfectionist plans that look pretty and collapse by Tuesday. Consistency beats intensity. Build momentum with small wins, then build from there.

Nu Know

PRESENTS

PARENT-TEEN SUMMIT

WWW.NUKNOW.CO.UK

VENUE:
BOXPARK WEMBLEY

DATE:
THURSDAY 2ND APRIL 2026
SCHOOL HOLIDAYS

TIME:
12.30 PM - 6 PM

FREE

CALLING ALL PARENTS AND CARERS OF 10-19 YEAR OLDS IN BRENT!

THIS ONE-DAY EVENT INCLUDES:

- ✓ **KEYNOTES**
  TALKS AND WORKSHOPS FROM **15 SPEAKERS, RESEARCHERS AND YOUTH SPECIALISTS.**
- ✓ **WORKSHOPS**
  ART AND **WELLBEING** ACTIVITIES + A **YOUTH DANCE PERFORMANCE**
- ✓ **Q&A CLINICS**
  ONE-TO-ONE DROP IN SESSIONS FOR PARENTS AND CARERS.

FREE event for parents, carers & young people!

Join us for an afternoon of talks workshops, and activities for you and your children to learn more about:

- Youth Mental Health
- Self-confidence
- Parental Wellbeing
- Digital Life & Online Safety
- Education
- Post-Year 11 Job Market
- Healthy Relationships
- Tackling Violence Against Girls & Misogyny
- Experiences of Young Carers
- Puberty and Periods
- Family Relationships
- Local Family Services
- And So Much More!

BOOK NOW

www.nuknow.co.uk/ticket

Working together to navigate adolescence!

Proudly Supported by :

Golden Sankofa · Brent · Culture & Minds

Wembley

Spring family art in Wembley



Join us this Spring holidays at Barham Park for three days of free, creative workshops for families.

Artist Andreea Tudose will lead imaginative treasure hunts in the studio and the park, as families explore their stories through role play, painting, costume and prop-making.

ACAVA Flourish in Brent: Free art workshops for families with primary-aged children. Free, no experience needed.

When
Mon 30 March, 1-3pm
Tue 31 March, 1-3pm
Wed 1 April, 1-3pm

Where we are
Barham Park Studios,
660 Harrow Road,
London HA0 2HB

acava

Supported using public funding by ARTS COUNCIL ENGLAND

Stay in touch
Join WhatsApp group
Join newsletter

Sign up
Book a place
More info

Parents and Carers



It has been great to see parents and carers networking and getting to know each other, at our parent coffee mornings. They are held the last Wednesday of each half term–make a note of the next one on **May 20th 9.30-10.30**. Please do let me know if there are any parenting sessions you feel may be beneficial.

If you are struggling with the challenges of parenting teenagers and are looking for guidance, please do look at the website of Neil D Brown Ending the Parent-Teen Control Battle | Neil D. Brown and author of '*Ending the Parent Teen Control Battle'.*

Brent Family Wellbeing Centres have a range of exciting activities available to families over the Easter break.

Full timetable details will be published at www.brent.gov.uk/familywellbeingcentres.

Elefriends (part of MIND UK)

A supportive online community where you can be yourself. We all know what it's like to struggle sometimes, but now there's a safe place to listen, share and be heard. Whether you're feeling good right now, or really low, it's a safe place to share experiences and listen to others. Elefriends is moderated daily by the Ele handler team from 10am-midnight.
https://www.mind.org.uk/information-support/support-community-elefriends/



Hub of Hope

The Hub of Hope is the UK's leading mental health support database. It is provided by national mental health charity, Chasing the Stigma, and brings local, national, peer, community, charity, private and NHS mental health support and services together in one place for the first time.
https://hubofhope.co.uk

For Activities over the holidays and outside of school hours for students with ASD please visit the BOAT website:
www.brent.gov.uk/boat
Or contact them :
boat@brent.gov.uk

Safeguarding Over Easter

Please remember that if you are experiencing family challenges, you or your family are at risk, there is support and help available.

Brent Family Front Door
Keeping children safe | Brent Council
Protecting adults from risk of abuse | Brent Council

NSPCC HELPLINE 0808 800 5000 help@nspcc.org.uk

ChildLine 0800 1111

Building Confidence for the Future

IMPORTANT DATES FOR THE SUMMER TERM 2025

Term Starts :	**Monday 13th April** - students return
Parent Evening:	**Wednesday 22nd April** 3.15 -6.30pm
	- KS3 /Yr10 Progress Review and Target Setting
	- Yr11 Exams Prep and NRA Information
HALF TERM :	**Monday 25th May - Friday 29th May**
Staff INSET :	**Wednesday 17th June**
Term Ends:	**Friday 17th July** - for Students

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