



Updates for the parents and community of The South Wolds Academy and Sixth Form



KEY DATES

UK Youth Parliament

By Harry C (Year 11)

**VOTE HARRY
FOR A NEW
HOPE AND A
NEW DEAL!**

- 23rd Feb - INSET Day
- 24th Feb - Start of Spring Term 2
- 3rd March - Year 11 Geography Trip
- 5th March - World Book Day
- 19th March - Year 7 Parent's Evening (onsite)
- 24th and 26th March - Dance Festival
- 27th March - End of Spring Term 2

Harry Clarke, our Year 11 student, is running for the incredibly prestigious position of Member of the Youth Parliament for the UK Youth Parliament, a body that mirrors that of the adult UK Parliament.

Please scan the QR code here and vote.

From all of us here at The South Wolds Academy & Sixth Form, we wish Harry the best of luck!



UK Youth Parliament (continued)

By Harry C (Year 11)

Here is Harry's official press release:

Harry Clarke is running to become the next member of the UK Youth Parliament, representing Rushcliffe. If elected, he'll join over 300 other Members of Youth Parliament (MYPs) representing the young people of their areas. MYPs take part in events and campaigns, helping to engage young people with the democratic process. Their role is growing in importance as the government moves ahead with plans to give 16- and 17-year-olds the right to vote before the next general election.

Harry, 15, attends The South Wolds Academy & Sixth Form in Keyworth. He's been involved with Youth Parliament for the last 2 years in various roles and last year he was appointed interim MYP after his predecessor stepped down, and he hopes to continue in the role by being elected this year. As interim MYP he had the opportunity to speak in the Commons as part of UK Youth Parliament's annual sitting in November. Harry said:

"It was an incredible opportunity to take part in a debate in parliament, representing young people like me and pushing for increased support for the mental health of young people. Mental health is not a luxury - it's a lifeline. Every young person should have access to free, accessible and compassionate care - no matter where they live or how much money they have.

"If I'm elected again, I plan to continue the push for the government to improve support for child and young people's mental health. The government must restore proper funding to mental health services, rebuild community support and make early intervention a national priority."

The UK Youth Parliament Elections run until 27th February. If successful, Harry will sit for 2 years as the Member of Youth Parliament for Rushcliffe.

The UK Youth Parliament was established in 1999 to provide opportunities for young people, to influence the parliamentary process. It provides opportunities for young people to bring about social change through meaningful representation and campaigning. Young people vote for their MYPs in elections every two years, which are held in over 70% of constituencies, and often in schools. Funded through a grant from the Department of Culture, Media and Sport, the UK Youth Parliament brings young people into the policy making and parliamentary process, with direct access to decision makers. The MYPs elected are not affiliated to any political party.

National Youth Dance Company

We are delighted to share the exciting news that Lily R, one of our Year 11 students, has been selected to join the National Youth Dance Company of England (NYDC) for the 2025/26 cohort.

Lily was chosen from over 300 auditionees nationwide, securing one of just 31 places in this highly competitive programme.

NYDC, founded in 2012 and run by Sadler's Wells, is England's flagship youth dance company. Supported by the Department for Education and Arts Council England, the company brings together the country's most talented young dancers to work with leading artists and create world-class performances.

As a member of NYDC, Lily will take part in four intensive residencies during school holidays, followed by a national tour across the UK in the summer. Over the year, she will receive more than 420 hours of professional-level training, developing her technical, creative, and performance skills.

The 2025/26 cohort will work with internationally celebrated choreographers Sadé and Kristina Alleyne to create a brand-new full-length production, which will tour seven venues and perform to audiences of over 3,000 people.

On completion of the programme, Lily will achieve a Gold Arts Award, a Level 3 qualification worth 16 UCAS tariff points, and will join the NYDC Alumni Network, providing ongoing professional support beyond the year.

This is a remarkable achievement and a testament to Lily's dedication, talent, and hard work. We congratulate her on this outstanding success and look forward to following her journey with the National Youth Dance Company of England.

Right to Read

By Miss Wightman

The Right to Read programme runs fortnightly supported by six Year 12 students, who are doing this as extra work to their other commitments. A massive thank you to all of the students listed below for helping our Year 7 readers to improve!



Emily M	Poppy C	Matilda A
Rebecca N	Alicia H	Eleanor W

Achievement Awards

By Mr Addis

This year at The South Wolds Academy we have introduced a new range of rewards to recognise all the fantastic work that pupils do in and out of lessons.

These new achievement awards will be presented at the end of each term to pupils who have achieved the level for their year group. Pupils can gain a bronze, silver and gold award as they collect be kind, work hard and aspire achievement points in lessons and around school.

We hope this will, in addition to our weekly achievement awards and break or lunch passes given out in assembly, reward those students who are being kind around school, working hard in lessons and aspiring to be the best they can.

In years 7 & 8, students will need to gain 175 achievements points for bronze, 300 for silver and 450 for gold. In the autumn term, some of our students have already attained their bronze award. These pupils are:

Year 7

Lewis C	Muhammad MBN	Lachlan T
Dillon S	Emily T	Ava O
Harriet M	Frank C	Allegra K

Year 8

Sophie B	Sadie S	Evie D
Cara H	Sebbie F	Archie H
Brooke O	Annie H	Phoebe S
	Ben S	

Achievement Awards (part 2)

By Mr Addis

In year 9, to achieve a bronze award, pupils need to gain 175 achievement points, 300 for silver and 400 for gold. Congratulations to the following pupils who achieved a bronze award in the autumn term.

Brody K

Carter K

Bethany M

Katie P

Emelia M-B

Jessica H

In year 10, to achieve a bronze award, pupils need to gain 150 achievement points, 250 for silver and 350 for gold. Well done to the following pupils who have achieved a bronze award in the autumn term.

Mitchell J

Peter A

Finally, in Year 11 to achieve a bronze award pupils need to gain 100 achievement points, 150 for silver and 200 for gold.

Well done to the following pupils achieved a bronze award in the autumn term.

William B

Ashton C

We also have a special Head of Year Award for the one pupil in each year group who has really gone above and beyond and consistently shown the commitment to our school values of Be Kind, Work Hard and Aspire. The following students won this award in the Autumn Term:

Year 7

Lewis C

Year 8

Evie D

Year 9

Brody K

Year 10

Bethany
W

Finally, we have also started a tutor group competition that will include all achievement points and competitions such as sports day and present the Tutor Group Cup at the end of the school year. The 'Winter Champions', the tutor group currently winning in each year group were.

7R

8O

9Y

10K

11H

I look forward to updating you with the students who have achieved their first or further awards and an update on how the Tutor Group Cup is going after the next rewards assemblies.

Digital Discovery: Inside Computer Science

By Mrs Rowe

Ace Cyber Security Competition - Round 2

Following the completion of Round 1 of the ACE Cyber Security Competition in December—a nationwide challenge designed to inspire young people to explore the exciting world of cyber security—I am pleased to announce that two of our seven teams progressed to the ACE Competition Final Event.

The two teams took part in the ACE Cyber Security Finals at De Montfort University in Leicester on Friday 6 March, alongside 12 finalist teams from across the country. The day began with a phishing email challenge, followed by the OSINT (Open Source Intelligence) round, where students used publicly available information to investigate and answer questions based on an image. Another challenge focused on investigative journalism, requiring students to create a presentation on “How to be cyber secure.”

Students also enjoyed lunch in the university food hall and were given a tour of the University and cyber security centre. The final round involved mobile forensics, with teams tasked with extracting information from forensic images of mobile phones. Although we did not place first, all of our students worked incredibly hard, and the day proved to be a fantastic and rewarding experience for everyone involved.

ByteForce: Liam F, Ojas P, Danny B & Daniel L

Firewall Falcons: Isabel D, Eddie C, Will A & Maegan C



Digital Discovery: Inside Computer Science (part 2)

By Mrs Rowe

Bebras Computational Thinking Challenge

As mentioned in the last newsletter, we celebrated the success of our students in the Bebras Computational Thinking Challenge, here are some photos of the students with their certificates!

The next stage of the challenge is The Raspberry Pi Foundation Coding Challenge which will run from Monday 2nd March to Friday 31st March 2026. The challenge has been designed to be accessible to all students. There will be two types of challenge available for students to enter: block-based programming and text-based programming. Both challenges will include multiple difficulty levels. The aim of the 45-minute coding challenge is to enhance skills, build confidence, and inspire students to develop programmed solutions to computational thinking problems.



Christmas Food Bank

By Mr Levack

Before the Christmas holidays, our school community came together to support our annual Christmas Food Bank Collection in aid of the Cotgrave Community Kitchen. We would like to say a huge thank you to all students, families and staff who contributed so generously.

As part of the collection, we held a Bring a Tin non-uniform day on the final day of term, which resulted in an incredible donation of over 400 tins of food. Alongside these contributions, we were able to fill over 25 boxes of food in total, all of which were delivered to the Cotgrave Community Kitchen on the last Friday before the holidays.

The Cotgrave Community Kitchen has asked us to pass on their sincere thanks for the kindness and generosity shown. These donations will help support local families and individuals during the festive period and beyond, making a real difference within our local community. The Cotgrave Community Kitchen support families in our local area, their contact details are also in this newsletter.

We are extremely proud of the compassion and community spirit demonstrated by our students and families. Thank you for your continued support and to our students for truly *Being Kind*.



English Stars

By Miss Wightman

Your teachers have been voting and the following are our star students for this term - please join me in congratulating them!

🎉🎉 WINNERS! 🎉🎉



Year 7 Runners Up
Elise T Dillon S Hen S

Year 8 Runners Up
Caleb P Sophie C Danny L

Year 9 Runners Up
Jessica H Thomas B Marcus C

Year 10 Runners Up
Bella K Scarlett F-P Harry H Elizabeth S

Year 11 Runners Up
Holly D Lily H Josh B Tyler H-H

Reading Updates

By Miss Mitchell



The National Literacy Trust, in partnership with the Department for Education have launched 2026: the National Year of Reading. The aim of the campaign is to reignite a nationwide passion for reading. The amount of people who read has declined rapidly over the past few years. It's not just students who

aren't reading, but adults haven't been reading as much either. This needs to change!

At the heart of the campaign is a powerful proposition: If you're into it, read into it. Whether it's music, football, fashion, spending time with family or food, reading is positioned as the ultimate tool for diving deeper into the things that matter to you.

Why not pick up a book and learn even more about a topic you are passionate about? There are lots of genres and topics of books available in our school library, so pop in and see us to find your next read and to start your 2026 year of reading!

What happens to your brain when you read?

Proud to support
The National Year
of Reading 2026.

GO
ALL
IN.

As we know, reading adds so much value to our lives – but did you know that reading makes our brain stronger? Neuroscientists have been researching the physical effects of reading on the brain and the results are remarkable!

When you read, you're not just sitting there processing words. Your brain thinks you're living an entire other life. When you read about a character's experiences and emotions, the same areas of your brain activate as if you are experiencing the events and emotions in real life!

For example, if you read about a character who smells freshly cut grass, your olfactory regions in your brain activate, this is the area of your brain which is responsible for processing scents. When you smell freshly cut grass in your every day life – the same region of your brain activates! When you read, your brain doesn't just understand the words, it experiences them. This is called 'embodied cognition' and it is happening right now as you read this newsletter!



Reading Updates (part 2)

By Miss Mitchell

Every time you read, you practice stepping into someone else's consciousness. You are training your brain to see through other people's eyes. This is why reading makes us more caring and empathetic people. The same networks in your brain activate when you read about fictional characters and when you think about real people in your life.

The study of reading also found that reading increases neuroplasticity in our brain. Neuroplasticity refers to your brain's ability to absorb information and evolve to manage new challenges. Through reading, you can rewire your brain and make it stronger! Readers have stronger neural pathways which allow us to create new neural connections easier and faster than before. So essentially, reading is a workout for your brain. When you read, you are not just entertaining yourself, you are upgrading your mental software.

So, the next time you pick up a book, remember that you're doing more than reading words on a page. You're strengthening your brain, expanding your capacity for empathy, and training your mind to imagine new possibilities. Every page you turn is an investment in your mental health and emotional intelligence. In a world that constantly demands our attention, reading remains one of the simplest and most powerful ways to grow.

Reading Passport

Year 7 and 8 are expected to be regularly filling out their reading passports to be checked every two weeks during a library lesson. Students should read in 20 minute sessions and parents/carers should sign the passport to confirm that they have been reading.

There are lots of prizes available, which are earned by reading for a certain amount of minutes. Prizes include, badges, highlighters, snack vouchers and even an opportunity to have afternoon tea with Mrs Angus!



Starbooks Reading Rewards

Our incredibly popular Starbooks Reading Rewards continues this year! Students have the option to get involved in earning rewards for reading. When students finish reading their book, they can ask their parents/carers to sign the back of the Starbooks Bookmark, show it to Miss Mitchell in the library and collect their reward. Prizes include tiny ducks and stationery.

Please pick up your Starbooks Bookmark from the library desk if you would like to get involved!

Reading Updates (part 3)

By Miss Mitchell

A Very Special Author Visit...



We are thrilled to announce that celebrated author M. G. Leonard visited our school this week to talk about her exciting new book and the inspiration behind her writing!

Leonard is known for her powerful storytelling and relatable characters, and her latest book has already captured the hearts of readers of all ages. During her visit, the author shared the journey of how her newest book came to life – from initial spark to published pages – and the personal experiences and ideas that shaped her stories. Those in year 7 will be particularly familiar with Maya Leonard, as she was the author of their last book of the half term: Hunt for the Golden Scarab!



Her visit included a talk to the year group about her historical and musical inspirations for her Time Keys series. The Time Keys series currently has two books published: Hunt for the Golden Scarab and The Legend of Viking Thunder. Her new book, The Impossible Gladiator, is the next book of the Time Keys series. This was an exclusive author event, as students also had the opportunity to purchase her new book before the book's official release date! Students also had the opportunity to purchase the other books in the Time Keys series.



Leonard's visit was an unforgettable experience that encouraged curiosity, creativity, and a love for reading and writing. Whether you're an avid reader, an aspiring writer, or simply curious about what goes on behind the scenes in the world of books, this was a wonderful experience!

Star Readers

To reward the tremendous effort of years 7, 8 and 9 reading, English teachers nominated their top star readers of each class. One student from each year group was picked at random during our special reading assembly to win an amazon voucher.

Those nominated were:

Year 7: Aadhya S, Mia D, Toby T-A, Muaaz B N, Georgiana D and Dillon S.

Year 8: Sienna R, Harvey S, Sadie, S, Phoebe S, Joy C A, Brooke O, Frankie F.

Year 9: Sam H, Lily O J, Emilia M-B, Evie W, Oscar C, Maisie H-B, Olivea T

And the winners are...



Congratulations and brilliant effort! The next Star Readers will be announced next term.

South Wolds Poetry Group

By Mrs Hudson

We are delighted to share news of our South Wolds Poetry Group, which meets regularly to discuss all things poetry and to support students in developing their own creative writing. These sessions provide a relaxed, encouraging space where pupils discuss themes and ideas from poems, before sharing and reflecting on their own original work. The group has shown impressive creativity, confidence and thoughtfulness and we are proud to introduce a sample of their poems in this newsletter as a celebration of their hard work and growing voices as young poets. Well done!

Reaction

Seen it all the time in movies,
seen how you're supposed to feel,
a wrenching, ripping, powerful sensation,
to which I need an explanation.

Here I sit with all my thoughts,
laid out on the table,
trying desperately to sort
out what I am unable
to feel as they do on TV.
Why can't I find those moments in me?

Not even a single tear.
Not a sign of sorrow on my face.
To hint to the world,
I might care.

How I long to scream out into the void,
a vacuum now he's gone,
and fill it with my eternal rage,
so I don't feel so wrong.

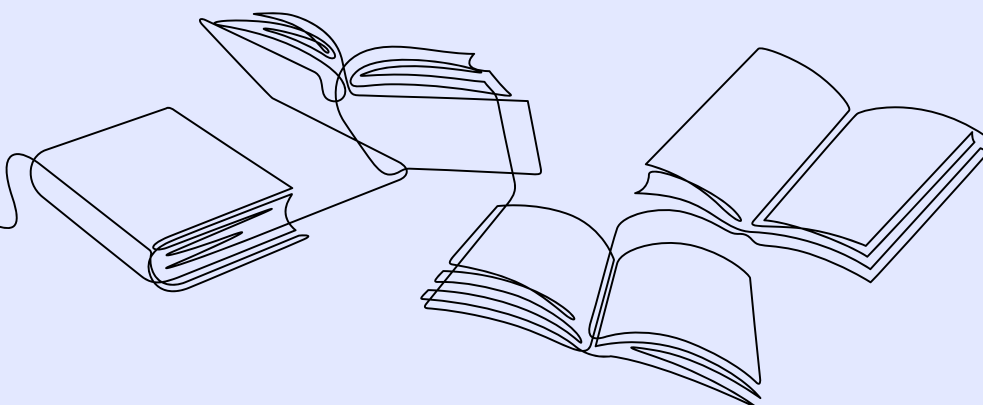
BP

The sky was made for the quiet ones,
who watch the stars but never speak,
whose dreams are written in the
folding dusk, and whispered soft on
rivers weak.

They walk on paths the world forgot
where petals fall like silver rain
Each step a hush, a breath, a
thought Each silence stitched with
gentle pain.

The world moves loud - it blinks and
burns
But they sit still with the dusk and
dew and though no glory waits in
turn, the sky holds space for hearts
like you.

ZC



South Wolds Poetry Group (part 2)

By Mrs Hudson

I peer up at the sky, feeling the soft soil on
me
Dreaming, wishing, I could soar with them
above
In the space between my scale, the hollowness
of my body
I feel it filling with envy and jealousy.

I know if I could, I would fly, a slithering soar
The air blowing on my fangs, I could be free,
A glint in my eye, a light in the darkness
But I can't, and have to be consumed by the
urge to kill.

To survive I must kill, I must bite, I must eat,
The dreams aren't real, and I have to survive,
Even if it means the demise of others, the
sacrifice of life,
And the last thing they see is my scales
swallowing them.

I only wish to be, the snake with wings, to fly
at last,
Not a miller, the one they fear, the one they
run from,
The world is cruel, and to survive I must put
my dreams aside,
I will never fly with them above, I will never be
the snake with wings.

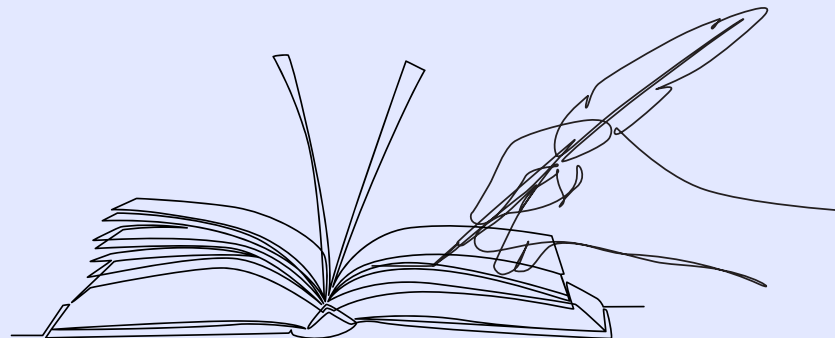
FC

The walls hold quiet voices, books
pressed close in careful lines, paper
corners sharp against fingertips, with
scenes of nostalgia and peace.

A window left open, air brushing past
my face, the distant sound of birds. A
hand resting briefly on the table, my pen
held just right, someone noticing without
me having to ask.

These movements settle, forgotten, yet
they linger, shaping the space around us
more than we realise.

ZC



Spring Term 1 High Flyers

Matthew S, Libby T, Elizabeth S, Isabel D, Florence D-S, Isabelle W & Jerome B (Year 10) English

For an excellent first attempt at an English Language Paper 1 for GCSE - I was so impressed with your hard work and determination to do well! *Mrs Harper-Williams*

Ruby H (Year 8)

For your outstanding progress since November. Well done, Ruby, you should be very proud of yourself! *Mr Levack & Miss Eudall*

Ianna K, Ivy R, Ella T, Lily F, Lily M, Elisabeth N & Evie C (Year 11) Food Technology

For consistently working hard in Food Technology lesson! *Mrs Parker*

Lily S, Daisy S & Alshanta H (Year 9) Maths

Great work in Maths - keep up the hard work! *Miss Turnbull*

William S, Owen D & Reuben C (Year 8) Geography

Great effort in Geography - your hard work is showing in your great assessment results. *Mrs Chambers*

All Year 13 Uni Applicants (Year 13)

Well done to all of you for getting your UCAS applications in by the deadline. It's no easy task. Here's to all of those offers rolling in! *Miss Gale*

Bo W (Year 10) Spanish

Amazing effort in vocab tests and being resilient in Spanish! *Mr King*

Lily F (Year 11) English

Lily has wowed me with how well she has done in her English Literature exam... wow, wow and more wow!! *Ms Wightman*

Freddie W (Year 9) French

For always working hard and pushing himself in French lessons! *Miss George*

Rosie R, Rebecca P, Freddie W, Hugo W, Jack T & Ben K (Year 8) Maths

Fantastic work in Maths - well done! *Mrs Barr-Smith*

Nathan A (Year 11) Business Studies

For excellent effort and independent work in Business Studies! *Mr Wall*

Seb G (Year 10) English

A fantastic student who works hard, engages well in English lessons and can always be depended on to have great ideas. *Ms Shaw*

Phoebe W (Year 7) Spanish

Great attitude and effort in Spanish. *Miss Wherry*

Yazhini V (Year 7)

For always being so kind and helpful - thank you, Yazhini!
Miss Gale



Spring Term 1 High Flyers

Freya B, Evie B, Jaime C, Bethany C, Jake E, Freda F-D, Freya F, Kaitlyn J, Bella K, Marcie M, Layla M, Freddie O, Amelia P, Jesse Q, Ana S-G & Sienna S (Year 10) Maths

For always quietly and unassumingly getting on with your work in our maths lessons. I see you; well done! **Miss Gale**

Riley C & Dre G (Year 9) English

For an amazing effort in their English Intervention sessions! **Mrs Egglenton**

Cian M & Joel A (Year 11)

Thank you for volunteering to officiate a Year 8 football match. It was really helpful and set a great example to our younger PE students! **Mr Levack**

Zilpha C, Ben P, Jensen C, Liam G, Frank C & Elle J (Various Years) English

Attending and contributing to our Poetry group - thank you so much! **Mrs Hudson**

Hazel C & Joseph R (Year 9) Geography

Always working hard in Geography lessons - well done! **Mrs Chambers**

Herenia C (Year 10) Maths

Fantastic effort in Maths and always getting onto extension activities - well done! **Miss Turnbull**

Joy C-A, Sophie B, Emilia D, Ben S, Freddie W, Muhammed MN & Elizabeth A (Various) English

For excellent progress with independent reading! **Mrs Hudson**

Ivy R (Year 11) French

Well done for doing so well in your French mock. Brilliant effort! **Miss George**

Caleb V (Year 10)

For always working hard and winning the Date Challenge during our starters. You're the guy to beat! **Miss Gale**

Eddie C, Erin P, Esme W, Matilda W & Samuel L (Year 10) English

For producing some excellent responses in your last English Language exam! **Mrs Sowerby**

Olivia D (Year 11) Spanish

The fruits of consistent work. A superb mock performance! **Mr Reeves**

Tia-Rose H (Year 9) English

Quietly, consistently and carefully working away in every English lesson. It's also a pleasure to see your confidence growing. **Ms Shawr**

Charlotte D & Bhadra S (Year 11) Geography

Great attitude in Geography and always trying to improve. **Mrs Chambers**

Dakota S (Year 13) English

Amazing attitude and work effort in English Literature! **Mrs Belll**

Beau S & Ianna K (Year 11) Business Studies

Continued excellence in Business. **Mr Wall**



Talking Tech

By Liam G, Ben P, Zilpha C & Michael W (Year 11)

On 23rd January, I attended a political event at St Lukes' Church in West Bridgford about young people's use of social media and technology. The event was hosted by James Naish MP and included a panel discussion with representatives from medical and police fields, as well as a mobile phone trust, followed by a roundtable discussion with students and parents. The panel was particularly interesting because each speaker brought a different perspective based on their experiences, which helped show how social media affects people in many different ways and areas of life.

One key theme from the panel was the importance of human connection, especially for young people growing up with phones and social media. Rather than simply banning social media, the discussion suggested that the stigma around it needs to change, and that more attention should be paid to how it is used. Social media has become a major way for young people to communicate, making it difficult and unrealistic to take it away entirely. However, some platforms, such as Instagram and Snapchat, were discussed as being more harmful than others like Whatsapp, due to video content and AI algorithms that encourage constant use.

Another important point raised was responsibility. The panel highlighted how blame is often placed on individuals for overusing social media, rather than on the companies that design these platforms. There was a strong argument that tech companies should take more responsibility for the safety, wellbeing, and potential addiction of their users. The roundtable discussions between parents and students supported this idea, showing how growing up with technology has shaped everyday life, and how suddenly removing phones could have negative impacts rather than solving the problem.



Digital Discovery: Inside Computer Science (part 3)

By Mrs Rowe

All Students in Years 7, 8 and 9 have the opportunity to take part in the Cyber Explorers online learning programme. Cyber Explorers mission to is build the UK's cyber security talent pipeline by influencing the perceptions, subject choices and interests of young people aged 11-14 years, and their commitment to further their learning and interest in cyber security. This exciting initiative is led by His Majesty's Government Department for Science, Innovation and Technology (DSIT). Students who complete all the missions and challenges receive a certificate, to recognise their achievements.

Students can sign up via our school specific link here:
<https://www.cyberexplorers.co.uk/register/219610F2-5>

IT1 is available at lunchtimes Thursdays and Fridays for students to work on missions and challenges.

In March we will be entering teams again in the Cyber Explorers Cup. Students will take on a crucial mission to help the Cyber Squad fix Cyber City's brand-new Smart Mall. Its advanced AI system, SAM-U.L (Shop Assist Manage Utility), has become corrupted - leaving shelves empty, payments broken, and forcing the mall to close. The teams that restore SAM-U.L to the highest standard and help reopen the mall - achieving the top scores in the fastest time - will be named Cyber Explorers Cup 2026 Champions.



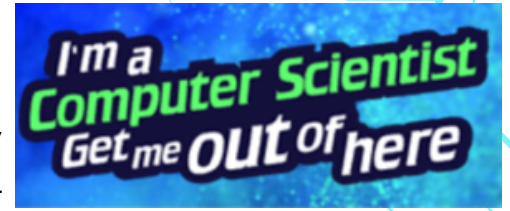
Year 7: Samson, Tyler, Owen, Joshua, Corey, Mia, Annabel, Emilia, Evie

Digital Discovery: Inside Computer Science (part 4)

By Mrs Rowe

I'm a Computer Scientist - Get me out of here!

Key Stage 4 and 5 Computer Science students have had the opportunity to take part in an online enrichment activity that connect students with diverse people working in a range of roles using computer science.



Through chatting with the computer scientists, I learnt that how computer science could help in other subject areas and also the careers opportunities we can have in the future with the knowledge we learn, and the importance of coding.

Eunice

Year 10 programming – chatted to a research scientist investigating how big weather influences local extreme weather, who uses lots of programming and AI to analyse big weather data, and a computational quantum chemist.

Year 11 had a cyber security webinar and chatted to 2 cyber defence analysts (one who works at Google), a cyber security analyst, a cyber security lecturer and a software engineer in the Aerospace and Defence industry.

I had a great time asking questions to the cyber security experts. I learnt how they stop DDOS attacks by using IP addresses. I got to know about the qualifications I need to get a to get a job in cyber security. My plan is to do 1 or 2 years of work experience in cyber security and earn some industry qualifications and degree in computer science. **Ojas**

I enjoyed the time getting to talk to these professionals and getting more insights into their job. It's fascinating just how far computer science can take you and everyone's job was quite cool! **Mishti**

Year 12 programming – chatted to a software architect working on streaming video services, a technology project manager in the automotive industry and a bioinformatician working at the NHS.

Digital Discovery: Inside Computer Science (part 5)

By Mrs Rowe

We have entered 2 teams in a national competition which challenges students to imagine, design, and pitch a ground breaking new product for the Internet of Everything (IOE).

The IoE is like a giant invisible web that connects all things, people, data, and processes. It's like a big team where everyone and everything works together, sharing information and making decisions.



The IoE is made up of four main parts: people, things, data, and processes. When these parts work together, they can make our lives easier, safer, and more enjoyable.

Real-life examples of IoE include:

- smart homes: imagine your alarm clock wakes you up and then automatically tells your coffee maker to start brewing coffee
- wearable devices: devices like smartwatches can monitor your health, track your location if you're lost, and even let you make phone calls or send messages
- smart cities: streetlights that turn off when it is light outside, or traffic lights that adjust based on road conditions
- connected cars: cars can communicate with each other to avoid accidents. They can also tell you when they need repairs or even call for help if there's an emergency

The Internet of Everything isn't just about smart devices; it's about connecting everything to make life easier, safer, and more enjoyable. It's like a superpower that lets us make objects work together – but we must use this power responsibly and safely.

The competition is a fantastic opportunity for Key Stage 4 students to apply their knowledge to real-world ideas. Our 2 teams have been earnestly working on their video entries since September to meet the end of January deadline.

Results are out in March!

Digital Discovery: Inside Computer Science (part 6)

By Mrs Rowe



This is team “BWA Association”. Their product is ‘*Adavision*’ which are lightweight, everyday glasses that combine normal vision correction with smart digital features. They include a small heads-up display inside the lens that can show information such as time, notifications, directions, reminders, and health-focused alerts. The glasses are designed to be comfortable, stylish, and suitable for daily use. A key feature of *Adavision* is their health support system. The glasses can track habits such as smoking, vaping, and alcohol consumption, provide gentle reminders when unhealthy habits are detected, give motivational messages to encourage healthier choices, and connect to a companion app to monitor progress and goals.



This is team “SaltedBread”. Their product is the ‘*Smart Nutrient Managing System*’. The central system collects the data from the various device (e.g. images, health information, dietary restriction) and perform calculations which would be outputted to the user via the application.

The central system can also make purchases of food items on websites of supermarket online if wished by the user.

The central system can also be integrated as a part of a home system (eg Alexa).

PE Updates

By Mr Partridge

rugby



The Minister School 17 - 0 SWA

Well done to our Year 10 boys rugby team who played their first 15-a-side fixture against Southwell Minster School on Monday 15th January. Our team played with great spirit throughout and represented South Wolds superbly.

Our Year 7 rugby team competed in the South Notts County Cup at Modern Rugby Club on 26th January, going on to win 3 of their 4 matches. Their effort and high-quality play have earned them a place in the County Finals! Our year 7 team will represent the south of the county at the County Finals, taking place on Thursday 26th February.



athletics

On 14th January, 40 pupils represented South Wolds Academy at the District Cross Country event held at Rushcliffe Country Park. It was a great afternoon, and everyone who took part did themselves and the school proud!

14 of our Year 7 students took part in the Sportshall Athletics event that took place on 22nd January. Well done to our team, their fantastic effort and positive attitude shone through and they represented the school brilliantly in each

football

Our Year 8 girl's football team put in a strong performance in the first round of the South Notts Cup against Alderman White School, our win sees us progress into the second round. The players showed great determination and spirit throughout the match!

SWA 4 - 3 Alderman White School

A huge well done to our Year 9 girl's football team who have reached the Quarter Finals of the County Cup. The team have shown great effort and teamwork throughout!

Round 2: SWA 6 - 0 The Suthers School
Round 3: SWA 10 - 1 George Spencer Academy

Star Bakers: 7H's Charity Sale

By Mrs Harper-Williams

This term, Year 7 pupils have been studying *The Bone Sparrow*, a powerful novel that explores friendship, family, love and loss all told through the eyes of the Rohingya refugee community stuck in an immigration detention centre in Australia. In lessons, we have had incredible conversations about the suffering refugees experience in the novel and the way in which its writer, Zana Fraillon, has created her characters to expose and highlight the profound difficulties they face. Reading such a text is an emotional experience, and we have had some profound moments in class.

7H, my amazing tutor group, wanted to channel their new-found knowledge about the experiences of refugees into positive action. We had already discussed holding a charity bake sale at some point in the spring term, but reading Subhi, Eli and Queeny's stories crystallised our focus: we wanted to help by raising money, and the first cause that came to mind was a charity supporting refugees. We found the UK branch of the UNHCR (the United Nations High Commissioner for Refugees) and then the pupils got to work throwing everything they had felt and learnt in class into creating their bake sale.

It took time to prepare, and we used tutor time to plan, delegate tasks and decide how we were going to run the sale: Annabel, Harriet, Elise and Amelie all designed and printed beautiful, clear posters to help spread the word and which everyone broke up into teams to place around the school; every single member of the tutor group volunteered at either break or lunch to support with selling the cakes; and then, of course, there were the cakes themselves, brought in by over two thirds of the class.

And what a selection it was! To name just a few, we had Riley's brownies, Joe's cupcakes, Elise's red velvet cakes, Salman's basbusa expertly made by his mum the night before, Immy's selection of cookies, and more! The sale itself was an incredible experience, with a queue winding outside E1. With Joshua, Henry, Riley and Annabel manning the tills, as a class we raised £135.89 from our bakes, which will go towards supporting refugees fleeing Sudan, Ukraine, Myanmar and more.

In a world that feels increasingly fraught and divided, 7H proved that something as seemingly small as a bake sale can create and spread so much positivity and community spirit. Everyone left E1 with a smile on their face, cake in their hands and the knowledge that a donation will go to those who have already lost so much. The pupils confirmed the true power of story-telling, one of *The Bone Sparrow's* biggest themes: that learning about the lives of others can spur you on to take action and contribute in a meaningful way to help people and be a source of light in the world. Thank you 7H, you were brilliant!



Bonjour, Baking!

By Isabelle R (Year 10)

On 20th January, the Year 10 French GCSE class went to the food technology room after school to make crepes using a French recipe. Miss George provided us with the ingredients to make the crepes and we bought toppings such as chocolate, biscoff and fruit. We had to translate the whole recipe and follow the instructions; it was quite challenging! The first few crepes were raw but that was okay as we tried again and they were so tasty. C'était délicieux! Some groups even made another batch of batter and made more crepes as they were so good! I really enjoyed making them and it was such an amazing thing to try, I hope we can do it again soon! Merci beaucoup Miss George for the idea of doing french baking. I loved it!

By Florence (Year 10)

On 20th January, my French class got the opportunity to spend an hour after school attempting to bake some crepes as part of our new topic which is all about food! We worked together in groups to decipher a crepe recipe that was in French and apply it to making some of our own. I found it really enjoyable to try this with my friends and I also think it provided me with new vocabulary to use in my lessons. My groups crepes didn't all work amazingly but they still tasted delicious with toppings on!

J'espère que on peu faire une autre activité similaire a l'avenir en cours de francais parce que c'était vraiment amusant!



Global Explorers

By Miss George

We have been busy in Global Explorers in the last term with lots of activities focused on all kinds of cultures, traditions and languages around the world. Back in November we spent a couple of weeks making a papier-maché Vesuvius and exploding it using vinegar and baking soda on the lawn outside of languages. More recently we made a Roscón de Reyes to celebrate Epiphany in the Spanish way and Mara ran a session on tea ceremonies in China, where our Global Explorers tried different types of herbal tea. Coming up this term we have lots more exciting events: we will be reading Scottish poems for Burns' Night, trying Tai Chi with Mr Wall and learning some Irish dancing for St Patrick's Day.

If you are a Year 8 and interested in joining Global Explorers, please join us on Mondays after school (3:30 – 4:15) in L5!



Student Congress Trip

By Mr Levack & Miss Drewett

In December, we were delighted to take our Student Council representatives to Nottingham Trent University for our annual Student Congress. This trip provided students with the opportunity to step into a university environment while taking part in meaningful discussions centred around student voice, leadership and positive change within our school community.

Throughout the day, students worked collaboratively to discuss key issues and topics that had been raised by students across the school. These discussions were thoughtful and reflective, with students considering a range of perspectives and exploring realistic and effective ways in which concerns could be addressed. The focus was not only on identifying issues but on developing practical solutions and actions that could be implemented moving forward.

A significant part of the congress was dedicated to planning and discussing the annual programme of awareness days that take place throughout the academic year. These included important themes such as Neurodiversity and SEND access to education, LGBTQ+ awareness, Mental Health and Anti-Racism days. Students engaged maturely with these topics, demonstrating a strong commitment to inclusivity, equality and wellbeing and recognising the importance of ensuring that all members of our school community feel valued, supported and represented. Students also spent time discussing the charities that we will be supporting this academic year.

The day also provided an opportunity for students to reflect on leadership and responsibility. Student Council roles were formally elected, allowing students to take ownership of specific responsibilities and contribute actively to the running of the school council. To mark their commitment and recognise their contribution, students were presented with Student Council badges, which they will wear with pride as ambassadors for student voice and representation.

The Student Congress was an extremely positive and productive experience, and we were incredibly impressed by the level of engagement, confidence and maturity shown by all students involved. We look forward to working closely with the Student Council over the coming year as they continue to represent their peers and help shape positive change across the school.





FEBRUARY HALF TERM ACTIVITIES

UNO,
MUSIC AND
CRICKET
SESSIONS

**MONDAY 16TH FEBRUARY
2:00-3:30PM
GIRLS ONLY SESSION
EAST LEAKE LEISURE CENTRE**

**MONDAY 16TH FEBRUARY
4:00-6:00PM
YOUTH CLUB
EAST LEAKE LEISURE CENTRE**

**WEDNESDAY 18TH FEBRUARY
2:00-3:30
GIRLS ONLY SESSION
COTGRAVE YOUTH CLUB**



**WEDNESDAY 18TH FEBRUARY
4:00-6:00PM
OPEN SESSION
COTGRAVE YOUTH CLUB**

For more details contact Sham: 07726 677056 or Jermaine: 07957 125108



Food Hampers

Available
For Collection
From,
Cotgrave Community
Kitchen, Candleby Lane
Cotgrave.
NG123JG

Wednesday, Thursday and Saturdays
18th or 19th or 21st February

please contact us for more details and to reserve your food
hamper

JILL. 07779702035

At cotgrave Community kitchen we are committed to
promoting sustainability, reducing food waste and
supporting our community in any way we can.

We're here to help, if a food hamper would
support your family during the winter break
please let us know -

SAFEGUARDING ADVICE

If you require urgent help during this period, you do not need to be alone:

Emergency Help and Support

For urgent help, if someone is in danger or an active crime is being committed call 999. If you are aware that someone has committed a crime or been a victim of a crime please call 101.

Mental Health and Wellbeing

There are a range of support services available. Please see below:

KOOTH - for children and young people aged between 11-24 years who want to talk to a mental health professional online, anonymously and free. Visit their website www.kooth.com for further details.

HARMLESS - provide a range of advice and support about self harm, people who self harm, their friends and families. www.harmless.org.uk

MIND - provide advice and support to empower anyone experiencing a mental health problem. www.mind.org.uk

THE SAMARITANS - are available 24/7 to help with anything that's troubling you, no matter how large or small the issue feels. Calls for free on 116 123 or email jo@samaritans.org (response time for email is several days)

CHILDLINE - available 24/7 for all mental health needs, concerns, help and advice. Call free on 0800 1111 or visit www.childline.org.uk

BE U NOTTS - to support early mental health and emotional wellbeing for young people and parents/carers. www.beusupport.co.uk or call 0115 708 0008

NOTTALONE - provides local mental health advice and help for young people in Nottingham and Nottinghamshire.

YOUNGMINDS - supporting young people, parents and those that work with young people's mental health. www.youngminds.org.uk

Nottinghamshire NHS Mental Health Crisis Line: Anyone needing mental health support for themselves or others can call the NHS crisis line on 0808 196 3779. 24/7, 7 days a week.

Drugs & Alcohol

FRANK National Drugs Helpline
Call: 0300 123 6600

DRINK AWARE
Call: 0300 123 1110
www.drinkaware.co.uk/alcohol-support-services

CHANGE GROW LIVE (Notts)
www.changegrowlive.org/nottinghamshire

Food Banks

The Trussell Trust have a range of food bank services within the Nottinghamshire area. Visit their website www.trusselltrust.org.uk

Cotgrave Community Kitchen
Facebook: Cotgrave Community Kitchen

Abuse and Radicalisation

If you are worried that you or someone you know is being abused or radicalised, even if you're unsure, you can speak to NSPCC about your concern. Call 0800 1111, report it online or email help@NSPCC.org.uk

If you are an adult call 0808 800 5000

Online Safety

We value the importance of educating our students in staying safe online. There are a range of support services available. Please see below:

CEOP - helps any child or young person under the age of 18 who is being pressured, forced or tricked into taking part in sexual activity of any kind (online and/or in 'the real world'). www.ceop.police.uk/Safety-Centre or www.ceopeducation.co.uk/11_18

PARENT SAFE - a very useful website containing top tips for parents. www.parentsafe.lgfl.net

REPORT HARMFUL CONTENT - reports can be made online, response time is 72 hours. www.reportharmfulcontent.com/report

UK SAFER INTERNET CENTRE AND NATIONAL ONLINE SAFETY - for additional information and guides for any additional e-safety advice. www.saferinternet.org.uk

Further Support

If you have concerns for the safety of a child during school holidays, please contact Nottinghamshire Multi Agency Safeguarding Hub: 0300 500 80 80 or visit the website www.nottinghamshire.gov.uk. If you require an urgent response outside of working hours (8.30am-5pm) contact Nottinghamshire's Emergency Duty Team (EDT) on 0300 456 4546

If the child lives in Nottingham City please contact Child and Families Direct: 0115 876 4800

If you believe that a child is at immediate risk and in need of protection then you should call the Police - 999 immediately.

Alternatively, if you feel the child is at risk of abuse or neglect, but not in immediate need of protection, you should call the Police on 101.

Housing Support

If you need support to find somewhere safe to stay, please contact:

Nottingham Community Housing Association
Call: 0800 013 8555
www.ncha.org.uk

