

A Message from the Principal

I was delighted to be welcomed back to the Halley Academy following an absence due to an unexpected illness and subsequent operation at the end of last Module. Since returning at the start of January, it is pleasing to see the fantastic amount of progress made so far this academic year. The momentum of the improvement journey of teaching and learning at the academy is tangible.

I would like to personally thank Tracey Trusler for stepping into the Halley Academy as Interim Principal during my absence. I would also like to extend my thanks to the parents, staff and students who make up the Halley Academy community; your support and kind wishes have been a valuable part of my recovery. I really hope that you enjoy the third edition of this newsletter. There's so much positive news to share as we come to the end of Module 3.

We have had a number of visitors to the academy to support the broad learning experience that we offer. We remain fully focused on developing the whole child; students have benefited from assemblies on digital safety and LGBTQ+; workshops on gangs and violence; drug awareness, travel training, peer mentoring opportunities and mock interviews. These valuable interviews were provided through our strengthening relationship with the Tallow Chandlers Livery Company. As I write this message, the Social Action Group are on a visit to London to visit the Tallow Chandlers Hall.

This morning I had the pleasure of being joined for breakfast by Junior (Year 7), Emmanuel (Year 8) and Mrs Olumide, to celebrate the achievement of their Gold Reward Certificates. Both students are in Easley school. The competition between our small schools is mounting to see who will be joining me for breakfast at the end of Module 4!

As part of Leigh Academies Trust family, we are privileged to utilise their valuable expertise and resources to ensure that we continue to make progress. Mr Bill Stoneham, an experienced Lead Ofsted Inspector, has once again visited the academy. We were delighted by the positive feedback, *"I would rank this visit as the most successful so far"* and *"further improvements have been made"*. We look forward to building on our continued improvement using Mr Stoneham's input.

Leigh Academies Trust investment in the learning environment has benefited our students. Furthermore, the enhanced teaching profile is also having a positive impact on the learning experiences of the young people in our care. Year 11 students are particularly focussed. As the exam season draws ever closer there is an incredible range support available for this year group to ensure they achieve the best possible outcomes for their future. Thank you to our staff who commit their own time providing additional support.

These sessions include bespoke Super Saturdays and holiday intervention, master classes in their subject area, and a purposeful study suite for independent learning once the academy day has finished.

Students from Hawking School (Sixth Form) have benefited from a number of activities recently. The majority of our Year 13 students have applied for university places and are currently receiving offers. To support our Year 12 and 13 students making decisions over their next steps we have had a number of external presentations including; the NCS programme (National Citizen Service), Greenwich University and student finance. In addition to this, students have worked with a number of professional industry mentors visiting the school for one to one meetings and students have also attended a careers question time talking to a panel of employers/employees from a range of industries. All our Year 12 students attended the Greenwich Theatre for a Safe Drive Stay Alive workshop on road safety for young drivers.

For more information on all the opportunities available at the Halley Academy do go to our website www.thehalleyacademy.co.uk where you can keep up to date with our latest news.

We look forward to continuing our improvement journey as we move into Module 4.

John Dixon



OUR STRATEGIC PRIORITIES

As the academy moves forward and to ensure that we provide excellent opportunities for all of our students to grow and develop, we will be working to key priorities as the academy continues its journey of improvement. This academic year our strategic priorities are:



1 Leadership

Leaders and governors have created a culture that enables students and staff to excel.

2 Teaching, Learning & Assessment

Teachers are determined that students achieve well, encouraging students to try hard, recognise their efforts and ensure that students take pride in all aspects of their work. Teachers have consistently high expectations of all students' attitudes to learning.

3 Personal Development, Behaviour & Well-Being

Students are confident, self-assured learners. Their excellent attitudes to learning have a strong, positive impact on their progress. They are proud of their achievements and of their academy.

4 Outcomes KS3 & KS4

To improve all outcomes for all year groups across KS3 and KS4.

5 KS5

To improve provision and outcomes rapidly and reduce achievement gaps between groups by monitoring the quality of teaching, learning and assessment.

Leigh Academies Trust and the Academy Board will monitor the progress of achieving these priorities throughout the year.

TALLOW CHANDLERS VISIT



The Halley Academy was delighted to welcome Master John Baxter CBE and his wife Margaret from the Tallow Chandlers Company to the academy on Wednesday 9th January. They were joined by David Homer, Clerk to the Tallow Chandlers for a tour of the academy and to meet students from our Social Action Group and Sixth Form students involved in the STEM Mentoring Programme.



Our visitors met with the Principal, John Dixon to discuss ways in which the Tallow Chandlers can support the academy and the wider community.

David Homer commented that he was *"very impressed"* with how our students spoke and represented themselves.



We look forward to continuing to develop our relationship with the livery company and providing further opportunities for the young people in our community.



TEACHING AND LEARNING



"Success is no accident. It is hard work, perseverance, learning, studying, sacrifice and most of all, love of what you are doing or learning to do." Pele

"Repetition is the father of learning." Lil Wayne



Our Vision:

Together we aspire, learn and achieve

- The Halley Academy is a place of opportunity built on a foundation of collaboration, integrity and respect.
- We are a caring community where everyone feels safe, valued and empowered to explore, experience and achieve.
- We are confident, articulate and resilient learners, who are proud and equipped to take our place in the world.

The Halley Academy Staff have been engaged in a number of exciting activities throughout our training on Wednesday afternoons. This has allowed us to focus on the core teaching priorities (see below). These sessions have been led by the Lead Practitioner Team who have delivered a number of whole school training events. These have ranged from Assessment for Learning to Behaviour for Learning. Ms. Johnson and Mr. Stober have spearheaded these sessions and have been using the ideas gained from the 'LAT Teach' programme, which they offered as CPD sessions. We have also shared resources and ideas with and from other LAT schools.

As well as CPD sessions, staff have also been conducting cross curricular projects, in keeping with the IB ethos, focusing on an aspect of teaching and learning that they would most like to deliver. We await the final outcomes in module 5. So far we have a range of ideas in place, to name but a few, 'How best to improve the provision of starters and plenaries' and initiatives to help our EAL students retain the knowledge in content heavy subjects.

Meanwhile, our focus this module is a book fair, which will be an opportunity for all staff across the academy to take a look at the fantastic work that is going on in other subject areas. This stimulus helps us to further develop our own practice.

Our Principles:

What underpins our priorities

Teaching and learning is everybody's responsibility and should take place at every opportunity across the academy shaped through our commitment to our values of respect, achievement, collaboration, integrity and resilience.

We recognise that all students possess unique skills, abilities and aptitudes and all have an entitlement to access a broad, challenging and appropriate curriculum.

Our approach to Teaching and Learning will embody these qualities with the aim of developing our students, in line with our vision and values.

1. High Expectations in Behaviour for Learning
2. Growth Mindset
3. Assessment for Learning
4. Differentiation
5. Clearly defined Outcomes
6. Effective and Clear Communication and Collaboration
7. Mastery Learning and Resilience

UPCOMING EVENTS

13th February 2019

The Halley Academy Social Action Group visit Tallow Chandlers

On 13th February 2019, The Halley Academy Social Action Group have been invited to visit Tallow Chandlers. This will be an opportunity for the group to share the success of their campaign to make misogyny and violence towards women and girls a hate crime, gather further support and experience a tour of the famous Tallow Chandlers Hall.

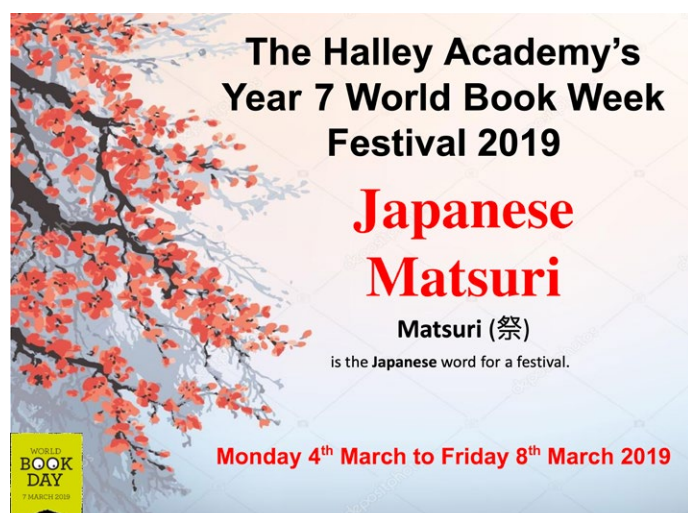
14th February 2019

GYPC Anti-Knife Crime Summit

On 14th February 2019, six of our students will be attending the GYPC Anti-Knife Crime Summit. This will be an opportunity for them to hear from keynote speakers, including those with first-hand experience of knife crime, take part in workshops on the facts and laws around knife crime, the chance to learn emergency first aid and the opportunity to quiz senior decision-makers and anti-knife crime spokespeople.

4th-8th March 2019

The Halley Academy World Book Week - Japanese Matsuri



World Book Day is on 7th March 2019 and Year 7 at The Halley Academy will be celebrating this with a week of Japanese themed challenges including: the chopstick relay and manga art. There will be an exciting prize for the top tutor group and an opportunity for 60 of our Year 7 students to visit Wilmington Academy on 8th March to see Chris Bradford, best-selling author of the 'Young Samurai' series! In addition, Cucina will be providing a Japanese themed menu on 7th March and you may see some of our staff dressed as their favourite book character.

29th-31st July 2019

Summer HARmony Camp

As part of our successful ongoing partnership with Humanutopia, we will be developing our comprehensive transition programme further by running a summer transition HARmony camp for our new Year 7 students from 29th-31st July 2019. This will be three days of exciting and action packed activities to ensure our new Year 7 cohort have an opportunity to get to know each other and the academy before September 2019. It will be supported by our team of Halley's Heroes as we look forward to welcoming our second cohort of Year 7 at The Halley Academy. If you would like further information regarding the summer HARmony camp and how your child can be involved, please contact Ms Williamson, Assistant Principal at: vickie.williamson@thehalleyacademy.org.uk. Halley's Heroes - please see Ms Williamson for an application form!

INTERNATIONAL BACCALAUREATE

Middle Years Programme

We are committed to delivering the highest standard of education possible to all of our students, regardless of background and ability. We are a candidate school for the International Baccalaureate Career-related Programme in post 16 and the IB Middle Years Programme in years 7 and 8. The IB Organisation has been in existence for 50 years and delivers its programme in 150 countries worldwide at some of the top international, independent and UK grammar schools.

Teachers have undergone intensive training and are working closely with other teachers from across Leigh Academies Trust to enhance and share good practice.

At the heart of all IB Programmes is the Learner Profile, which consists of ten desirable attributes that will help students to become successful lifelong learners. Year 7 students are currently working

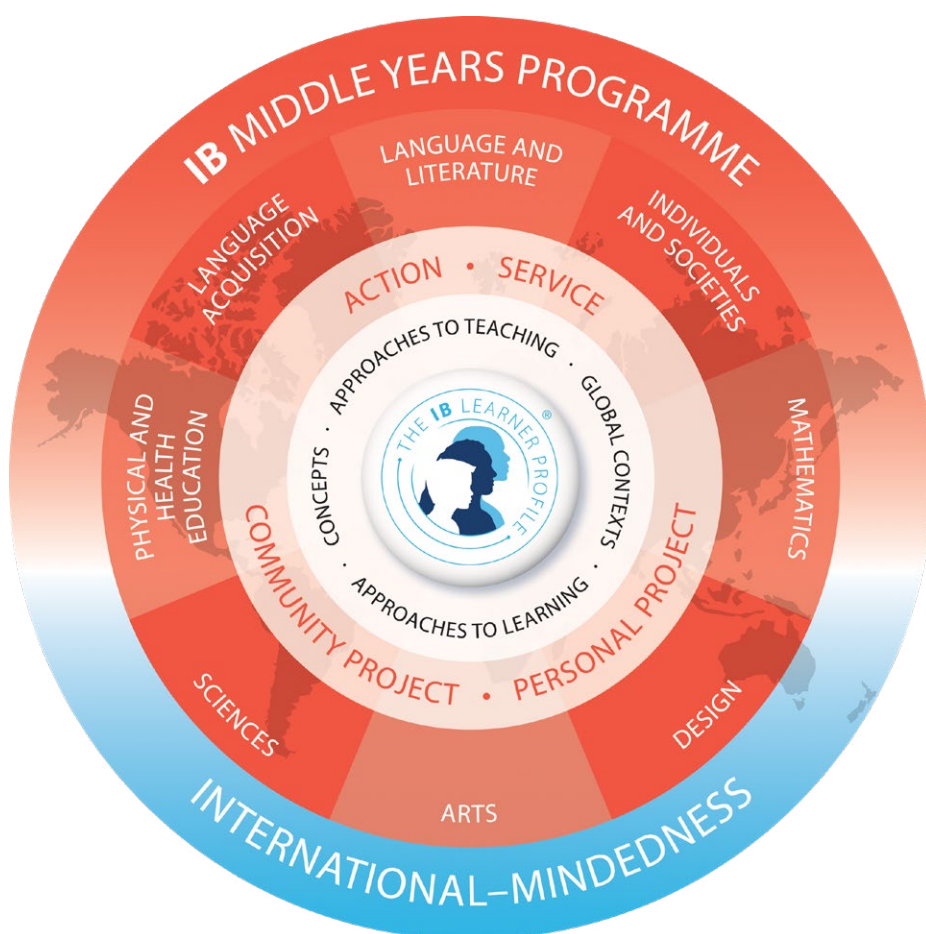
on these in form time reviewing their own strengths and areas for development.

Students have also completed their first Leigh Academies Trust assessments and are setting personalised targets so that they can improve their learning and progress.

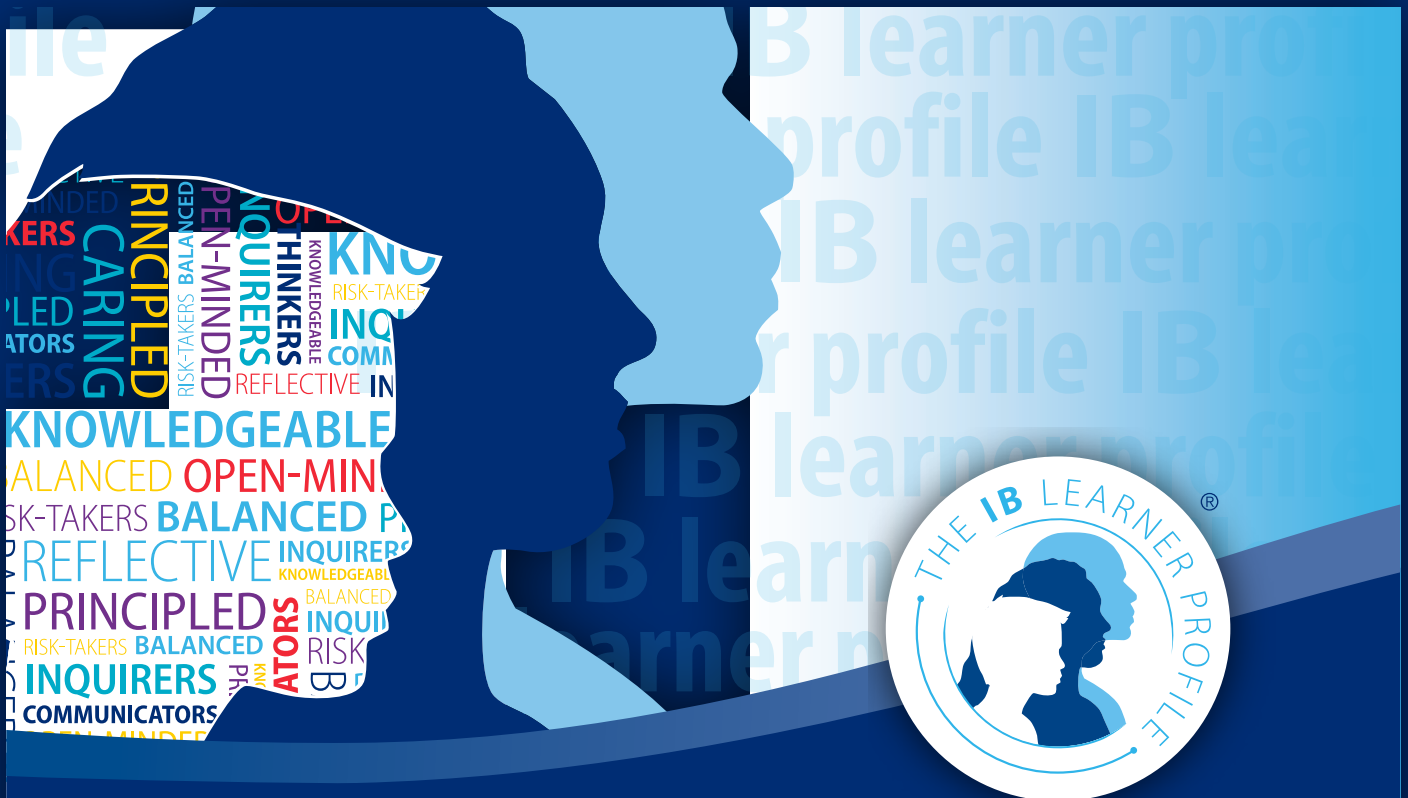


At the centre of an International Baccalaureate (IB) education are students with unique learning styles, strengths and challenges. The IB focuses on each student as a whole person. Thus, IB programmes address not only cognitive development but social, emotional and physical well-being. The aim is to develop inquiring, knowledgeable and caring young people with adaptable skills to tackle society's complex challenges and who will help to make it a better, more peaceful world.

The Middle Years Programme offers students a broad and balanced curriculum in eight subject groups as highlighted in the model.



IB LEARNER PROFILE



IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.



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INTERNATIONAL BACCALAUREATE

Career-related Programme

The Halley Academy

Post 16 students prepare to stand out from the crowd

We are in the final stages of our preparations to deliver this exciting and flexible programme, which prepares students for university, higher level apprenticeships and the world of work. Staff have undergone intensive training to meet the exacting standards of the International Baccalaureate Organisation.

What does it involve?

- Internationally recognised IB Diploma Programme courses equivalent to A levels all containing an element of coursework (unlike A levels).
- Courses are delivered at Higher (advanced) or Standard level to meet students' needs.
- Vocational qualifications - excellent preparation for Apprenticeships and the world of work
- A Reflective Project - like a university dissertation - employers love this too.
- Non-examined personal and professional skill development, unique to this programme.
- Service learning - giving back to the community and making a difference. Your CV will really stand out.
- Language acquisition. Learning about another culture and language without the pressure of exams.



We have a wide range of academic and vocational courses on offer. Year 11 progression interviews are currently underway with Mr Harrison and Mr Burrows from our post 16 team and we look forward to welcoming our first IBCP cohort in September 2019.



SMALL SCHOOLS

Inspirational Role Models

As part of our aim to provide human scale education, The Halley Academy was subdivided into four small schools in September 2018. It is our intention that these small schools within a school will provide 360 degree wrap around care for all of our students, so that there is a strong sense of community and belonging.

In order to motivate our students to achieve their full potential, the small schools were named after inspirational people from the world of science, technology, engineering and mathematics who reflect the diversity of the community we serve and our commitment to excellence in STEM subjects.



Turing

"Those who can imagine anything can create the impossible".

Alan Turing was a British scientist and a pioneer in computer science. During World War II, he developed a machine that helped break the German Enigma code. He also laid the groundwork for modern computing and theorized about artificial intelligence.



Easley

"You can do anything you want to, but you have to work at it".

Annie Easley was an African-American computer scientist, mathematician, and rocket scientist. She was a leading member of the team which developed software for the Centaur rocket stage and one of the first African-Americans to work as a computer scientist at NASA.



Franklin

"All that is necessary is the belief that by doing our best we shall come nearer to success and that success ... is worth attaining".

Rosalind Elsie Franklin was an English chemist and X-ray crystallographer who made contributions to the understanding of the molecular structures of DNA, viruses, coal, and graphite. Although her works on coal and viruses were appreciated in her lifetime, her contributions to the discovery of the structure of DNA were largely recognised posthumously.



Hawking

"Remember to look up at the stars and not down at your feet".

Stephen Hawking was the former Professor of Mathematics at the University of Cambridge and author of 'A Brief History of Time' which is an international best-seller. He was also Director of Research at the Department of Applied Mathematics and Theoretical Physics and Founder of the Centre for Theoretical Cosmology at Cambridge.

Student Leadership Halley's Heroes

This module, our team of Year 9 and Year 10 have Heroes have been trained in Numeracy Ninjas and Accelerated Reader to support our Year 7 cohort in developing their numeracy and literacy skills. Every week, they have worked hard to strengthen their relationships with their Year 7 mentees and it has created quite a buzz in the library. Ms Williamson and the English and maths teams are looking forward to seeing how many prizes our Year 7 students are awarded. Next module, the Halley Heroes will be supporting in the restaurant and playground at break and lunch. Look out for them, they will be wearing their new 'The Halley Academy Heroes Team' high-visibility vests!

Year 11 Module Three

As we move into a critical phase for our Year 11 pupils. I would like to take this opportunity to celebrate some of our student successes, as well as informing you of the upcoming support we are putting in place.

Our 'Reach for the Stars' reward system is proving to be a competitive hit with our Year 11 students. If you aren't already aware, the system is used by class teachers to reward students for exceptional; commitment, achievement and resilience towards their studies. Students are then able to use these points for rewards such as a 'skipping the lunch queue' pass, or a reduction in their prom ticket costs.

Our students are also currently undertaking a series of meetings as part of our 'Lunch with the Principal' programme. Selected Year 11 students are invited to a working lunch with the Principal and Vice-Principal to discuss their views on the learning experience at the academy. From these meetings, we have been able to implement a number of changes designed to support our pupils.

These include the opening of a 'Study Suite' from 3-5pm each evening and providing resource packs for all students.

As part of our '100 Day Plan', we are also looking to support our Year 11 pupils further by implementing the following:

- Breakfast master classes
- Period 1 intervention workshops
- Period 7 (2:45-3:45 pm) intervention sessions
- Half Term intervention sessions
- Saturday intervention classes
- Renowned revision expert Tim Foot skills workshops
- Leigh Blackheath Academy intervention visits

All information for the above is documented within our new 'Year 11' section of the The Halley Academy website. In this area you will also find the students' pre-public examination timetable, revision guides and website links, as well as a copy of the academy's 100 Day Plan which outlines the students' journey up to the start of their GCSE examinations.

Year 11 Reach for the Stars!

Year 11 students are working hard to achieve success in their forthcoming GCSE examinations. They have been provided with revision guides and online learning resources such as Tassomai to support their independent work.

A wide range of interventions are available before, during and after

school, details of which will be sent in a letter to parents.

Students are also collecting reward points for effort in lessons and with homework as well as attending revision sessions as part of our motivational "Reach for the Stars" programme. Points mean prizes! Food from the Restaurant and

vouchers up to the value of £25 are available simply for making an effort, which anyone can do.

A leader board, which is updated on a weekly basis, is on display outside of the dining room so that students can check on the competition.



Module 3

In Turing school, we believe it is imperative that our students are aware of our namesake. It is with great pride that we are able to celebrate Alan Turing becoming the BBC's 20th Century Icon, with his contribution to cracking the Nazi Enigma coding machine which ultimately led to an accelerated end to World War II.

We will be using this newly acquired status to provide opportunities for our students to research and appreciate Alan Turing's life, whilst at the same time asking them to reflect on one of his most famous quotes; *"Those who can imagine anything can create the impossible"*.

We would also like to take this opportunity to introduce you to our recently appointed student leadership group:

Head Students:

O. Nowacka, J. Seidu and F. Oyetunji

Lead students for Personal Development and Welfare:

H. Beg and K. Akinbami

Lead Students for Charity and Events Fundraising:

B. Pugh and R. Mawaki

Lead Students for Teaching and Learning:

R. Neves and E. Pickard

Lead Student for Sports and Competition:

S. Khan and E. Anderson

A special mention must also go to our students who have been nominated for 'student of the week' by their class teachers:

J. Cowling	A. Oleynokov
G. Sota	N. Hopkinson
A. Hassan	H. Wade
A. Ishola	G. Oshin
K. Muazu	N. Menebhi
J. Garces	A. Cseh
L. A. Murrani	C. Ojike



Module 3

Our students in Easley have made a terrific contribution to module 3 and there is much to celebrate.

I have been impressed by the students' attitudes to learning and commitment to their studies, taking on and living our motto; *"You can do anything you want to, but you have to work at it."* Our year 11s are taking advantage of the wealth of intervention and support opportunities available to achieve the very best that they can.

Congratulations must also go to a number of Easley students who have made a significant contribution to the wider academy community. S. Smith and T. Arizini have been at the forefront of driving change as members of the Social Action Group, I. Matudi scored the

winning goal in the football quarter finals and we have been well represented with fantastic presentations and singing in both Easley and whole academy assemblies. We are also very proud that as we go to press Easley are leading the small school award competition. A special mention must go to J. Clarke as he has completed 6 Award Cards and has contributed 21 Award Tokens to the Easley collection. He will now be invited to a breakfast with the Principal to celebrate this achievement.

I would finally like to recognise the efforts of all of our students who have been nominated as Student of the Week throughout module 3. We are very proud of all of them.

E. Akeredolu	7
K. Thomas	7
L. Damte	9
C. Dovghei	7
L. Csorba	9
H. Dang	9
I. Jandu	9
D. Oates	9
K. Vijayan	9
D. Mihalache	9
A. Ismail	11
T. Whiteman	9

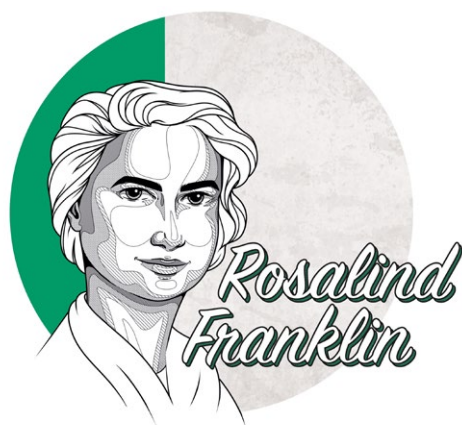
Award Cards Small School Competition

Our new awards policy is now up and running. Students in years 7 - 10 each have an Award Card on which members of staff give an Award Mark when students have done well. Once an Award Card is completed the student exchanges this for one award token for the first completed card, two for the second and so on up to 6. This token is then placed into the collecting jar in the foyer to contribute to the small school competition. The winning small school will be presenting with the Awards Shield at the end of the academic year. Students also receive letters home and certificates on completion of Award Cards.

As we go to press, Easley are in lead, having recently overtaken Turing.



Mrs K Cronin
Vice Principal, Head of Easley School



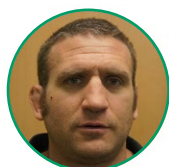
Our School Team



Ms O'Malley
Head of School



Ms Williamson
Deputy Head of School



Mr Roques
Director of Progress



Mr Thomas
Deputy Director of Progress



Ms B Walder
Attendance/Administration

The Franklin Tutor Team

7F1 • Ms S Noelise
7F2 • Ms S Genc
8F1 • Mr M Hakim
8F2 • Ms V Quintino
9F1 • Mr J Romaniewicz
9F2 • Mr H Soskind
9F3 • Ms M Aksdal

10F1 • Ms F Okuwa
10F2 • Mr S Azarkan
10F3 • Mr B Dedross
11F1 • Ms A Male
11F2 • Mr D Uwanogho
11F3 • Mr C Coote

Welcome to Franklin Small School

As a team we are driven by our values of collaboration and respect and we are very excited to announce our identity, inspired by the role model Rosalind Franklin.

Rosalind Franklin once said: *"by doing our best we shall come nearer to success"* and we strive to embody this every day.

We feel very proud that our students worked together to choose the name of our small school, and Rosalind Franklin was picked for her ground-breaking work that led to the discovery of DNA. The Franklin students feel inspired that her work continues to have a significant impact on lives today, enabling genetic cures for life threatening illness and diseases to be developed that will benefit people throughout the world.

The Franklin Small School has taken the work and life of Rosalind Franklin and developed the following mission statement:

- We support and challenge each other through collective responsibility
- We respect each other and our wider community
- We strive to be the best version of ourselves
- We achieve and enjoy success together

In the Franklin Small School, we are very fortunate to have a dedicated and inspiring team of student leaders who work with their peers and staff to ensure our mission statement and values drive our work.

Sports and Competition:
D. Dezo and A. Hamouchene

Personal Development and Welfare:
R. Adesanya and E. Babatunde

Teaching and Learning:
J. Muirhead and G. Deluigi

Charity and Fundraising:
M. Hewarathne and C. McKoy

Head Students



K. Macedo



E. Dotel



Tutor Reps

7F1 - W. Matos
7F2 - M. Bayo
8F1 - S. Smithen
8F2 - L. Warren
9F1 - P. Lipski-Jin
9F2 - O. Garwood
9F3 - D. Ojike

10F1 - R. Kyriacou
10F2 - D. Z. Dezo
10F3 - E. Hopkins
11F1 - G. Dorado
11F2 - M. Jones
11F3 - T. Chukwunonye

Our student leaders in their own words

"Through my Head Student for the Franklin Small School role, I am developing my collaboration, communication and critical thinking skills. My priority is to ensure the academy is a supportive environment which challenges us to be our best"

K. Macedo, Year 11

"I took this leadership role to improve experiences here at The Halley Academy. Providing students with a voice is a powerful tool of success to ensure that Franklin Small School is constantly improving"

R. Kyriacou, Year 10

"To enrich the quality of students' experiences at the academy. As Franklin Small School, we are committed to the personal and

intellectual growth of students in a diverse and nurturing community"

P. Lipski-Jin, Year 9

"My role is to communicate effectively with all students to develop ideas. We will work with the Halley staff to help develop our academy further and make Franklin Small School one we can all be proud of"

G. Deluigi, Year 8

"I have already been a positive role-model for the Franklin Small School by presenting in a whole academy assembly and I am looking forward to developing a range of fundraising ideas to support our two charities."

C. McKoy, Year 7

As the Franklin Small School, we have chosen two local charities to support and fund-raise for during the rest of the academic year:

- **The Jimmy Mizen Foundation** (they work with local young people, developing skills and life opportunities)
- **The Trussell Trust** (they run eight food banks in Greenwich)

In the next academy newsletter, we look forward to updating you with the latest developments and activities in the Franklin Small School.



Student Profile *Celebrating Success*

My name is Michaela, I am in year 13 at The Halley Academy, in my spare time I participate in an Olympic sport - Shooting. The type of shooting I do is Air Rifle. I shoot in small, national and international competitions.



International, ESSU (England) competition as well smaller less known competitions.

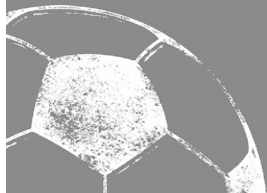
I normally train locally twice a week to improve my skills, endurance and core strength as well as attending squad training camps twice a month, which are held in Aldersley near Birmingham. Squad weekends consist of training skills sessions, sports psychology, general practice and competitions with other members.

Safe Drive *Stay Alive*

All year 12 students attended this national show case at the Greenwich Theatre. The event is to inform students of the dangers of road use and the importance of safe driving.

Football Academy

With only a few games left the Halley Football Academy sits forth (with 3 games in hand) in the Kent Schools' FA League.



I am part of the Great British Rifle Talent Squad and have recently represented them in a competition held in The Hague, called Intershoot (an international competition with some Olympic teams competing). I am also part of England Academy and have also represented them late last year in Luxembourg, called RIAC. I also compete nationally in large British competitions including the Welsh and British open, and the Great Britain Junior

Student Question Time

A number of our year 12 and 13 students attended a Student Question Time event. This enabled them to ask questions to a panel of professionals and entrepreneurs from a variety of business sectors.



Professional Mentors

The Sixth Form STEM Mentoring programme enable our students to work with professionals from different industries. The mentors take time to get to know the

participating students as well as summarising and talk about their own specific knowledge, skills and experience. This is used to assist students to progress

in their own lives and careers. Both mentors and mentees were delighted to be part of this exciting initiative at The Halley Academy.

PROJECTS

Year 7

MYP History Castle project

During module 2 all year 7's had the opportunity to carry out their own independent history research project on Castles. The Personal Project was to encourage students to practice and strengthen their approaches to learning (ATL) skills, to consolidate prior and subject-specific learning on the Norman Conquest of 1066. It was a creative endeavour of the student's to demonstrate the skills that they have learnt throughout the Middle Years Program – the ability to organize, create, and complete a significant body of work.

Maleeha (Easley 7E1) and Mehak (Franklin 7F1), took this challenge and created a beautiful, well planned and researched architecture of a Stone keep Castle. They both spent several weeks putting the model together, and the fruits of their labour is stunning. Well done girls for all your creative endeavour.

Mrs J Miah
Lead Practitioner (Humanities)



DSP Movement Project

This year some of the DSP students are participating in a joint project with The John Roan School and Thomas Tallis School in conjunction with the Tate Exchange. The theme of the project is 'movement'.

Students from all 3 schools enjoyed a visit to Blackheath Conservatoire. They recorded their journeys and used the images to create animations.

The students had a great time exploring different sensory themes and workshops and meeting new friends. We look forward to the next visit and being part of the final exhibition at the Tate Gallery in London.

Mrs Murphy, CTL DSP



Physical Education

The physical education department have always maintained high expectations of our students. Students have continued to represent The Halley Academy well with impeccable PE kit and excellent behaviour for learning.

This year student participation in PE has continued to increase with a wider variety of sports on offer including the introduction of Futsal, Handball and Volleyball into the extra curricular activities and further competitions entered.

Volleyball Competition

On 16th January, a group of Year 8 students represented our academy in our first ever London Youth Games Volleyball Competition. Even though they competed against older students older, they achieved an amazing second place in the competition and were awarded for the passion that they showed throughout the competition.



Indoor Athletics Competition

A huge well done to all students that took part in the Year 7 and 8 indoor athletic competition on 15th January at St Paul's Academy. They represented the academy exceptionally well demonstrating many of our key values; notably being identified for the 'determination' the team showed throughout the event.



Year 10 Football Win!



Huge congratulations to our Year 10 boys' football team who advanced to the semi finals of the Blackheath Cup following a hard fought 4-3 victory against rivals Woolwich Poly School on the afternoon of Monday 21st January.

Despite going 2-0 down, the boys rallied together and after Ayo slotted home a penalty before half-time, the winds began to change and Halley were in the ascendancy. Arezki levelled 10 minutes after the

break, before Ayo smashed a beauty from a full 30 yards out to complete the comeback for a 3-2 lead.

Woolwich Poly threatened, and managed, to muscle their way to an equaliser, which set up a tense finish; but with only 8 minutes to go Isaac popped up at the back post from a free kick to fire what was eventually the winner.

Credit to the boys who demonstrated all of our values in abundance.

A. Lugboso
U. Emenike
M. Matenga
I. Matudi
D. Zingoula
T. Fadiora
A. Andu
A. Cojocariu
M. Bah
V. Aliaj
M. Shittu
A. Hamouchene



English

This is a really exciting time in English, particularly for our KS4 pupils. The second round of PPEs for Y11 are coming up on the 4th March. This will be great preparation for the real exams which take place on:

- 15th May and 23rd May (English Literature)
- 4th June, 7th June (English Language)

The Year 11s have been working hard to get through the 15 poems they need to learn ahead of their Literature examination, with our high attaining pupils

developing their speaking and listening and leadership skills by teaching each other the poems. There have been lots of fantastic uses of flip-learning strategies and collaboration on display in lessons!

The Year 13 Film Studies class have been on a selection of study days at the BFI at London's Southbank, revising their knowledge of New Hollywood Cinema. The sessions were presented in the form of university lectures giving the students a sample of life in higher education.

Year 7 have been developing their understanding of the MYP programme and exploring the nature of power in Macbeth and the wider world.

The relaunch of the Accelerated Reader programme for years 7-9 has begun with prizes soon to be awarded to students with the highest reading age, those taking the most quizzes and those passing the most quizzes. Look out for the names of those prize winners in the next newsletter!

3-Day Residential Trip to Paris

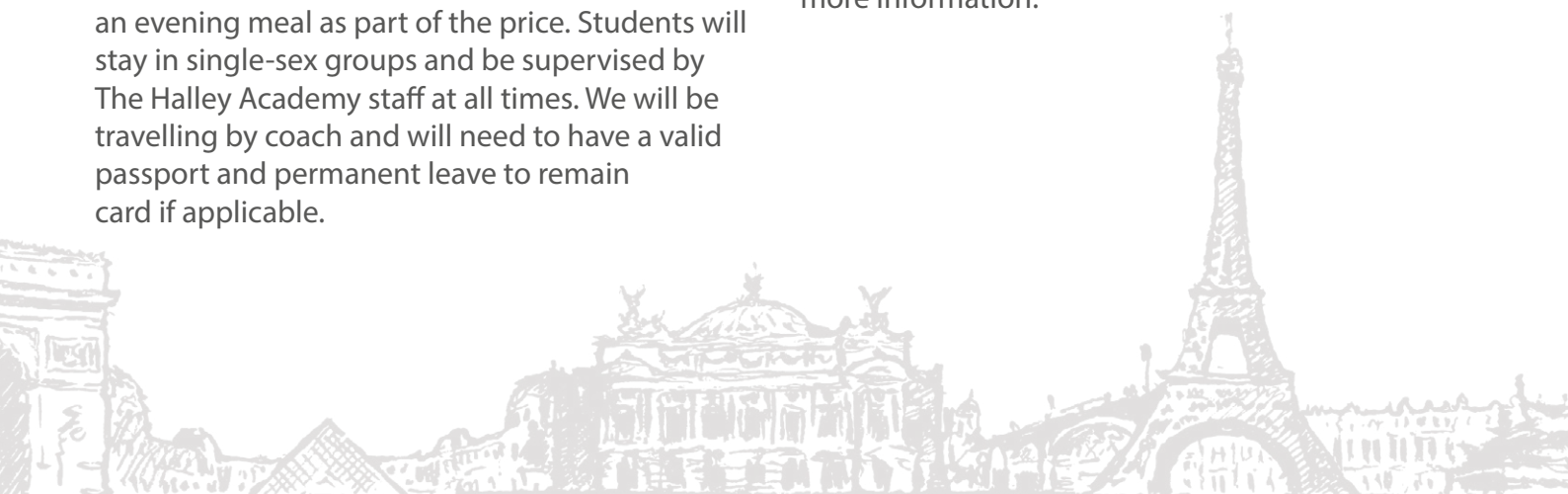
Our language students have a fantastic opportunity to take part in the Academy residential to Paris in France from Wednesday 3rd July to Friday 5th of July 2019 at a cost of £294. Students are asked to return their reply slip and the first deposit will need to be paid on ParentPay by Monday 25th February.

Students will stay at a hotel located in the city on a half-board basis and will receive breakfast and an evening meal as part of the price. Students will stay in single-sex groups and be supervised by The Halley Academy staff at all times. We will be travelling by coach and will need to have a valid passport and permanent leave to remain card if applicable.

During their stay, students will have the chance to engage in a variety of activities including:

- A cruise on the river Seine
- A visit to the Eiffel Tower
- A guided tour of Stade de France

Please speak to Miss Bocking if you would like more information.





LYG Dance Competition

The Halley Academy hosted the annual LYG Dance Competition on Friday 25th January. There were a total of 9 schools in attendance. The Halley Academy entered in two categories, KS3 and KS4.

A major well done to the KS4 entry, who came in 3rd place despite the strong competition. The students worked hard and gave a brilliant performance. Special thanks to Ms Fashola who has worked extremely hard and dedicated a lot of time to the students involved.

Students in KS4:

E. Jombla
G. Oshin
M. Amedu
A. Ojo
D. Anderson

A big congratulations to the KS3 entry who came in 1st place with a well deserved win. They showcased a piece based on the story of Romeo and Juliet. This win means they now progress to the London Championships at the Copperbox to represent the Greenwich Borough. A huge thank you to Ms Douglas who has worked tirelessly throughout module 3 with the students involved.

Students in KS3:

T. Amu
C. Hancock
O. Hancock
A. Mahon
N. Menebhi
A. McNally
N. O. Ram
J. Simmons
B. Stocker
L. Williams
S. Williams
M. Sheppard
S. Siggins



Comments:

Well done guys. It was a real pleasure to see KS3 jumping with joy at winning. Well done PE team. There's always something to celebrate when there is a dance competition.

Mr Nguyen

Great work. Credit to you all and the students.

Mr Small

Miss Roscoe, CTL PE

Congratulations to everyone involved!

Safer Internet Day

Safer Internet Day was celebrated globally on the 5th February 2019 with the theme: Together for a better internet.

The campaign encourages young people to explore how the internet works, who owns the information that is shared on it, and how they can actively take ownership of digital spaces.

This year in the UK, the focus for the day was on how consent works in an online context, asking young people to explore how they ask, give, and receive consent online. This could be in their friendships or relationships, how they take and share images and videos or how they manage their privacy and data.

The IT department and a group of year 10 students were involved in delivering a whole school assembly on Digital safety with the aim of empowering young people to take control of their online lives and to feel that they can harness and use the positive power of the internet for good.

Students were also involved in activities during Tutor time.

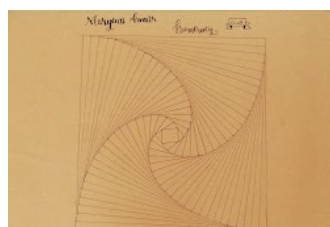
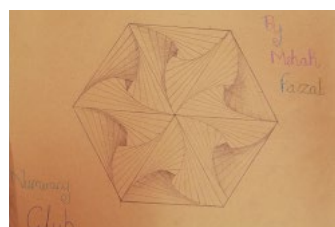
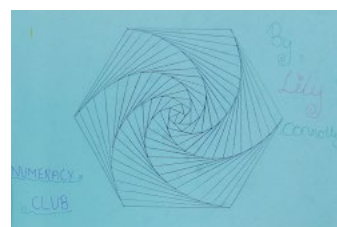
Numeracy Club

Thursday 2:50pm to 3: 45pm in room S17

Numeracy Club Project on The Curve of Pursuit.

The curve of pursuit is a curve constructed to describe a point or points that represents the pursuers and pursuees, the pursuee is always on the pursuer's tangent. A typical example of the curve of pursuit is the Mice problem.

Please visit the maths corridors to see students work on The Mice problem displayed.



e-Safety Poster Competition

Safer Internet Day 2019 Tuesday 5th February
Together for a better internet
www.saferinternet.org.uk

f t p g+ i in i r YouTube

Design a poster highlighting one or more of the following:

- ✓ how to stay safe online
- ✓ how to deal with cyberbullying
- ✓ how to use social media appropriately.

1ST PRIZE
£20 Amazon Voucher

2nd Prize £10 Amazon Voucher

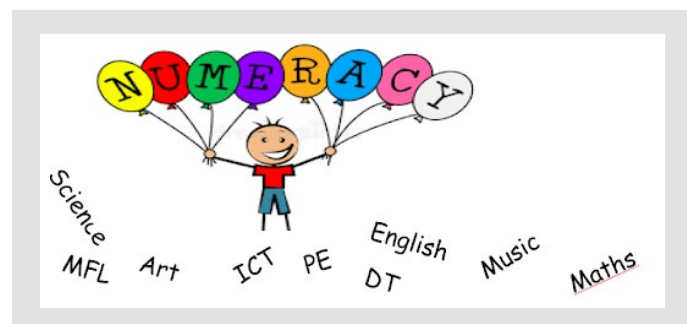
Poster design can be by hand or on the computer. The 2 winning posters will be used to promote e-Safety around the school.

Entry open to all year groups

Please give entries with your name to Mrs Bajomo in G19

Deadline for entries is Tuesday 11th February 2019

Mrs Bajomo
CTL IT/Business Department





The Halley Hens welcome two new members to the flock

Last summer two new 4 month old hens were introduced to the existing Halley flock of 9 assorted hens. The new hens are Lavender Araucanas – a pure breed of chicken originating from South America. The two new hens, named Lucy and Lottie are a soft grey in colour and have a pompadour of feathers on their heads. They are extremely friendly with people, but still a bit shy of the other hens. Araucanas are special as they are very hardy and lay blue – green eggs that are coloured all the way through the shell. Lucy has just started laying eggs, but Lottie is still to perform.

Hen care club runs at the end of school on Thursdays – all year 7s and 8s are welcome to attend. Please speak to the science technicians if you are interested in learning more about our hens.



Peer Monitoring



Key Dates

Monday 25th February

Start of Module 4 (all students)

Thursday 21st March

Year 8 Options Evening 4pm

Thursday 28th March

Year 11 Pathways Evening 4pm

Thursday 4th April

Sixth Form Parents' Evening

Friday 5th April

End of Module 4