



St Andrew The Apostle School
Newsletter 06.03.26





Dear Parents, Carers and Friends of the School,

A Busy Week at School

This week has been an energetic one across our school community. Our Year 11 students set the tone with an excellent approach to their Mock 2 examinations. Their maturity, focus, and determination were evident throughout the exam period, and staff have been impressed not only with their effort but also with the supportive way they encouraged one another. To recognise their hard work, students enjoyed a reward afternoon on Wednesday. The atmosphere was relaxed and cheerful, offering everyone a welcome chance to spend time together before the final stretch toward the summer.

Alongside our academic programme, our extra-curricular provision continues to flourish. This half-term has seen a real surge in student participation, and we are delighted to have added two new clubs to our growing list of activities. Our Greek Language Club launched this week, offering pupils an opportunity to explore the language and heritage of Greece. We also introduced a Spanish Film Club, complete with free popcorn; a detail that has quickly made it one of the most talked-about new activities! Students can sign up for all clubs through Bromcom, and we encourage everyone to get involved.

Our cultural enrichment offer has been equally strong. This week, several groups visited the Globe Theatre to watch 'Romeo and Juliet'. The trips were a great success, with students

thoroughly enjoying the live performance and gaining a deeper appreciation of Shakespeare's work in its original setting. We are already looking forward to next week's theatre visit to see 'Les Misérables', which promises to be another memorable experience for our pupils.

On Friday morning, we hosted a well-attended SEND Coffee Afternoon, bringing together families, staff, and support professionals. These events continue to be an invaluable opportunity for open conversation and building community understanding. We are grateful to everyone who attended and contributed to such a supportive atmosphere.

Looking ahead, excitement is building for Science Week, which begins on Monday. We have a rich programme planned, including visits from guest speakers specialising in space science, optometry, and more. Students will have the chance to engage with experts, ask questions, and explore the many pathways science can lead to. The week will culminate in the final of our Science Spelling Bee; a competition that has sparked healthy rivalry among our young scientists.

As always, we are proud of how our students embrace every opportunity, whether in the classroom, trips or through our extra-curricular and community events. Thank you to all families and staff for your continued support, and well done to the students for making this a purposeful, and fun, week.

Christopher Martin | Headteacher

Faith Focus: Saints, Name Days, and Our School Values

We are again invited once again to reflect on the rich spiritual rhythm of the Greek Orthodox tradition, where each day honours saints whose lives continue to inspire us. This week brings several significant Name Days, each offering a meaningful connection to our school values of Respect, Responsibility, Forgiveness, Fairness, Caring, and Trustworthiness.

On Monday 2 March, we celebrated Saint Eftalia, remembered for her steadfast courage and unwavering faith. Her strength in the face of adversity encourages us to demonstrate Responsibility—standing firm in what is right and carrying our duties with integrity. Her witness also inspires Caring, as she is venerated for her compassion and gentleness toward others.

Just before this, on Sunday 1 March, the Church honours Saint Evdokia, a saint whose life story is one of profound transformation and repentance. Her journey reminds us of the power of Forgiveness, both in receiving it and offering it to those around us. Her renewed commitment to a life of virtue also models Trustworthiness, showing how one's character can be reshaped through humility and faith.

Today, on Friday 7 March, we commemorate Saint Evgenios, a saint known for his wisdom and dedication to teaching. His devotion to guiding others aligns closely with Respect—valuing the dignity and potential of every person—and Fairness, ensuring that truth and justice are upheld in our relationships and responsibilities.

Though each saint lived in a different time and place, the virtues they embodied continue to speak clearly to our school community today. As we celebrate these Name Days, may we be inspired to cultivate their values in our classrooms, our friendships, and our daily lives, strengthening the faith foundation that guides our school family.



Upcoming Dates

Monday 9 March - Year 9 Trip STEM in Action

Tuesday 10 March - Year 9 Senior Booster Vaccinations

Wednesday 11 March - Year 8 Trip to Epping Forest

Monday 16 March - Year 12 & Year 13 Trip Mini Cooper factory

Monday 16 March - Year 10 Imperial War Museum Trip

Tuesday 17 March - Year 12 Post-18 Information Evening (virtual - 5.00pm-6.00pm)

Thursday 19 March - Year 7 Parents Evening

Monday 23 March - Year 12 UCAS Trip

Tuesday 24 March - Year 9 Senior Booster Vaccinations Mop Up

Thursday 26 March - Year 11 Aspire Evening with students & Parents 6.00pm -7.00pm

Friday 27 March - final day of the term (early dismissal)

Monday 30 March - Easter Holiday

Monday 13 April - Students return to school

Upcoming Competitions and Concerts!



ST ANDREW THE APOSTLE
CHESS
COMPETITION

MONDAY & THURSDAY
LUNCHTIME

SIGN UP WITH MR DOGAN IN ROOM 2.04 TO BE ENTERED INTO A LEAGUE SYSTEM FOLLOWED BY KNOCKOUT STAGES.

KEY STAGE 3 & KEY STAGE 4 LEAGUE.

THE WINNERS OF EACH LEAGUE WILL FACE EACH OTHER TO DECIDE THE BEST CHESS PLAYER IN THE SCHOOL.

The poster features a central image of three chess pieces (a white rook, a black king, and a white pawn) on a black and white checkered board. The text is in a bold, sans-serif font, with 'CHESS' in the largest size. The background is a light beige color.


**ST ANDREW
THE APOSTLE**

EASTER CARD

COMPETITION

ENTRIES TO BE HANDED INTO THE ART DEPARTMENT BY

**THURSDAY 19 MARCH
2026**

PLEASE INCLUDE THE SCHOOL LOGO & RELIGIOUS THEME





YEAR 11 LUNCHTIME CONCERT



Monday 9 February 2026

Main Hall at Lunchtime

Performers and Programme

SUNC (Natalie, Isabella & Stefan) – When I Was Your Man
 Andrii – Take Five
 The Whispers (Grant, Dimitris, Stefan, Isabella, Eleni & Christian) – Careless
 Whisper
 Christiana – Die On This Hill



On World Book Day, some of our teachers shared their favourite books!

Mr Martin

World BOOK DAY

This reader gravitates toward dense, thought-provoking works that explore power, society and psychological depth. The Power Broker suggests an interest in political influence and the forces shaping modern cities, while The Wind-Up Bird Chronicle reflects a taste for surreal, introspective storytelling. Mission Europe adds a liking for historically grounded narratives with a sense of movement and purpose, and 1929 shows curiosity about financial systems and pivotal economic moments. Overall, they enjoy ambitious, intellectually engaging books that uncover how individuals and institutions shape the world.

Ms Mahmuti



World BOOK DAY

This reader enjoys powerful, culturally grounded stories with strong emotional and psychological depth. Their choices—from *Historia e Skënderbeut* to *Anna Karenina*—show an interest in history, identity and complex human relationships, while *Pride and Prejudice* adds a love of wit and social nuance. *The General of the Dead Army* highlights a taste for morally reflective, post-war themes. Overall, they favour rich narratives that blend history, character and meaning.

Mrs Nicolas



World BOOK DAY

This reader gravitates toward stories that highlight resilience, creativity and meaningful human connections. *Hidden Figures* reflects their admiration for real-life determination and brilliance, while *The Hemingway Thief* shows an enjoyment of light-hearted, adventurous fiction with a literary edge. *The Guernsey Literary and Potato Peel Pie Society* reveals a love of warm, character-driven narratives centred on community and storytelling, and *Little Women* underscores their appreciation for classic tales of family, growth and enduring bonds. Altogether, they value inspiring narratives—historical or imaginative—that explore courage, relationships and the power of stories.

Ms Sorgente



World BOOK DAY

This reader combines a dedication to effective teaching with a love of rich, engaging storytelling. Their interest in *Tips for Teachers* and *Making Every Maths Lesson Count* shows a commitment to reflective practice and practical strategies for improving learning. At the same time, *The Kingmaker's Daughter* reflects a taste for vivid historical fiction full of intrigue and strong character arcs, while *Quanti? Tanti!* reveals curiosity for creative, accessible approaches to mathematical thinking. Altogether, they value both professional growth and narrative depth—balancing their development as an educator with stories that broaden perspective and spark interest.

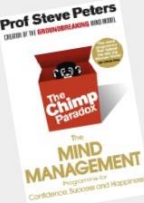
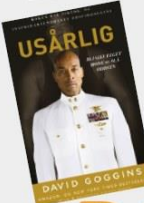


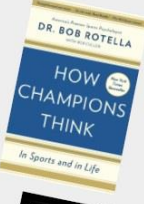

Ms Poole



World BOOK DAY

This reader gravitates toward intellectually rich, historically rooted literature that explores culture, memory and identity. *Buddenbrooks* reflects an interest in sweeping family sagas shaped by social forces, while *Saitensprünge* points to a fascination with personal journeys and the discipline behind artistic craft. *If This is a Man* shows a commitment to morally urgent, reflective works that confront human cruelty and dignity. Their appreciation for *Daniel Deronda* highlights a taste for psychological depth, philosophical themes and expansive narratives linking individual destiny to wider social issues. Together, these choices suggest a reader who values nuanced, empathetic and thought-provoking explorations of the human condition.





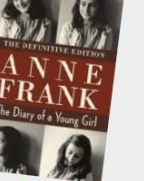
Mr Browell

World BOOK DAY

This reader is driven by a desire for mental toughness and peak performance, choosing books that push limits and sharpen mindset. The Chimp Paradox shows an interest in understanding the mind and building emotional discipline, while Relentless reflects a hunger for elite-level intensity and focus. With Can't Hurt Me, they gravitate toward stories of extreme resilience and growth through adversity, and How Champions Think highlights an appreciation for the psychology behind confidence and success. Together, these choices reveal someone motivated by self-improvement, high standards, and a commitment to personal excellence.

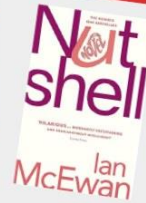
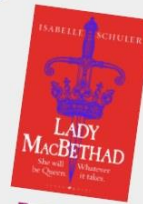
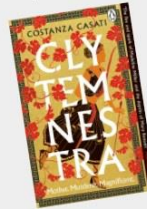
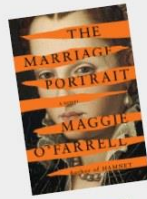
Ms Malakouna

World BOOK DAY

This reader is drawn to emotionally rich, character-focused stories that explore memory, identity, and resilience across cultures and eras. The House of the Spirits reflects their love of multigenerational narratives with magical and political depth, while The Diary of a Young Girl shows an appreciation for powerful personal testimony. With Bel Canto, they enjoy intimate, atmospheric fiction centred on unexpected human connections, and Les Liaisons Dangereuses reveals an interest in psychological complexity and social intrigue. Altogether, they value layered storytelling, emotional insight, and books that linger long after they end.

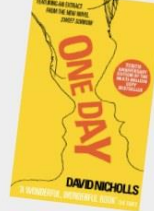
Mrs Bassington



World BOOK DAY

This reader enjoys bold, inventive retellings that re-examine classical and historical figures with fresh depth. Lady MacBeth and Clytemnestra reveal a fascination with fierce, complex characters reimagined for modern audiences, while The Marriage Portrait shows an appreciation for atmospheric historical fiction rich in emotion and artistry. Their interest in Nutsell highlights a taste for unconventional storytelling and sharp psychological insight. Altogether, these choices suggest a reader who values literary reinvention, strong narrative voice, and stories that uncover the human truth behind myth and history.

Mrs Nelson



World BOOK DAY

This reader is drawn to emotionally intense, morally layered stories that balance realism with hope. Power of the Dog reflects their interest in atmospheric, tension-driven narratives, while Oh, the Places You'll Go! shows an appreciation for uplifting, imaginative works. Their love of One Day highlights a taste for character-focused stories about connection and the passage of time, and Wuthering Heights reveals an affinity for passionate, dramatic classics. Together, these choices point to a reader who values depth, resonance, and unforgettable storytelling.

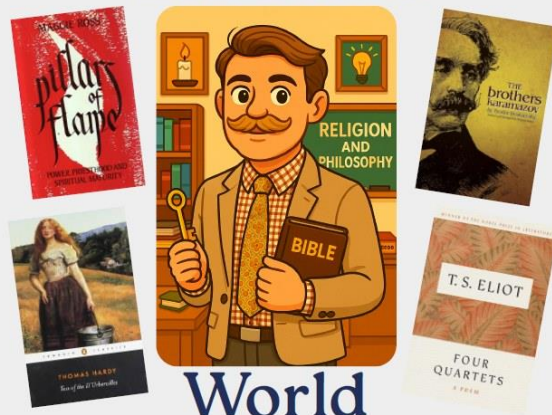
Miss Lisle



World BOOK DAY

This reader enjoys emotionally rich, character-driven novels with a darkly elegant edge. Their tastes blend the intimate depth of Giovanni's Room with the atmospheric mystery of The Secret History, while the surreal flair of The Master and Margarita shows an interest in the imaginative and unconventional. Their appreciation for Cleopatra and Frankenstein highlights a pull toward modern, nuanced explorations of relationships and identity.

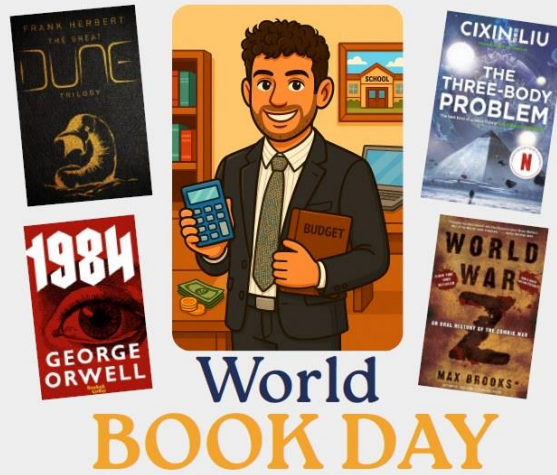
Dr Beadle



World BOOK DAY

This reader appreciates profound, introspective works that explore morality, suffering and the inner life. Their interest in The Brothers Karamazov and Tess of the D'Urbervilles shows a taste for emotionally intense, philosophical storytelling, while Pillars of Flame suggests a draw to contemplative spiritual writing. The Spice Box of the Earth highlights a love of lyrical, intimate poetry. Overall, they favour thoughtful, searching literature with depth and emotional resonance.

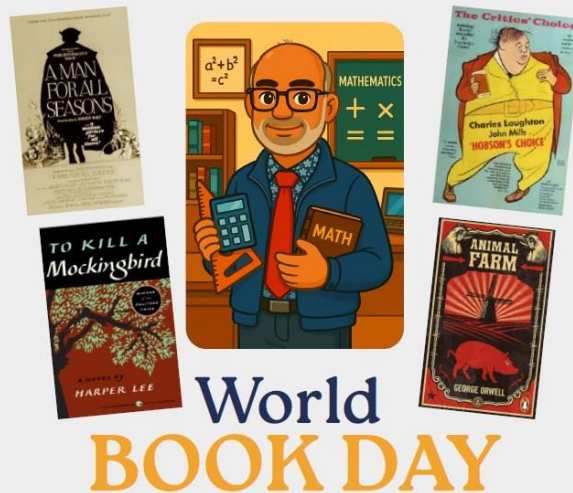
Mr Antoniou



World BOOK DAY

This reader gravitates toward speculative fiction that blends big ideas with high-stakes tension. Their interest in 1984 suggests an appreciation for political dystopias and explorations of power and control. The Dune trilogy and The Three-Body Problem reflect a love of expansive world-building, philosophical themes and complex science-driven narratives. World War Z adds a taste for realistic, global-scale storytelling told through multiple perspectives. Altogether, they enjoy thought-provoking, immersive stories that examine humanity under extreme pressure.

Mr Ahmed



World BOOK DAY

This reader enjoys morally focused stories about justice, conscience and human behaviour. Their choices—from To Kill a Mockingbird to A Man for All Seasons—show an interest in principled characters and ethical dilemmas, while Hobson's Choice and Animal Farm add a taste for sharp social commentary. Overall, they favour thoughtful literature that examines right, wrong and the complexities in between.

Ms Bicarregui



World BOOK DAY

This reader enjoys atmospheric, character-driven books with strong mood and place. Blue Afternoon and March Violets show a taste for literary intrigue and noir tension, while This Must Be the Place highlights an interest in layered, emotional storytelling. Under Milk Wood adds an appreciation for lyrical, poetic portraits of community. Overall, they favour evocative, nuanced narratives.

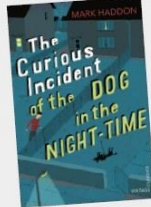
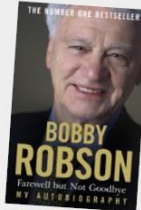
Miss McCaffrey



World BOOK DAY

This reader gravitates toward thoughtful, emotionally layered fiction that blends memory, longing and quiet surrealism. Their choices—from Before the Coffee Gets Cold to Never Let Me Go, Frankenstein and Cleopatra, and Norwegian Wood—show an interest in introspective stories about connection, time, and the fragile complexities of human relationships. They enjoy reflective, atmospheric books that linger long after reading.

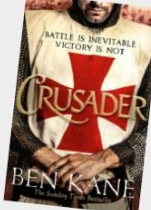
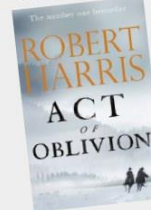
Mr Fowlie



World BOOK DAY

This reader enjoys motivating, insightful books that blend personal growth, resilience and professional reflection. Their choices show an interest in unique perspectives (The Curious Incident of the Dog in the Night-Time), inspirational real-life stories (Bobby Robson: Farewell but Not Goodbye), high-intensity self-improvement (Can't Hurt Me), and effective teaching practice (Making Every Lesson Count). Overall, they gravitate toward uplifting, purposeful reads that emphasise determination and continuous learning.

Mr Walch



World BOOK DAY

This reader enjoys gripping historical fiction centred on political intrigue, military conflict and power struggles. Their choices—from Act of Oblivion and the Cicero Trilogy to Traitor's Blood and Crusader—show a strong interest in richly researched stories about rebellion, warfare and influential figures shaping turbulent eras.

Mr Godden



World BOOK DAY

This reader enjoys sharp, engaging nonfiction and gripping storytelling rooted in real experience. Their choices—from candid sporting memoirs (Unguarded, On Fire) to witty travel writing (Notes From a Small Island) and classic espionage fiction (The Spy Who Came in from the Cold)—show an interest in resilience, insight, and tightly crafted narratives. Overall, they favour compelling stories that blend authenticity, perspective and atmosphere.

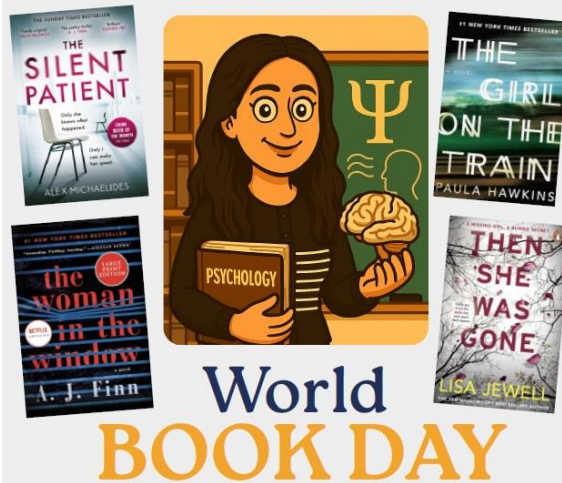
Miss Ntaountaki



World BOOK DAY

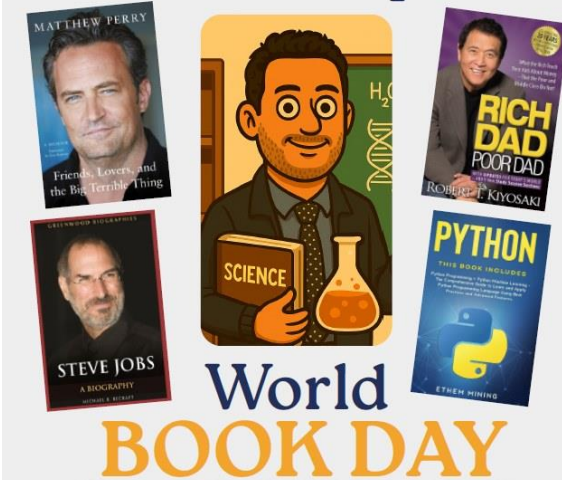
This reader enjoys intellectually rich, idea-driven books. Their choices—from Plato's Republic and Babinotis' texts on language to the Theory of Relativity—show a strong interest in philosophy, linguistics and foundational scientific thought. Zorba the Greek adds an appreciation for literary depth and explorations of human experience. Overall, they favour thoughtful works that blend insight, culture and big questions.

Mrs Cebir



This reader gravitates toward tense, twist-filled psychological thrillers that centre on secrets, unreliable narrators and shocking revelations. Their choices—*The Silent Patient*, *The Girl on the Train*, *Then She Was Gone*, and *The Woman in the Window*—show a strong preference for suspenseful, character-driven mysteries that explore hidden motives, fractured relationships and the darker sides of the human mind. They enjoy gripping, fast-paced stories that keep them guessing until the end.

Mr Chalepas



This reader enjoys a mix of personal stories, innovation, practical skills and financial insight. Their choices show an interest in honest memoirs (*Friends, Lovers and the Big Terrible Thing*), influential figures (*Steve Jobs*), hands-on learning (*The Python Book*), and financial growth (*Rich Dad Poor Dad*). Overall, they prefer motivating, skill-building reads grounded in real-life experience.

Mr Bendall

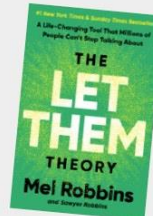


World BOOK DAY

This reader enjoys dark, atmospheric stories driven by power, obsession and richly built worlds. Their choices—from 1984 to Return of the King and A Game of Thrones—show a taste for political tension, epic conflict and moral complexity. Perfume adds an interest in unsettling psychological narratives. Overall, they prefer immersive, intense fiction with strong thematic depth.



Miss Walt

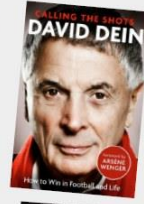
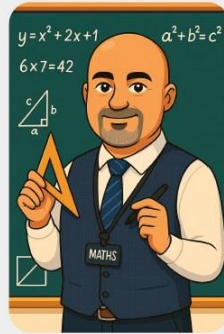
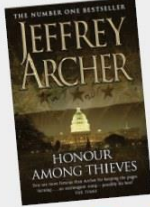
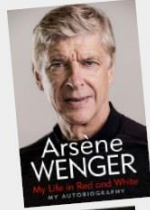


World BOOK DAY

This reader gravitates toward books that explore mental strength, mindset, and human behaviour. Never Finished and The Chimp Paradox show an interest in resilience, discipline and understanding the mind, while The Let Them Theory reflects a preference for practical, motivational guidance. I'll Be Gone in the Dark adds a fascination with true-crime investigation and real-world psychological complexity. Overall, they enjoy insightful, mindset-focused reads that blend self-improvement with deeper explorations of human nature.



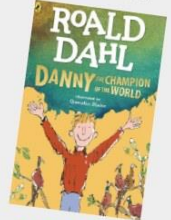
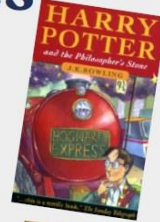
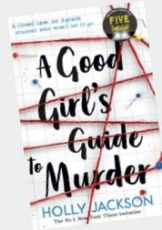
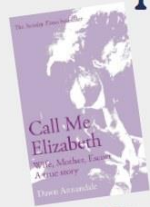
Mr Dogan



World BOOK DAY

This reader enjoys gripping, high-stakes storytelling that blends crime, suspense and real-world ambition. Honour Among Thieves shows a taste for fast-paced political thrillers, while IT suggests an interest in dark, immersive narratives with psychological depth. Their choices in football memoirs—Calling the Shots and My Life in Red and White—reveal an appreciation for leadership, strategy and behind-the-scenes insight into the sporting world. Overall, they favour compelling stories driven by tension, character and competitive edge.

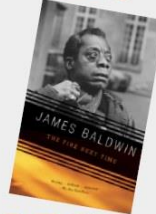
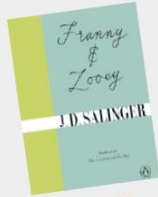
Mrs Ayres



World BOOK DAY

This reader enjoys fast-paced, heartfelt and imaginative stories. Their choices show a love of warm, adventurous tales (Danny the Champion of the World), gripping mysteries (A Good Girl's Guide to Murder), personal and reflective narratives (Call Me Elizabeth), and magical escapism (Harry Potter). Overall, they gravitate toward engaging, character-driven books that blend curiosity, emotion and adventure.

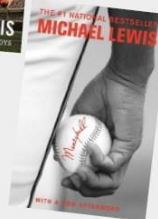
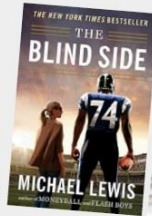
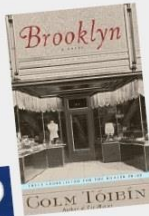
Mrs Casey



World BOOK DAY

This reader gravitates toward intellectually sharp, character-focused and psychologically rich writing. Their interest in Franny and Zooey and Baldwin's nonfiction shows an appreciation for reflective, idea-driven prose, while The Undoing Project points to curiosity about human decision-making and the mind. The short stories of Saki add a taste for wit, irony and precise storytelling. Overall, they enjoy clever, insightful works that blend sharp observation with depth and nuance.

Mr Easton



World BOOK DAY

This reader enjoys a mix of compelling nonfiction and beautifully written literary fiction. Their interest in The Blind Side and Moneyball shows a fascination with real-world stories driven by strategy, insight and unconventional thinking. Meanwhile, Hamnet and Brooklyn reflect an appreciation for tender, character-focused novels about love, loss and identity. Overall, they gravitate toward thoughtful, human-centred storytelling—whether drawn from true events or imagined worlds.

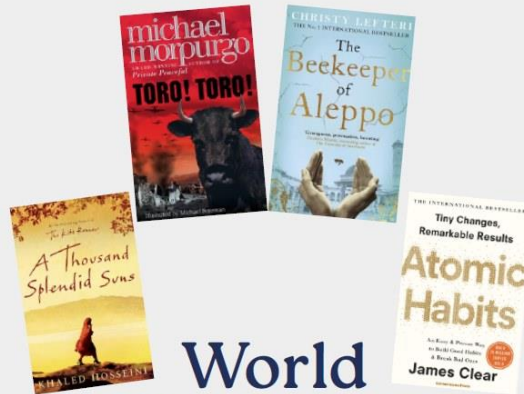
Miss Seraphim



World BOOK DAY

This reader is drawn to reflective, spiritually curious and emotionally resonant books. The Beekeeper of Aleppo shows an interest in compassionate, human-centred narratives, while A Watermelon, a Fish and a Bible suggests an appreciation for culturally rich storytelling. Their interest in Numerology and The Ancient Secret of the Flower of Life points to a fascination with symbolism, meaning and metaphysical ideas. Overall, they enjoy books that explore both the inner world and the wider human experience.

Miss Msrar



World BOOK DAY

This reader enjoys emotionally powerful stories alongside meaningful self-development. Their interest in Atomic Habits shows a focus on personal growth and practical change, while A Thousand Splendid Suns and The Beekeeper of Aleppo reflect a draw to compassionate, human-centred narratives about endurance and connection. Toro Toro adds an appreciation for historical storytelling told with heart. Overall, they favour books that blend insight, empathy and resilience.

World Book Day 2026

On Thursday, our year 7 to 10 students and staff embraced the magic of stories as we celebrated World Book Day with a range of exciting whole-school activities.

*To enjoy and appreciate the power of stories, we **Dropped Everything And Read** at the start of each lesson, giving everyone a chance to settle into the flow of reading throughout the day. Some students were surprised and delighted to have read over 50 pages of their book in that way.*

*In English lessons, students took part in the “**One Book in One Minute**” challenge, delivering mini-talks about books they love. From gripping mysteries to heart-warming novels and thought-provoking biographies, students shared recommendations with energy, confidence and humour. These one-minute spotlights not only celebrated reading but also encouraged students to discover new authors and genres.*

*Throughout the week, we also invited students and staff to take part in our **Extreme Reading Photography Competition**. From reading on football pitches to reading with pets, from garden trees to kitchen cupboards... the photos are still coming in ... The entries have been brilliant—and often hilarious—and we can't wait to share the winners. **Results will be announced next week.***

A huge thank you to all students and staff for making this year's World Book Day such an inspiring success. It has been a joyful reminder that reading is not only vital for learning but also a lifelong adventure.

Ms Bassington | Head of English

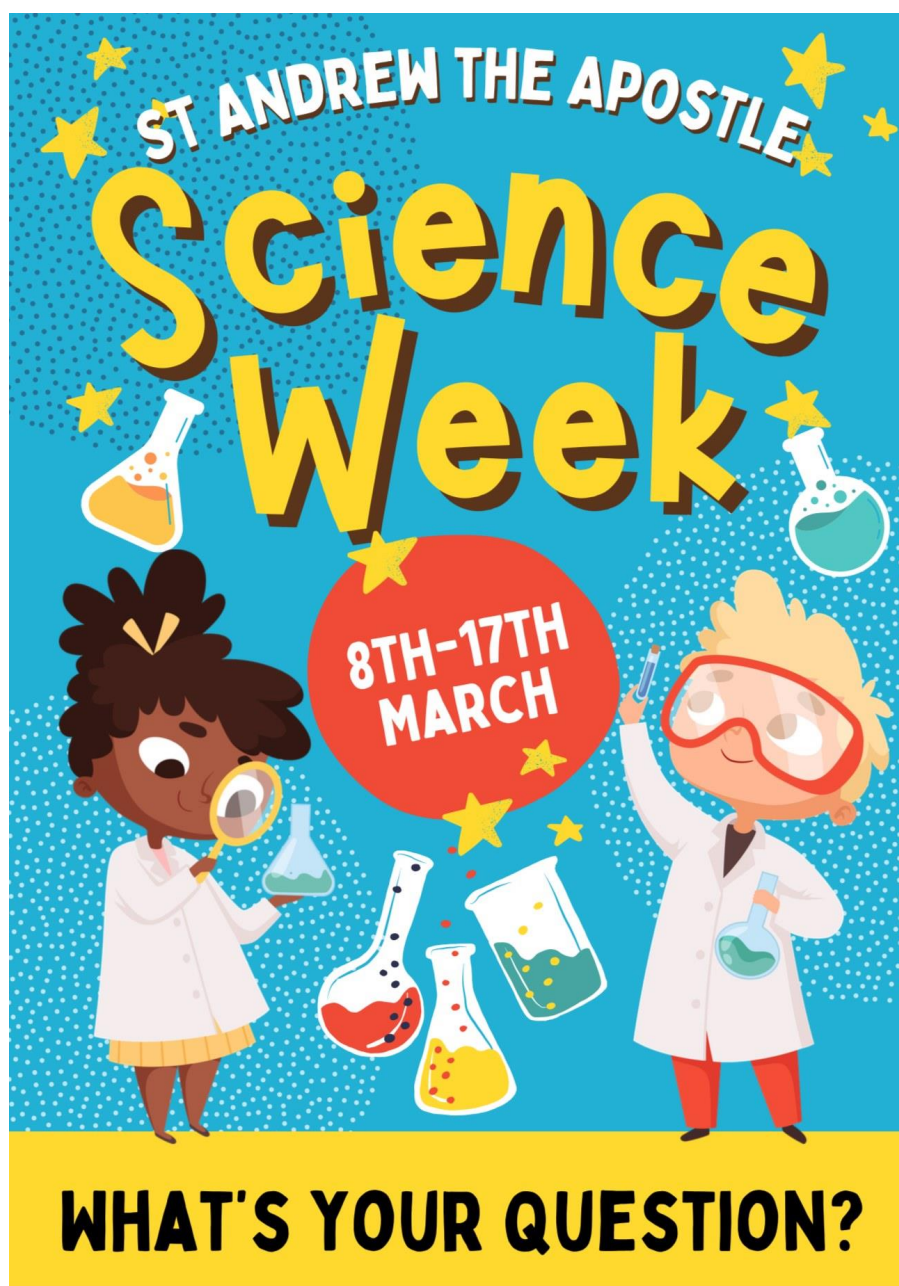








Science Week - Curiosity: What's Your Question?



*Science Week begins next week, and this year's theme, **Curiosity: What's Your Question?**, has already created an incredible sense of excitement around the school. Following this week's assemblies, the Science Department has been flooded with fascinating questions from students across all year groups, including "Where do cravings come from?", "Can fish see water?", "How do cells know where to go when a baby is developing?", and even "What would happen if you tried to light a candle on the moon?" We are kicking off Monday with a Year 9 trip to STEM in Action, where students will hear from leading professionals in a range of scientific fields. Throughout the week, we will also host guest speakers delivering talks on neuroscience, black holes, and optometry. In addition, a range of competitions, open to all*

year groups, will be running, including 'What Makes Children's Lives Positive?', writing a poem or short story about curiosity, and the 'What Is Your Question?' challenge. Full details are available on Bromcom.

Miss Msrar | Head of Science

Trips at STA

Celebrating Humanities Trips This Year

This year has been a particularly vibrant and ambitious one for the Humanities faculty, with a wide range of educational visits designed to deepen subject knowledge, strengthen skills and inspire intellectual curiosity beyond the classroom.

Our enrichment programme began with Year 7 Classics students visiting the Pompeii Exhibition in London. The immersive galleries and extraordinary artefacts gave students a vivid insight into life in the Roman world. From mosaics and frescoes to everyday household objects, pupils were able to connect their classroom learning to real historical evidence. The exhibition helped them to understand not only the dramatic eruption of Vesuvius, but also the daily routines, beliefs and social structures of a Roman town. For many, it was their first experience of encountering the ancient world through authentic artefacts.

History trips have continued to build excitement across the year groups. Year 7 students will shortly be visiting Mountfitchet Castle, where they will explore reconstructed medieval buildings and experience what life was like in the aftermath of the Norman Conquest. This hands-on opportunity will reinforce their understanding of medieval society in a tangible and memorable way. Year 10 students are preparing to visit the Imperial War Museum London to support their GCSE studies. The museum's powerful exhibitions on twentieth-century conflict will allow them to engage directly with artefacts, personal testimonies and historical interpretations that deepen their analytical skills.

Fieldwork remains central to Geography. Year 8 students are travelling to Epping Forest for ecosystem fieldwork and a specialist workshop, developing their understanding of biodiversity, sampling techniques and environmental management. Meanwhile, Year 11 students will conduct essential GCSE fieldwork in both Epping Forest and the Queen Elizabeth Olympic Park. These contrasting locations enable students to investigate physical and human geography first-hand, collecting and analysing data in real-world settings.

Earlier this year, our Year 12 students visited University of Oxford, where they toured colleges, attended talks and gained valuable insight into university life. The visit was an inspiring opportunity to raise aspirations and encourage students to think ambitiously about their academic futures.

Together, these trips reflect the breadth and vitality of Humanities at our school. By stepping beyond the classroom, students encounter history, geography and the ancient world in meaningful, memorable ways. These experiences not only enhance academic understanding but also foster curiosity, independence and a lifelong love of learning.

Mr Walch | Head of Humanities

Year 9 Visit to the Royal Air Force Museum

















Last Tuesday, our Year 9 students enjoyed a memorable and enriching visit to the Royal Air Force Museum in Hendon as part of their study of twentieth-century conflict. The trip was designed to deepen their understanding of Britain's role in the World Wars and to bring classroom learning vividly to life.

A central highlight of the day was the 'Flying Colours' workshop, which explored the contribution of Commonwealth nations to the RAF during the wars. Students examined the stories of airmen and ground crew from across the British Empire and Commonwealth, including Canada, Australia, India, the Caribbean and parts of Africa. Through artefacts, personal testimonies and guided discussion, pupils considered how global the conflict truly was and how vital these contributions were to Britain's war effort. The workshop encouraged thoughtful reflection on diversity within the armed forces and the shared sacrifices made by people from many different backgrounds.

In addition to the workshop, students explored the museum's impressive aircraft displays, including iconic planes associated with the Battle of Britain. Seeing these aircraft at close quarters helped pupils to better appreciate the technological developments of the period and the immense skill required to fly such machines in combat. Exhibitions focusing on life on the Home Front and the experiences of RAF personnel allowed students to connect strategic decisions with the human stories behind them.

Throughout the visit, Year 9 conducted themselves with maturity and curiosity. They asked perceptive questions, engaged fully with the exhibits and demonstrated a genuine enthusiasm for learning. Staff were particularly impressed with the respectful manner in which students represented the school.

The impact of the visit has already been evident in lessons, with students drawing on specific examples and insights gained during the day. It was a valuable and inspiring experience for all involved.

Mr Walch | Head of Humanities

Romeo and Juliet at the Globe Theatre





Last Friday and Tuesday, 160 Year 10 and 11 students attended a performance of Romeo and Juliet at the Globe Theatre in central London. Experiencing this timeless tragedy of love, hate, and fate in an open-air Shakespearean theatre made for a truly unforgettable evening.

Just as an Elizabethan audience would have done more than 400 years ago, students joined in with laughter, gasps of horror and despair, and nail-biting reactions during the fight scenes. The performance provided not only invaluable revision ahead of their exams but, more importantly, showed students how universal, contemporary, and true-to-life Shakespeare's plays remain. This particular adaptation sets the story in modern London, powerfully illustrating how a tale of forbidden love can unfold amid present-day divisions and hostility. We were delighted to secure free tickets for both performances, and the timing could not have been better. For Year 11 students, the visit offered a well-deserved treat at the end of a demanding week of mock exams. For Year 10, Tuesday's performance was perfectly placed to support their upcoming mid-course assessment.

Ms Bassington | Head of English











Celebrating Form Class Success

This week, we were delighted to celebrate our Form Time Rewards, an event that continues to grow in excitement each term. While we always take the opportunity to recognise individual students for their hard work, effort, and achievements, we also place great value on celebrating collective success. Each half term, the form class with the highest number of achievement points is crowned our Form Time Champion.







It is always wonderful to see how invested our tutees are—there is a real sense of anticipation as they wait to find out whether their tutor will be crowned the winner. This enthusiasm helps foster a positive team spirit within each form group, encouraging students to support one another and contribute to a shared goal. This term we celebrated Mr Godden and Mr Chalepas form classes, 7J and 8P.

The winning form enjoyed a well-deserved morning off from regular form time, filled with hot chocolates, sweet treats, and plenty of games. The room was full of laughter and celebration as students relaxed together and reflected on the effort that had earned them the top spot.

Moments like these remind us how powerful collective achievement can be. Seeing students take pride not just in their own success, but in the success of their peers, is truly uplifting.

Ms Walt | Assistant Headteacher

Jack Petchey Achievement Award – February Winner: Arghavan



We are delighted to announce that the February Jack Petchey Achievement Award has been presented to Arghavan, an exceptional student whose character, work ethic and kindness have made a remarkable impact across our school community.

Nominated by her form tutor, Ms Casey, Arghavan stands out as a young person of extraordinary integrity and grace. Described as someone who can “walk with kings yet keep the common touch,” she consistently demonstrates humility, respect, and genuine warmth. Her friendly, ever-smiling presence is felt by students and staff alike, and her kindness extends far beyond her own friendship group. She is known for supporting peers of all year groups, particularly students joining the school, offering guidance, reassurance, and a welcoming hand to those adjusting to life and learning in a new country.

What makes Arghavan’s achievements even more impressive is the academic journey she has taken. Having been learning English for only two and a half years, she is now thriving in her GCSE subjects and has even moved up English classes due to her rapid progress and dedication. Her commitment to mastering the language goes well beyond the classroom.

Arghavan is an active contributor to Apostle News, where her beautifully written articles have captured the attention of both students and staff. Her piece on Slobodan and his fishing

showcased her initiative and journalistic curiosity: she prepared interview questions, conducted and recorded the interview — all in English — before writing the article first in her native language and then translating it. Her English teacher now uses parts of her work to help her memorise new English structures, illustrating just how impressive her writing has become. She has also authored thoughtful articles on living a better life and on DT students, the latter of which will appear in the next issue.

Despite being in an important and demanding academic year, Arghavan always finds time to help others. Whether offering her support to classmates, assisting staff, or completing tasks without complaint, she brings positivity and generosity to everything she does. Her 'effervescent personality' and strong character make her an inspiration to all who know her.

After reviewing several outstanding nominations, the Student Council selected Arghavan as this month's winner — a choice that reflects the immense respect her peers have for her.

Arghavan is, without doubt, a star — and a truly deserving recipient of the February Jack Petchey Achievement Award.

Mr Browell | Extended Leadership Team

Year 7 Science Spelling Bee

As part of our Science Week celebrations, our Year 7 students have been buzzing with excitement as they completed the first round of the Science Spelling Bee. After an impressive display of scientific vocabulary and spelling skills, 16 talented finalists have been selected to move forward. The final will take place on Thursday Period 6 in the Main Hall, where our finalists will compete head-to-head to crown this year's Science Spelling Bee champion. We wish all our finalists the very best of luck!

Miss Msrar | Head of Science

STA ST ANDREW
THE APOSTLE

**YEAR 7 SCIENCE
SPELLING
BEE**

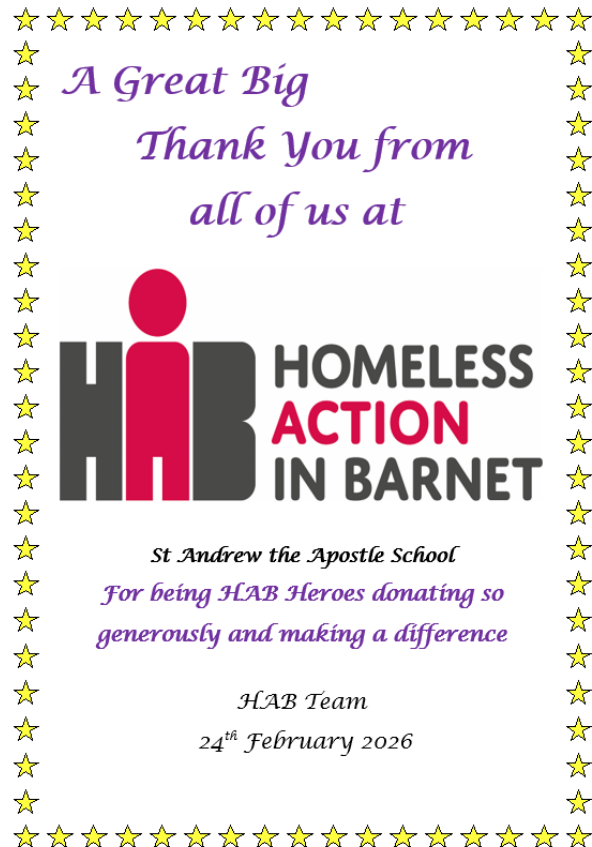


FINAL THURSDAY PERIOD 6

16 FINALISTS

This initiative not only reflects the generosity and community spirit within our school, but also highlights the leadership and commitment of our Student Council in making a meaningful difference beyond the school gates.

Mr Browell | Extended Leadership Team



Student Council Charity Selections – International Charity Announced

Over the course of this half term, our Student Council have been working with impressive maturity and purpose as they explored and selected the local, regional, and international charities the school will support over the coming years leaving a legacy for the council members. Their thoughtful discussions, research, and voting sessions have demonstrated a strong sense of social responsibility and a genuine desire to make a meaningful difference in the wider community.

A Broad and Inspiring Long List of International Charities

In preparation for selecting the school's international charity, Student Council members created an extensive long list featuring organisations working across humanitarian, environmental, and global development causes. This list included:

- *HelpAge International – supporting older people worldwide*
 - *Humanity & Inclusion – assisting people with disabilities and victims of conflict*
 - *Action Against Hunger – tackling global hunger and malnutrition*
 - *World Wildlife Fund (WWF) – protecting endangered species and natural habitats*
 - *Greenpeace – addressing climate change and promoting environmental justice*
 - *WaterAid – improving access to clean water and sanitation*
-

The range of charities highlighted the students' awareness of global issues—from environmental sustainability to human rights—and demonstrated their commitment to understanding how charities contribute to a better world.

Student Vote: Thursday 12 February

During their weekly meeting on Thursday 12 February, council members held a structured vote to choose the charity that most resonated with their shared values and the school's mission of empowering students to think globally. After a thoughtful discussion and democratic ballot, the World Wildlife Fund (WWF) was selected as this year's International Charity.

Students were particularly inspired by WWF's work in protecting threatened species, conserving natural environments, and addressing urgent global challenges such as climate change and biodiversity loss. Their decision reflects a growing passion among our young people for sustainability and environmental action.

Charities Chosen Across All Levels

Alongside their international choice, the Student Council also finalised decisions for the local and regional charities the school will support. This half term's focus has resulted in the following selections:

- *Local Charity: Homeless Action in Barnet – supporting vulnerable individuals experiencing homelessness*
 - *Regional Charity: Refuge – providing specialist services for women and children experiencing domestic abuse*
 - *International Charity: World Wildlife Fund (WWF) – working globally to protect nature and safeguard the planet*
-

These choices show a clear understanding of the importance of helping communities on multiple levels—near and far. The students were passionate about ensuring the school's charity work reflects compassion, inclusivity, and a commitment to real-world issues.

Looking Ahead

The Student Council will now begin planning awareness campaigns, fundraising ideas, and whole-school activities to support their chosen charities. Their enthusiasm, teamwork, and dedication continue to be a source of pride for our school community.

We look forward to seeing the impact their efforts will make—both locally and globally—over the coming months.

Mr Browell | Extended Leadership Team

Student Council Dodgeball Tournament – Thursday 26 March





The Student Council is excited to announce a whole-school Dodgeball Tournament taking place on Thursday 26 March 2026. This energetic and action-packed event is open to all year groups, giving every student the chance to get involved, compete, and show off their dodgeball skills.

This year's tournament will take place on our roof-top MUGA — marking the first time this incredible space has been used for a sporting event since the school opened. This is a fantastic opportunity for students to experience the unique playing environment of the roof-top MUGA and enjoy sport in a space like no other.

For a £3.00 entry fee, students will secure their place in the tournament and will also be permitted to wear their PE kit for the entire school day. Whether students are seasoned dodgeball pros or simply looking for an afternoon of fun with friends, this is a brilliant chance to get active and be part of a memorable Student Council-led event.

Supporting Refuge – A Charity That Saves Lives

*All money raised from the tournament will go directly to **Refuge**, the Student Council's chosen charity. Refuge provides life-saving support for women and children escaping domestic abuse, offering emergency accommodation, specialist counselling, outreach programmes, and vital advocacy in moments of crisis. Their work ensures survivors have safety, stability, and a pathway to rebuilding their lives.*

By taking part in the tournament, students will not only enjoy a great event — they will be helping to support a charity whose role is essential in protecting some of the most vulnerable individuals in society. Every £3.00 contribution will go towards sustaining these life-changing services.

How to Take Part

*To sign up, please visit **ParentPay** and complete your registration by **Monday 23 March**.*

*We look forward to seeing students from all year groups take part, enjoy the excitement of the **roof-top MUGA**, and help raise money for a deeply important cause.*

Mr Browell | Extended Leadership Team

Sports at STA

Year 7A + B team vs St Michael's Match Report



Our Year 7 teams, captained by Serena and Elsa, took on St Michael's A and B teams in what proved to be an excellent afternoon of netball. The match against St Michael's A was highly competitive, with our players working hard throughout. Despite creating opportunities, we just lacked a bit of clinical edge in front of goal. Player of the Match went to Maria, who put in a fantastic performance and helped keep the scoreline tight. Unfortunately, the team fell to a narrow defeat, but the effort and resilience were outstanding. The B team produced a brilliant display, securing their first win of the season with an impressive 3–1 victory. Elsa M scored two superb goals, and in her first ever match, Khaliyah marked her debut with a well-taken goal from GA. Valentina's excellent all-round performance earned her the Player of the Match award, chosen by the opposition. Overall, it was a great experience for both teams, showing fantastic promise moving forward. On to the next one!

Mr Fowlie | Teacher of PE

Debate Club



Our Debate Club was treated to a fantastic and lively discussion this week as students tackled the motion: "This house believes we should abolish the monarchy" with students from Years 9–12 watching closely, four Year 11 debaters delivered thoughtful, passionate and well-researched arguments on both sides.

Arguing against abolition were two Year 11 students – both called Leo! The Leos made a confident and structured case for keeping the monarchy. They argued that the Royal Family provides political neutrality and national stability, particularly during times of change. They also highlighted the monarchy's role in promoting Britain abroad, boosting tourism and acting as a symbol of continuity that links modern Britain with its past. Drawing on the example of King Charles III, they suggested that the monarch's constitutional role is limited and largely ceremonial, meaning there is little practical need for change.

On the other side, Christianna and Jaladhi (also in Year 11) argued powerfully in favour of abolition. They questioned whether a hereditary system is compatible with a modern democracy and argued that the position of head of state should be earned, not inherited. They also raised concerns about cost, accountability and social inequality. Referring to the

wider debate about democratic reform in the UK, they challenged the audience to consider what values Britain wants to represent in the twenty-first century.

The debate was respectful, intelligent and impressively balanced. Audience questions were probing and mature, with younger students confidently challenging the speakers. Ultimately, our students voted to keep the monarchy!

This follows a series of excellent recent debates, including discussions on the rise of Reform UK, the political influence of Donald Trump, and whether the Labour Party has been successful in government. Our Debate Club continues to show that students are eager to engage seriously with the political issues shaping their world.

Mr Walch | Head of Humanities

Level 3 Algebra Success for Year 11 Students



*In January 2025, a group of our Year 11 students took on an extra challenge: studying the **Level 3 Algebra Award** once a week after school. This is a difficult course, but the students worked hard, stayed committed, and have now achieved great success by **passing the qualification**.*

*The Level 3 Algebra Award is a demanding course. It carries **3 UCAS points** and helps students **bridge the gap between GCSE Maths and A-Level Maths**. It also builds confidence for students who want to continue studying mathematics in the future.*

We are very proud of our Year 11 students for their dedication and achievement. We congratulate them on this excellent result and wish them even more success in their GCSE exams and future studies.

Mr Dogan | Head of Maths

Music: Learn an Instrument or Join a Band – Sign Up Now

We are delighted to share that instrumental tuition and our Music Academy opportunities are open for applications through BEAT (Barnet Education Arts Trust). Learning an instrument or joining a band is a fantastic way for students to build confidence, creativity, and teamwork skills, while enjoying the fun of making music together.

For new parents:

You can register for lessons via the BEAT website: <https://beatrust.org.uk/learn-to-play/school-based-tuition/>. Once registered, students will be placed on a waiting list, and places will be offered as vacancies arise, usually at the start of each term.

For existing parents:

You do not need to re-enrol. BEAT will contact you directly with payment details for the new term.

Spaces are limited and allocated on a first-come basis, so we encourage parents to register early to avoid disappointment.

Music at our school continues to thrive, and we look forward to welcoming even more young musicians into lessons and ensembles this year.

A reminder for all students:

Choir takes place every Monday lunchtime. Year 9 bands rehearse on Wednesday and Thursday lunchtimes, and the Year 11 band rehearses on Thursday lunchtime. Any student can sign up and I am so happy that so many students have been attending.

Mr Lasithiotakis | Lead Teacher of Music



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Choir Begins Work on Greek Orthodox Easter Lamentations

Our Choir has recently begun its first steps into the rich tradition of Greek Orthodox Easter music, starting work on the Lamentations sung during Holy Friday evening. These chants form one of the most moving moments of the Orthodox liturgical year and are traditionally sung as part of the service commemorating Christ's burial.

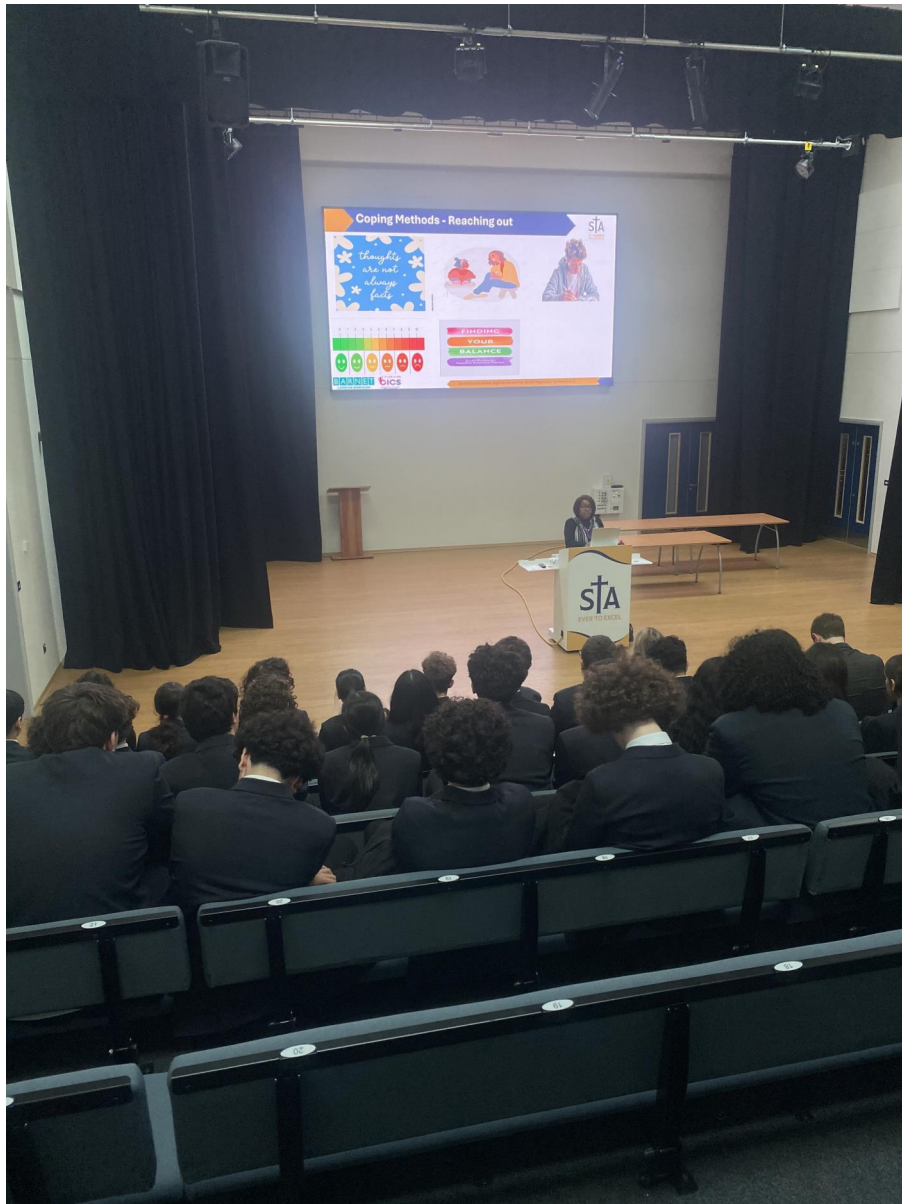
The Lamentations are a series of short hymns written in Ancient Greek, structured in a highly linear and melodic style. Rather than focusing on harmony or complex textures, the music moves step by step, allowing the text to remain central. This linear approach supports clarity of pronunciation, expressive phrasing, and a strong connection between words and melody.

As this is only the choir's second rehearsal on this repertoire, rehearsals are currently focused on establishing accurate pitch, correct pronunciation of Ancient Greek, and a unified vocal line. Singing in Ancient Greek presents an exciting challenge, encouraging singers to listen closely, blend carefully, and develop confidence with unfamiliar language and musical style.

Over the coming weeks, the choir will continue to build gradually, deepening musical expression and understanding of the spiritual and historical significance of these chants. The Lamentations will be performed during our church visits near Easter, giving students the opportunity to present this music in its authentic liturgical setting.

Mr Lasithiotakis | Choir leader/Lead Teacher of Music

Year 10 Exam Stress Assembly with BICS



This week, our Year 10 students took part in an engaging and highly practical assembly led by Yvonne Hayes, Barnet Integrated Clinical Services clinician, focusing on managing exam stress and preparing effectively for upcoming mid-course assessments.

Yvonne began by reassuring students that experiencing some level of anxiety is not only normal but can actually be helpful. She explained that a small amount of stress can act as a motivator, signalling to the brain that it's time to switch from a relaxed "chill" mode into a productive "performance" mode. Understanding this emotional shift helps students feel more in control as they approach busy periods.

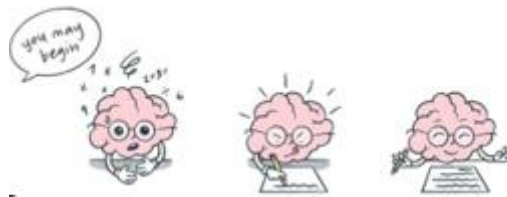
During the session, Yvonne equipped students with a range of strategies to calm both the mind and body. These included breathing techniques, grounding exercises, and the importance of maintaining healthy routines. She also highlighted the value of reaching out for support—whether from teachers, friends, or family—so that no student feels they have to cope alone.

Importantly, Yvonne helped students recognise the difference between helpful stress and unhelpful anxiety. She discussed how negative, intrusive thoughts can take hold and offered guidance on how to challenge and reframe them.

The assembly provided our Year 10s with reassurance, practical tools, and confidence as they begin preparing for their assessments.

Miss Walt | Assistant Headteacher

Supporting your child with revision: Blurting



*One simple but highly effective revision technique that we are focusing on this half term is **blurting, or brain dumps**. It helps strengthen memory and highlight areas that need further practice.*

What is blurting?

Your child:

- 1. Reads a short section of notes for 5 minutes*
- 2. Closes the book*
- 3. Writes down everything they can remember*
- 4. Checks what they missed and adds it in, using a different colour*

5. *Repeats a few days later.*

Why blurting is great for revision

- ***It boosts memory*** — *blurting forces students to recall information, which strengthens long-term learning.*
 - ***It reveals gaps*** — *students can instantly see what they've forgotten and what they understand well.*
 - ***It builds confidence*** — *seeing progress over time helps reduce stress and makes revision feel manageable.*
-
-

How parents can support

- *Encourage short, focused sessions (10–15 minutes)*
 - *Provide a quiet space and reduce distractions*
 - *Ask gentle prompts such as:*
-
-

- *“Show me what you can remember about that topic.”*
 - *“What did you add when you checked your notes?”*
-
-

- *Praise effort — the goal is progress, not perfection*
-
-

What have students said about blurting?

“Blurting showed me what I actually knew, not what I thought I knew. It made revision feel more real.” — Year 9 Student

“I like using a different colour to fill in the gaps. It helps me see what’s sticking in my memory.” — Year 9 Student

“It’s quick and makes me less stressed. Once I blurt everything out, I know exactly what to revise next.” — Year 8 Student

“I used to just read over my notes but Blurting forces me to write down what I know. Now I can see easily what I haven’t remembered and focus on that.” — Year 10 Student

To find out more about mind maps and revision techniques, see our school website. [St Andrew the Apostle](#)

Ms Viala | Assistant Headteacher


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Wednesday 11th March	How to Become an Engineer How to Become an Entrepreneur
Thursday 12th March	How to Become a Psychologist How to Become an Investment Banker
Tuesday 17th March	Parent Webinar: A Parent's Guide to Life After School

REGISTER NOW



You can also earn a certificate of attendance to use for future applications!

Register to join a series of upcoming STEM-careers webinars during Science Week, giving you a first look at the wide range of pathways in science, engineering, and technology. The sessions are open to all pupils who want to explore future opportunities and hear directly

from industry professionals. If you can't attend live you can still register to receive the recording and follow-up resources.

Summer STEM Placements - Student sign-ups closing soon!

Registrations close - 1st April

Year 12 students have the chance to gain hands-on research experience this summer with a free STEM placement. These opportunities put students at the heart of real scientific work, build skills, and inspire future STEM pathways.

Applications for these placements are often over-subscribed so we recommend you check eligibility and help students apply before the deadline! [Research and Experience Placements information for students](#)



Is your child in Year 9? They are now due important routine vaccinations

Webinar dates:

Tuesday 17th February at 7:00pm & Tuesday 24th February at 7:00pm

If you are unable to attend either session, a recording will be sent to you afterwards.

This is a valuable opportunity for parents and carers to ask questions directly, and our nursing team will be available to support you.

The session will cover:

- What the DTP & MenACWY vaccination are
- Look at the prevalence of these preventable diseases
- Address vaccine myths and misinformation
- Discuss side effects and effectiveness
- Go through the consent process



Scan the QR code or [click here to join](#)

Passcode for entry: X59rS3qt

Part of the NHS School Aged Immunisation Service



1 - [Click here to join](#)

Extra-Curricular Clubs – Spring Term

We're excited to announce that our full programme of extra-curricular clubs has officially commenced for the Spring Term. Students will have access to a wide variety of lunchtime and after-school activities, designed to enrich learning, build friendships, and develop new skills.

Whether you're passionate about sports, music, arts, literacy, numeracy, debate, or horticulture, there's something for everyone. Clubs are open to all year groups and offer a fantastic opportunity to explore interests beyond the classroom.


For clubs running at lunchtime, students will be issued lunch passes to allow early access to the dining hall—ensuring they have time to eat before attending their chosen activity.

To sign up, students must use Student Portal:

1. Log in to the portal
2. View your **dashboard**
3. Click on **clubs**
4. Find your preferred club and click **enrol**.

Please note - If students have already enrolled for the club during Autumn Term, students do not need to re-enrol for the Spring Term.

We encourage all students to get involved and make the most of what's on offer. Please see attached lunch and after-school timetables.



Extra - Curricular Lunch Time Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
Year 11 Public-Library Style revision (TA)	Year 11 Public-Library Style revision (TA)	Year 11 Public-Library Style revision (TA)	Year 11 Public-Library Style revision (TA)	Year 11 Public-Library Style revision (TA)
Chess Club (Mr Kalloor)	Mind the Gap (Ms Nicolas)	Year 9 Band Practice (Mr Lasithiotakis)	Year 11 Band Practice (Mr Lasithiotakis)	KS3 Reading Club (Ms Pallas)
Choir (Mr Lasithiotakis)	Cultural Greek Dance (Ms Ntaountaki)	The Inner Circle KS5 (Ms Sorgente)	Strategy Club (Mr Dogan)	
Post Advice and Support (Ms Koveri)		Debate Club (Mr Watch)	Drama Club KS4 (Ms Nelson)	
		IT Surgery (Mr Ahmed)		
		Apostle News Club (Ms Casey)		
		Drama Club KS3 (Ms Nelson)		
		Paired Reading Club (Ms Bassington)		

Extra - Curricular After School Schedule 3pm to 4pm

Monday	Tuesday	Wednesday	Thursday	Friday
Learning and Practice club (TA)	Learning and Practice club (TA)	Learning and Practice club (TA)	Learning and Practice club (TA)	Learning and Practice club (TA)
Young Writers Club (Ms Casey)	Art Club KS3 & Year 10 (Miss Lisle)	Debate Club KS3 (Dr Beadle)	DT Club (Ms Ayres)	Level 3 Algebra Club (Mr Dogan)
Basketball Club (PE Team)	Allotment Club (Ms Mahmuti)	Netball (PE Team)	Physics Club KS4 (Mr Chalepas)	Electric Car Club (Mr Chalepas)
Negotiation Club (Ms Rafique)	Criminal Psychology (Ms Cebir)		Science Club KS4 (Miss McCaffrey)	
			STEM Club KS3 (Miss Msrar)	
			Chemistry Club KS4 (Ms Frost)	
			Dance Club (Miss Walt)	
			Year 7 & 8 Spanish Film (Ms Errami)	

A Walk down Memory Lane

This time last year, our students took on one of the most imaginative challenges we've ever set—transforming ordinary potatoes into their favourite book characters. With paint, fabric, googly eyes, and a whole lot of creativity, they brought stories to life in the most unexpected way.

From heroic spuds to villainous tubers, the entries were inventive, funny, and wonderfully crafted. It was a joy to see how each student interpreted their chosen character, and the results were as delightful as they were memorable.

Take a look at some of the fantastic potato creations that made the competition such a hit!



World Book Day Winners

Last week's World Book Day excited us all. Students had the opportunity to create their favourite characters out of potatoes, take part in a Character Treasure Hunt and vote for the best Teacher Potato Character. Not only did we learn what is worth reading, but we also enjoyed some amazing artistic creations out of a humble potato.

Well done to all participants and congratulations to the winners who will receive £10 book vouchers to enjoy building their own private collection of favourite books.

Winners of the Student Best Potato Character:

- 1st place – Lucia (Y7) for her recreation of the tragedy of Humpty Dumpty.
- 2nd place – Ta'leah (Y8) for Dobby from Harry Potter
- 3rd Place - Andreas (Y9) for Frankenstein's Monster



Winners of the Character Treasure Hunt (randomly selected from the correct entries):

- Year 7 - Sophia L 7J
- Year 8 – Kodi U 8J
- Year 9 - Osasogie O 9S
- Year 10 – Jaladhi N 10S



Equally, well done to the winners of the Best Teacher Potato Character, as voted by students.

- 1st place - Mr Chalepas for Winnie the Pooh
- 2nd place - Ms Fitzgerald for Jane Eyre
- 3rd Place - Ms Lisle for Cheshire Cat



Mrs Bassington | Head of English



Dr Frost - Maths Department

Dr Frost Maths is used to enhance learning and support every student's progress. The platform offers high-quality lesson resources, auto-marked Learning & Practice tasks, and clear progress tracking, giving teachers more time to focus on effective teaching. Students benefit from interactive practice questions, step-by-step video explanations, and access to past exam problems, helping them build confidence and strengthen their understanding at their own pace. Dr Frost Maths also supports revision by highlighting areas for improvement, allowing students to target specific skills. By integrating this resource into our daily teaching and Learning and Practice routines, we ensure that all students receive consistent support both in class and at home, helping them become independent and resilient mathematicians.

School Rank	Points This Year	
81st	4,324,321	
Top 10 Dr Frost users in School		
RANK	STUDENT	TOTAL MASTERY
1	Anna-Maria I (11/Ma1)	23323
2	Luca L (11/Ma1)	22310
3	Teshan (8/Ma1)	21422
4	Angelo C (11/Ma1)	21099
5	Anu (9/Ma1)	20891
6	Olivia (9/Ma1)	20626
7	Hana (9/Ma1)	18492
8	Olivia (11/Ma1)	18235
9	Peter (11/Ma2)	17879
10	Bowen I (10/Ma1,Year 10 Algebra)	17621

Top 3 for each year group		
Year 7		
RANK	STUDENT	TOTAL MASTERY
1	Dheeran (7X/Ma2)	6740
2	Yoon (7X/Ma2)	5893
3	Alex (7X/Ma2)	5115
Year 8		
RANK	STUDENT	TOTAL MASTERY
1	Teshan (8/Ma1)	21422
2	Ayaz (8/Ma1)	14243
3	Dominic (8/Ma1)	11745
Year 9		
RANK	STUDENT	TOTAL MASTERY
1	Anu (9/Ma1)	20891
2	Olivia (9/Ma1)	20626
3	Aurelia (9/Ma1)	16334

Year 10		
RANK	STUDENT	TOTAL MASTERY
1	Bowen I (10/Ma1,Year 10 Algebra)	17621
2	Andreas I (10/Ma1,Year 10 Algebra)	16949
3	Alaya F (10/Ma1)	15347
Year 11		
RANK	STUDENT	TOTAL MASTERY
1	Anna-Maria (11/Ma1)	23323
2	Luca (11/Ma1)	22310
3	Angelo (11/Ma1)	21099

Congratulations to all the pupils who topped the DrFrostMaths leaderboard this term!

We are delighted to recognise the top 10 students in the school, as well as the top 3 in each year group. A fantastic achievement — well done to you all!



Sparx Reader - English Department

Sparx Reader

At St Andrew, students in Years 7 to 10 are expected to earn at least 300 points per week (which equates to approximately 30 min of careful reading) through reading a wide selection of fiction books of their choice from an online library.

Our students of Years 7 to 10 have already read 1,802 books and spent 3,724 hours of careful reading.

Well done and keep up the good work!

Ms Bassington | Head of English

Congratulations to our top February readers from each year group:

Year 7 Top Readers:

Serena R: 4,075

Alexandru C: 3,170

Lara A: 3,168

Year 9 Top Readers:

Wonder O: 4,703

Matin M: 2,469

Gabriel F: 2,249

Year 8 Top Readers:

Chioma O: 21,125

Moyosoreoluwa S: 19,473

Chimaranma O: 11,281

Year 10 Top Readers:

Ali O: 6,193

Miles M: 1,685

Josh D: 1,431

Ms Bassington | Head of English

Build a Library - Mark Your Legacy!

We are incredibly grateful to the families who have shown such heartfelt support for our school library.

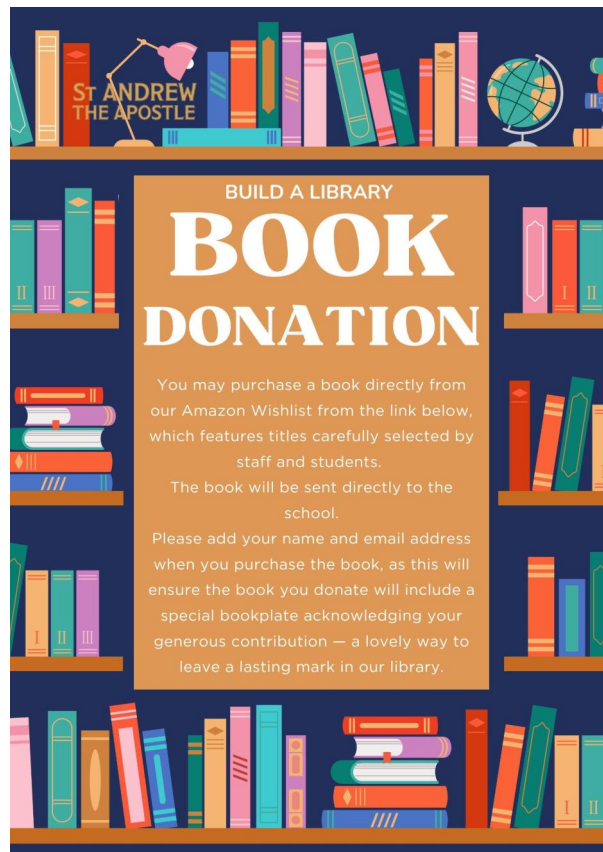
We have currently had over 48 book purchases, and this continues to grow. Your generous donations of books have enriched our shelves and opened up new worlds for our students to explore. You may access our Amazon wish list [here](#) to join in building our school Library.

Please ensure to add your full name to the note at checkout.

We would also like to extend a special thank you to the all the families who have donated £100 to mark their legacy. Your contribution is a lasting investment in the future of our students.

If you would like to support the school through a legacy donation, you can sign in on Parent Pay and select 'pay for other items' once you have logged in.

Thank you for being part of our story.



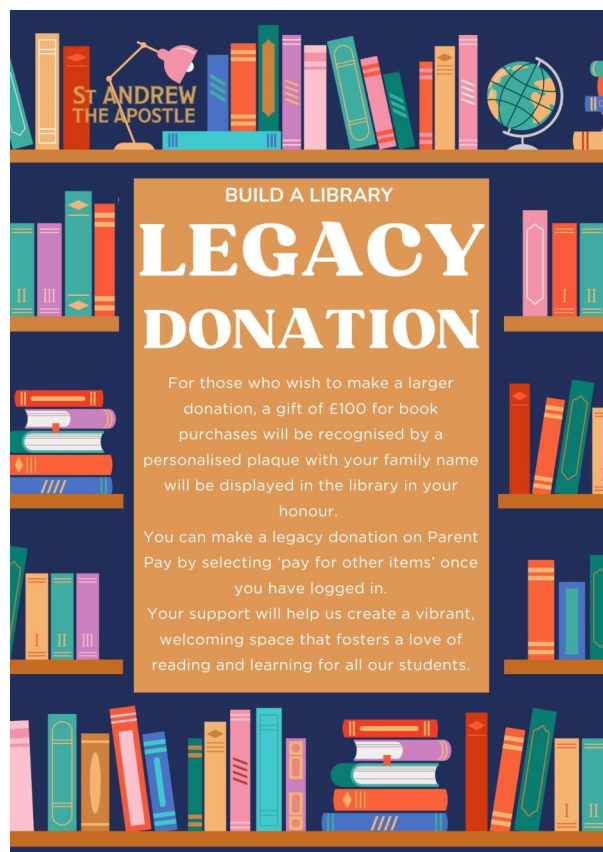
BUILD A LIBRARY

BOOK DONATION

You may purchase a book directly from our Amazon Wishlist from the link below, which features titles carefully selected by staff and students.

The book will be sent directly to the school.

Please add your name and email address when you purchase the book, as this will ensure the book you donate will include a special bookplate acknowledging your generous contribution — a lovely way to leave a lasting mark in our library.



BUILD A LIBRARY

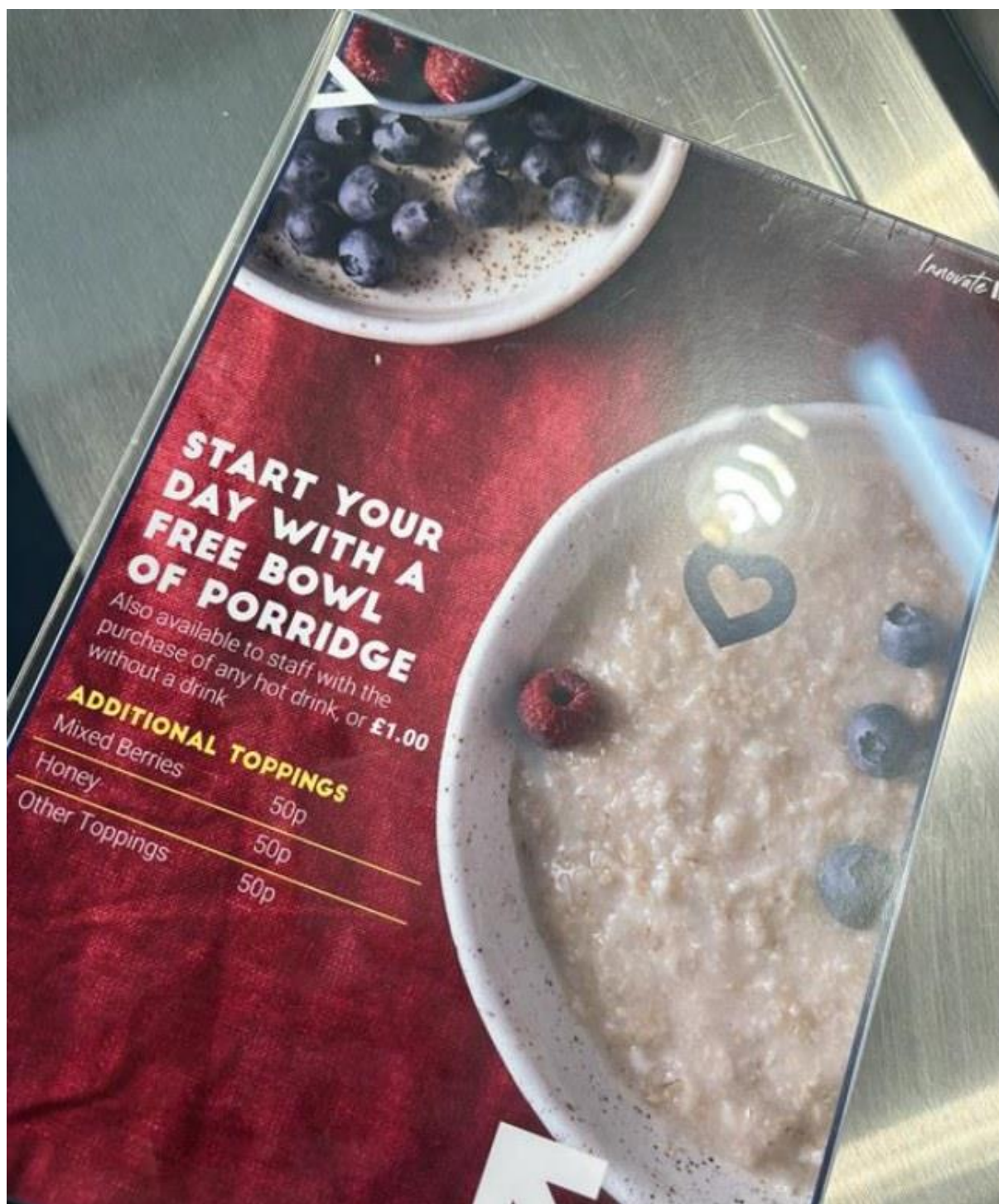
LEGACY DONATION

For those who wish to make a larger donation, a gift of £100 for book purchases will be recognised by a personalised plaque with your family name will be displayed in the library in your honour.

You can make a legacy donation on Parent Pay by selecting 'pay for other items' once you have logged in.

Your support will help us create a vibrant, welcoming space that fosters a love of reading and learning for all our students.

Breakfast: Free Porridge for All Students!



Innovate W

START YOUR DAY WITH A FREE BOWL OF PORRIDGE

Also available to staff with the purchase of any hot drink, or £1.00 without a drink

ADDITIONAL TOPPINGS

Mixed Berries	50p
Honey	50p
Other Toppings	50p

The menu board is set against a red background. It features two bowls of porridge: one with blueberries and another with raspberries. A heart-shaped logo is visible on the porridge bowl. The text is in white and yellow, and the price list is separated by a horizontal line.



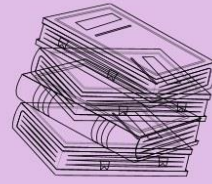
*We're proud to offer **free porridge every morning** for all students, plus other tasty, affordable options like toast, fruit, and cereal.*

Breakfast fuels the body and mind, helping you stay focused and ready to learn. One student said:

"I was in such a rush this morning I didn't eat at home. Having porridge at school meant I could concentrate all day."

*Join us every school day from **7.45am in The Olive Tree** — don't miss out!*




**YOUNG
BARNET**
FOUNDATION



Easter Campaign



HOW YOU CAN HELP

-  Donate Chocolate Eggs
-  Donate a Book and Give the Gift of Reading
-  Give a suggested donation of £1 and help brighten Easter for children who need it most!



How You Can Get Involved:

 **EASTER EGG DROP-OFF POINT!**

Please donate **chocolate eggs** to help bring joy to children this Easter.

 **Donate a Book – Give the Gift of Reading!**

Encourage a love of reading by donating a **book** to a child in need.

 **Make a Difference with a £1 Donation!**

Your donation will go towards supporting children and young people through our **Space2Grow Fund**, helping local charities and community groups deliver vital activities and services.

 **Key Dates:**

 **Campaign Launch:** Thursday, 20th March 2025

 **Closing Date:** Thursday, 10th April 2025

[Click here for more information.](#)

Celebrating Our Environmental Achievement

Gold Level TFL Award

Congratulations to STA for achieving the Gold Level TfL STARS Award! This recognition celebrates the school's outstanding commitment to sustainable travel and active transport.

STA has demonstrated leadership in promoting safer, greener journeys to and from school. The Gold Level status reflects the school's dedication to creating a healthier environment and inspiring positive change across the borough.



Sustainability at STA: Over 15,642 Bottles Saved!



STA has made an incredible impact by saving over 15,642 plastic bottles since the start of the school year, thanks to the installation of brand-new water fountains in our new building. This initiative not only promotes sustainability but also encourages students and staff to make environmentally conscious choices every day. Well done to everyone involved!

STA's Carbon Cut: 4,491kg of CO₂ Saved!



St Andrew the Apostle School is proud to announce that our new building has already helped save 4,491 kilograms of carbon dioxide through our use of solar panels—a huge step toward reducing our environmental footprint. This achievement reflects our commitment to sustainability and creating a greener future for our school community.

SEND Information

Embracing Autistic Identities

Embracing Autistic Identities – Events Week 2- 6 March 2026 (For Secondary aged & Post-16 young people)

Following the incredible success of last year's events week, we are pleased to be able to share with you our confirmed programme for 2026. This has been put together to encourage and support Autistic young people to embrace their Autistic identity, make connections and find community.

This week has been planned based on feedback collected from Barnet young people in the Autumn term. We are hosting free online and in-person events as well as daily social media posts.

Please share the attached flyers with colleagues, parents/carers and young people and encourage them to sign up.

1. [March 2026 Events Week Timetable](#)
 2. [Events Week Talk for Parent Carers Monday](#)
 3. [Events Week Talk for Staff Wednesday](#)
 4. [Events Week Talk for Parent Carers Thursday](#)
 5. [Events Week In-Person Event for Young People Friday](#)
 6. [Events Week Social Media Posts for Young People](#)
 7. [In-Person Event Expectations for Young People](#)
-

Places are limited for the in-person event and will be allocated on a first come, first served basis.



BELS Advisory Team for Autistic Children and Young People

Autistic Speaker Dean Beadle: Q&A Sessions for Parents/Carers & Professionals

We are delighted to welcome Dean Beadle.

A choice of online talks for parents/carers & professionals.

When: Monday 2nd February 2026 at either

10-11am Or 6-7pm

Wednesday 25th March 2026 at either

10-11am Or 6-7pm

Online via Zoom

In these sessions Dean will answer pre-submitted questions and will look at practical ways to meet the needs of Autistic children & young people.

Dean Beadle is an Autistic speaker who has spent 20 years delivering talks across the UK and abroad. He is known for his humorous and thought-provoking sessions. He is patron of three autism related charities.

Wednesday 25th March 10-11am session: [Dean B Q&A 25th March 10am.](#)

Wednesday 25th March 6-7pm session: [Dean B Q&A 25th March 6pm.](#)

Please add any questions you'd like Dean to discuss on the registration form. Due to time constraints, we are unable to take questions during the session.

Any questions please email Autism.Team@Barnet.gov.uk with 'Dean Beadle Feb/March 26 Q&A session' in the header.

BACPAC: Barnet Autism Course for Parents and Carers. An Online Parent/Carer Training Course

A comprehensive training and support programme for parents/carers of children aged 6-19, with a diagnosis of Autism. This course is available free of charge to families living in Barnet.

A 6-session online training course, covering topics including:

- *An overview of what it means for your child to be Autistic.*
- *Communication.*
- *Sensory needs.*
- *Understanding emotional regulation/'behaviour'.*

This course also gives parents/carers an opportunity to learn together and share experiences online. This course is now fully booked.

**BACPAC: Barnet Autism Course for Parents and Carers.
Spring Term 2026 Two, A 5-session morning course.**

Dates and times:

Monday 23rd February 10-11.30am
Monday 2nd March 10-11.30am
Monday 9th March 10-11.30am
Monday 16th March 10-11.30am
Monday 23rd March 10-11.30am

Sign up form here: [BACPAC: Barnet Autism Course for Parents And Carers, Feb. & March 2026. Sign-up form. – Fill in form](#)

Planning for Adulthood Conference - Save the Date



Planning for Adulthood Conference Save the date!

Barnet Education and Learning Service (BELS), in collaboration with the Barnet Parent Carer Forum (BPCF), are re-running the successful Planning for Adulthood Conference.

This event is aimed at parent carers of young people with Special Educational Needs and Disabilities (SEND). Speakers will focus on topics to support young people on their journey into adulthood.

Tuesday 17th March 2026 **10:00 am - early afternoon** **Online**

What to expect
The full agenda and sign-up details will be shared in the Spring Term

Keynote talk: Carrie Grant

Carrie Grant MBE:

- BAFTA award-winning broadcaster with two Honorary Doctorates and an MBE for her services to Music, Media & Charity.
- Leadership Coach.
- Carrie has been President of the Unite Union for Community Practitioners and Health Visitors and Patient Lead for The College of Medicine.
- Author of "SEND in UK Schools - A Parent View," and bestseller, "A Very Modern Family."
- Ambassador for Crohn's & Colitis UK, The Diana Award, The National Autistic Society, Nordoff & Robbins and Adoption UK.

Carrie is Mum to four multi-hyphenate children with SEND and various intersections, including adoption, neuro-divergence, gender, sexuality and race. For the past 14 years Carrie has run a support group for over 300 autism families.

Carrie has transitioned three children into adulthood with services involved, and is currently guiding her youngest into adulthood through the Section 20 system.

Services and organisations
Numerous organisations and local authority services have been invited to present information to support families on this journey.

Young people's voice
Contributions from young people sharing their experiences will be included throughout the conference.

Safeguarding at STA

At St Andrew the Apostle School we take safeguarding and child protection issues very seriously.

We believe that all those who come into contact with children and families in their everyday work have a duty to safeguard and promote the welfare of children.

Prior to employment all staff (paid or voluntary) are checked.

The designated safeguarding lead (DSL) for Child Protection is Ms Walt.

The deputy designated safeguarding lead's (DDSLs) for Child Protection are Mr Martin and Ms Bicarregui.



Attendance

