

Dear Parents and Carers,

Spring is the air, in spite of the cold wind we get now and again!

With Springtime comes a renewed sense of focus, joy, and the promise of sunshine and laughter. Everyone seems to smile a bit more, and steps are lighter as we move towards the next few months together. Spring brings many festivals of celebration. We extend our warmest wishes to all of our pupils, parents, colleagues and our communities as we welcome the holy festivals of Holi, Easter and Ramadan. It is a time for reflection, prayer and worship and we hope this year's observance brings you peace, joy and good health.

As we progress towards April, I want to take time out to thank our families for your diligence in supporting your child's attendance. This both supports and optimises our goals for each child, and aids us in helping your child be as successful as they can and building confidence in their future.

As we plunge into Spring, please make sure, you keep reading with your child to help improve their reading levels and encourage them to read more. Last week it was World Poetry week, with Spring in mind, I would like to share a few lines from a favourite poem by William Wordsworth.

Please do take the time to read the newsletter which highlights some of the amazing activities and work that has taken place in the Spring term. Enclosed you will also find the Brent SEND newsletter. We hope you all have a restful holiday. We look forward to seeing our centre pupils back on Monday 17th April and when home tuition will commence.

Headteacher

Spring Brings Many Changes

"I wandered lonely as a cloud
that floats on high o'er vales
and hills, when all at once I
saw a crowd, a host, of golden
daffodils; beside the lake,
beneath the trees, fluttering
and dancing in the breeze."

- WILLIAM WORDSWORTH



On Friday 17th March, we marked Red Nose Day. Our students very kindly volunteered to run a staff car wash. The week began with an assembly about the work of Comic Relief and the important work and projects which they run. Friday morning began with everyone wearing something red. The rain and clouds did not keep our students away and they set to scrubbing, hosing down and polishing staff cars. We were very proud of the effort they put in to the event and as a school we raised over £100. Thank you to all our pupils, staff and families for your generous contributions.



**Louise Togher
(Deputy Headteacher)**



Pupil: "10/10, Gob smashing, living it, so fun. It was so funny. Cleaning teachers' cars was so amazing!"

Pupils: "One word – EPIC."



Tate Modern Trip - Infinity Mirrored Rooms

Tuesday 7th March 2023 our students attended the sold-out Yayoi Kusama, Infinity Mirrored Rooms at Tate Modern.

Students also had the chance to view other galleries including the works by artists such as by Cildo Meireles and Chilean artist and poet Cecilia Vicuña who has created a poignant new artwork for Tate Modern's Turbine Hall.

Linett Kamala (Teacher of Art)

Adding our contribution to the display inside the Gallery shop



Taking in the scale of the work by Chilean artist and poet Cecilia Vicuña

What the pupils thought about the exhibition:

Angela: I enjoyed the Tate Modern exhibition today and particularly enjoyed the light installation room.

Tia: At first, I thought the trip was going to be boring but surprisingly when we went into the "Infinity Mirrors" exhibit I started to enjoy myself. I loved looking at all the different art and realising that not all art is done on paper with a pencil, art comes in all forms and sizes. It was also interesting to learn about the context behind each work of art and the meanings behind what would've been dismissed as lifeless, unmeaningful pieces of art. But at the end of the day the art didn't matter. It was the friends with made on the way. Peace.



Kyrie: I really enjoyed this trip. At first, I was pretty uninterested. It wasn't my type of thing. But I really liked the infinity mirrors room where Nisha fell into the water. I was interested by the people who were sketching in one of the exhibitions and in the shop. I also really liked the tower made of radios. The blue and golden colours were beautiful. But in all seriousness, I loved most of the art works especially the black collage it was beautiful.

Raliya: The Infinity Room was really beautiful and it was very therapeutic. It was really fun and the art was nice. I liked that we could take our phones to take pictures. I enjoyed looking at the Chandelier of Grief. The illusion universe was very beautiful because of the contrast between the dark room and the lights.

Chris

I thought that the exhibition was really interesting and cool. I really enjoyed the mirror rooms, and I thought they were really meaningful, like the lights representing life, and the flickering lights in the chandelier showing the stress associated with grief. I also walked into a wall. Twice!

Skye

I really enjoyed this trip. I had lots of fun during the interactive rooms especially. I loved the room with the water and the lights this was called "the illusion universe". I also really enjoyed the room with the mirrors and chandelier. This room was called "chandelier of misery". The art I most liked was pieces by Yayoi Kusama.



A Culture of Reading for Pleasure Introducing Accelerated Reader

Reading for pleasure has an enormous impact on our cognition, development of social skills, wellbeing and in the general enrichment of our lives. For these reasons, at Ashley College we want all of our students to develop good reading habits that will continue throughout their lives.

The National Literacy Trust have stated the following:

“Reading for just 10 minutes a day can have astonishing benefits. Not only is it a brilliant way to relax and unwind, reading can also help boost your mood, provide an escape from the pressures of life and even reduce stress levels”.

National Literacy Trust, 2022

To achieve our goal to create a positive culture of reading, we purchased Renaissance Accelerated Reader and Star Reading in the Autumn of 2022. This learning platform tests our students reading ages, recommends suitable books for each learner and provides reading quizzes to monitor comprehension.

Using Accelerated Reader’s recommendations, we have purchased new books for the library to ensure that all pupils have access to a choice of a range of books. It is now the expectation that our students have a book in their possession at all times. We encourage students to select a book that interests them and we emphasise the importance of reading for enjoyment.

The students are timetabled to read for 20 minutes each day and we provide additional time for 1:1 reading for students whose reading age is below their chronological age.

These are some of the reading behaviours that staff have noticed:

“We have noticed students having conversation about the stories they have read, authors they have liked so far and students requesting to get other books written by the same author.”

“During lunchtime break last week, I observed that 5 out of 9 students, entirely unprompted, get out their ‘reading for pleasure’ books. Conversations about these books ensued – students were recommending titles to one another and describing plots. The general climate has been transformed”.



The majority of students have made progress in their reading ages since the reading sessions began in January. Some have made significant progress as they have engaged so well with the extra intervention sessions. We would urge all parents and carers to encourage your child to read at home and to talk to them about the books they are reading.

Caroline O’Gara (English)

Sparx Maths

For some time now our students have been completing their maths tasks with Sparx Maths and we are delighted with the positive impact it has had on learning. We use Sparx with all of our students as it has proven to be particularly effective with those students who arrive with gaps in their learning.

Impact on students: All of our students are fully engaged and are enjoying the Sparx Maths platform. These are examples of feedback from some of our students: "I love Sparx", "Can we do more Sparx?" and "Videos are short-ed and clearer". A significant proportion of our students have made progress above expectation. Well done to the Year 10s for completing a high number of tasks. One important feature of Sparks is that students are required to show their working out, which is one of the GCSE criteria and our students have responded very positively to this.

Home learning: Home learning has improved as more of our students are now engaged with the platform. Sparx Homework is deliberately designed to help students really get to grips with and understand the concepts and skills they are learning by ensuring they cover the essential building blocks needed to make progress in maths. Sparx research (sparx.co.uk/evidence) has shown that an average of 60 minutes a week of this type of personal-ised maths home learning leads to clear progress.

Times tables: The times tables feature is also part of the weekly homework and this has also had a positive impact on the student's progress in the subject.

Kader Benamara (Maths)

Ashley College celebrated National Science week with a trip to the Science Museum in London. It was a very busy as many other Institu-

NATIONAL SCIENCE WEEK

tions had the same idea to visit this venue! Still, our students had a great time discovering new and interesting things. Much fun was had in the Wonder Lab where we could all try hands-on experiments.

Angela: "It was fun especially around the end because we went into a room full of fun . My favourite was when you had to climb up by sitting down and pulling the rope in front of you. The elevator was full so we wait for the next one during this time I was able to buy an purple crystal bracelet . The clocks and games were fun and entertaining."

Tia: "When we went to the WonderLab. I've been there like five/six times already so I pretty much knew everything that was there. I do wish we had more time in the WonderLab though. The social side of it was fun and I enjoyed getting to know my peers more."

Kyrie : "The science trip was pretty interesting and also really funny. I enjoyed the things with the airplanes , it was very interesting. Some of the people there were actually interesting too which really surprised me. Richard taught me a bit about the Wright brothers flying around Grahame Park or something like that. Overall , the trip was interesting."

Chris: "I enjoyed the bubble show with dry ice , the slide and the different things like the cars. "



Dani: "I thought that the museum was fun because we got to see some fun stuff. I really liked that I was able to show Chris around the museum on video call, and he had so much fun. I thought the best place was the wonder lab, but I wish we had more time there."

Tasha : "The science trip was alright and fun. I loved the room full of aeroplanes. The wonder lab was amazing and I wish we had more time there."



Frank Ofori-Sampong (Science)

LOOKING AHEAD

Ashley College Careers Programme

At the College, it is clear that both teachers and students are very good at relating what is learnt in lessons to Careers in the wider world and how learning in class is transferable to the world of work. Preparing pupils for the transition to life beyond Ashley College is a key objective and this value extends to our rich and varied Careers Programme.

We aim to:

- ⇒broaden students' horizons and raise their aspirations
- ⇒provide current and relevant information that supports our students with the tools they require to make informed choices about their future
- ⇒ensure that careers advice comes from as many quality sources as possible, in order to promote equality of opportunity, diversity and inclusion and meets the varying needs of each individual student.

This term, all students had the opportunity to:

Complete a careers action plan

Partake in an individual session(s) with our superb Careers Advisor from Connexions, Rouna Ali

Attend assembly as well as PSHCE lessons about Apprenticeships

We also have welcomed careers workshops from the following organisations which students in every year group have benefited from:



As a result of an excellent workshop run by First Rung, we hope that two of our current cohort will be joining this excellent local Apprenticeship organisation



Focus on STEM (Science Technology and Engineering careers). EVERFI is the leading education technology innovator that provides learners of all ages education for the real world through scalable digital learning platforms www.everfi.com/login
Each student now has a registered EVERFI account.

Wembley Learning Zone ran a very engaging session for all students on careers and how these link to primarily raising an awareness around our own personal attributes and ambitions <https://www.wembleystadium.com/about/local-community/learning-zone>

We invite all parents and carers to check out the recently updated Careers resources on our website www.ashleycollege.brent.sch.uk – careers information

Careers and Ambitions workshop at Wembley Learning Zone



Anne-Marie Mika (Deputy Headteacher)



I was asked to be a flag bearer for the England v Ukraine match, what an honour! It was a Phenomenal game, it was a once in a life time experience for me. I got to meet the players. For example, I got to meet Jude Bellingham and Harry Kane.



It made me feel amazing inside.

I shook hands

with all the players. Which made me very emotional, but in a very good way because I finally got to see them in person, and the game was too good!

Chris (Year 11)

Building Confidence for the Future



MEET OUR NEW MEMBER OF THE MANAGEMENT COMMITTEE



Jason Lewis I have been a teacher in both the Maintained and Independent sectors for 34 years. I was the former Assistant Head and Examinations Officer and presently Teacher of English and Inspections Coordinator at Mill Hill School in London, a 14-18 Co-educational Day/Boarding School.

I am an experienced Team Inspector for the Independent Schools Inspectorate (ISI), inspecting schools both in England and overseas. I taught previously at Tiffin School for Boys in Kingston upon Thames, where I was Deputy Head of Sixth Form. I am an examiner in English at GCSE, currently teaching English both at GCSE and A Level. I sing Tenor in and am the administrator of the School Chapel Choir, and have variously been a coach of rowing, master in charge of both the Duke of Edinburgh's Award Scheme and swimming and editor of the school magazine.



Richard Sternberg I have been a Primary Teacher for 15 years. I am currently a Deputy Headteacher, at a local Primary School, with responsibility for Teaching and Learning, SENDCO and Deputy DSL. I am the Early Careers Teacher Mentor and lead CPD. I am a National Oracy Leader and completed my Masters and NPQSL in 2016. Currently I am studying for my NPQH.

In any spare time I enjoy the cinema, live gigs, Arsenal, DC Comics and anything James Bond.

As a management committee member at Ashley College I will sit on Curriculum and Progress Committee and be the Equalities and Home Tuition link.

I hope to help all stakeholders at Ashley College with my knowledge, skills and experience of working in a local mainstream Primary School. I hope to support with a valuable insight with my role as SENCO and Teaching and Learning lead.

FOOD FOR THOUGHT

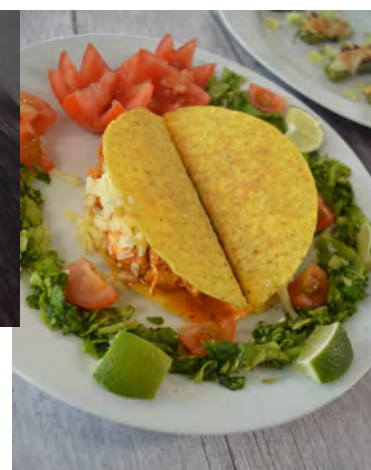
We have been producing some exciting dishes in Home Cooking Skills this term as the Year 11s have created their final two course meal which is all about cuisines from around the world. They have each chosen their own country to research its dishes, typical ingredients and traditions in order to inspire their own creations. This has included a great variety of countries such as Japan, Greece, Jamaica, Italy, Mexico and Brazil. This research culminated in exciting array of dishes the pupils have worked on over the last two days to present their final two course meal.



Skye's Japanese meal- teriyaki salmon with Asian noodle, miso aubergine and chicken gyoza



Maggie's stuffed padron peppers and tacos



Chris's Mexican quesadilla, corn on the cob and stuffed padron peppers



Tasha's choice- Rice, peas and dumplings



Lauran Brannigan (Food Tech)

Parent Information

Online Safety: New research has uncovered the top five platforms young people feel the most unsafe whilst using. The Pupil Safeguarding Review investigated the effectiveness of school safeguarding policy, with an aim of understanding whether pupils feel safe in a variety of settings. Pupils most commonly feel unsafe whilst using:

- Roblox (15%)
- Snapchat (12%)
- Instagram (7%)
- TikTok (6%)
- Fortnite (4%)

INEQE online safety experts have compiled a comprehensive guide to help parents and carers understand why children and young people might feel unsafe on these platforms and what you can do to help them have better online experiences.

Every mental health trust in London has a 24/7 crisis line for people of all ages. The table below gives all the details

Area	Boroughs covered	24/7 crisis line number
North West London	Brent, Hillingdon, Harrow, Kensington & Chelsea and Westminster	0800 0234 650
	Ealing, Hounslow and Hammersmith & Fulham	0800 328 4444

Holiday Activities and Food programme (HAF)

provides healthy food and enriching activities to children and young people, with free places available for those who receive free school meals. It's available during the Summer, Easter and Christmas school holidays.

School holidays can be a particularly difficult time for some families. This free holiday club programme helps children to enjoy active and healthy school holidays, where they can experience new activities, meet friends and eat healthy meals. For information, please contact your local council.

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



The Ashley College Safeguarding Team is available to any student, parent, or school staff member to discuss and report any safeguarding concerns. The team has recently expanded and now has the following members:

Designated Safeguarding Lead – Louise Togher

Deputy Designated Safeguarding Leads – Ranjna Shiyani, Anne-Marie Mika

Louise Togher (Deputy Headteacher)

IMPORTANT DATES FOR THE SUMMER TERM

Monday 3rd –Tuesday 4th April 2023	- Easter Revision for Yr11
Monday 17th April 2023	- Students return to School. Normal start time.
Wednesday 26th April 2023	- KS3-Yr10 Parent/Carer Progress Review and Target Setting Day , Yr11 Exams prep @ 3.30pm – 6.30pm.

HALF TERM : MONDAY 29th May - FRIDAY 2nd June

Wednesday 21st June 2023	- Staff Training Day– School closed to pupils
Wednesday 28th June 2023	- Year 11 Leaver Event
Thursday 20th July 2022	- END OF SUMMER TERM



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>

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/>

Happy Easter!

We look forward to seeing all our centre pupils on: Monday 17th April@ 9.20am



ASHLEY COLLEGE

ASHLEY GARDENS

WEMBLEY HA9 8NP

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

Or contact them : boat@brent.gov.uk

