



MOSSBOURNE
FEDERATION

CEO: Peter Hughes



Principal:
Rebecca Warren



Principal:
Matthew Toothe



Principal:
Amy Wood



Principal:
Laura Green

the mossbournian

The Newsletter of Mossbourne Community Academy

Summer 2022



Dear Parents and Carers,

Welcome to the summer edition of the Mossbournian.

A sincere thank you to all parents, carers and staff for the support and guidance provided to our children this year – a year which has seen near ‘normality’ return. Our relationship is key to providing the emotional and intellectual support for the pupils of Mossbourne and your support is both hugely appreciated and invaluable. I want to start by saying a specific thank you to Ms Jenny Berggren, our librarian, who has worked tirelessly to pull together the pieces for this issue. I would also

The end of the academic year is a time to reflect on the inspirational achievements of Mossbournians since September - they are a credit to the academy, their families and themselves. Roman Bird, 13 Pinter, has been offered a full scholarship to study at Yale University in the United States of America; from September 2022 he will study Humanities and Computer Science as a double major – an amazing achievement. A full scholarship to Yale University is unprecedented in Mossbourne history. Tessa Mullen was the deserving recipient of the Sir Michael Wilshaw Dux Award; Tessa has been offered a place at Oxford University to read History this coming autumn.

As the summer break beckons, Year 11 and 13 students will be keenly awaiting their results. We will miss all Year 11s who will not be returning to the Mossbourne Sixth Form and wish them the very best of luck.

Our outgoing Year 13 students can look forward to fantastic futures: this talented year group have received eight firm offers and five pool offers from Oxbridge – a further five offers to

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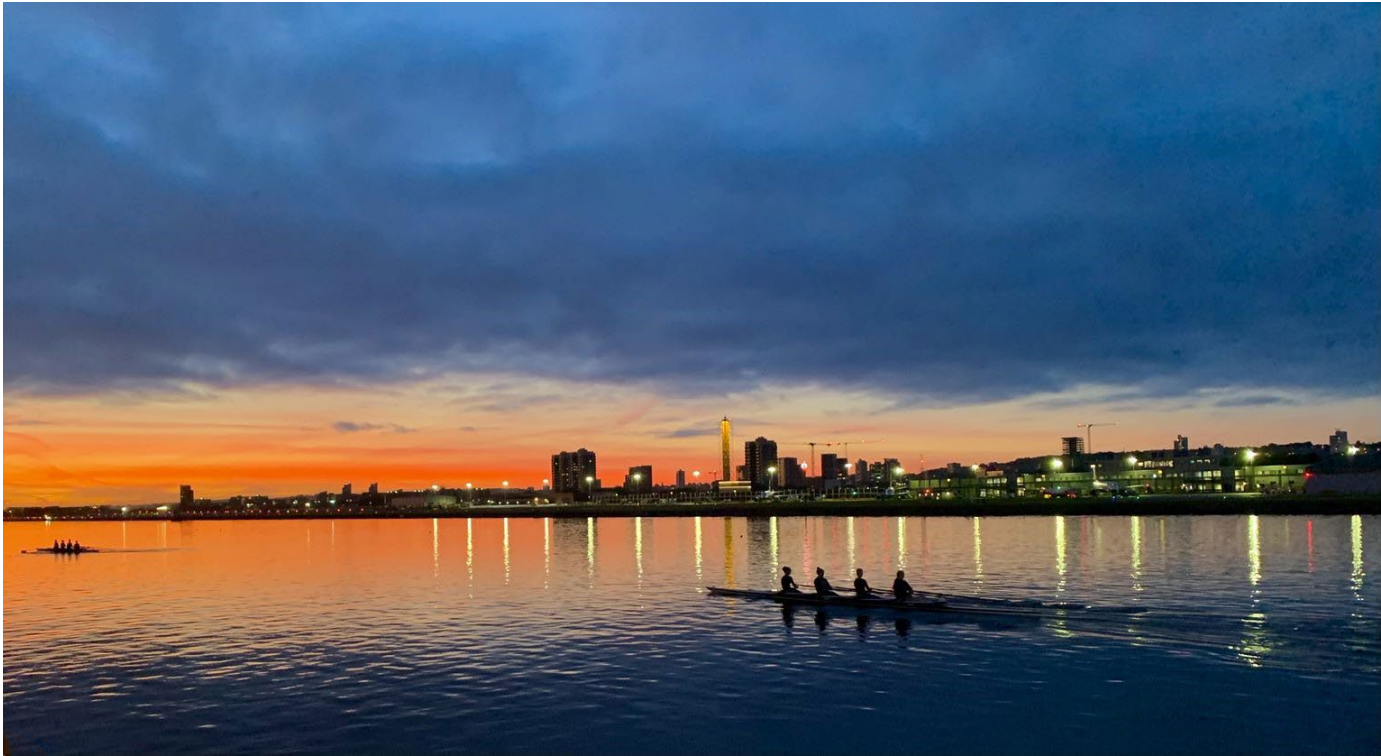
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Mossbourne Community Academy
100 Downs Park Road, Hackney
London E5 8JY

Telephone: 020 8525 5200
Fax: 020 8525 5222
E-mail: enquiries@mca.mossbourne.org
www.mca.mossbourne.org



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6b Hemnall Street, Epping, Essex CM16 4LW



MCA rowers on the Thames, an early morning in January 2022.

like to thank ‘Friends of Mossbourne Community Academy’ (FoMCA) who have organised, and overseen, the second-hand uniform sales all year. Recycling has never been so important, against the backdrop of sustainability and the cost-of-living pressures we face as a society, so we are all truly grateful for the hours of effort they invest in providing such an important service to parents and carers.

We have had a fantastic year at Mossbourne Community Academy. Never has the return to ‘business as usual’ been more pronounced than in witnessing the pride and excitement of our Year 11 and Year 13 pupils upon leaving the examination hall. The buzz of achievement and self-confidence was both palpable and a pleasure to witness. Mossbourne pupils have once again demonstrated resilience and capability and it is a timely reminder that young people should never be underestimated.

A highlight of the first term was the ‘Outstanding’ grade the academy achieved following the Ofsted Section 5 Inspection, in September 2021. The grade is testament to the hard work and dedication of pupils and staff; it was another indicator that Mossbourne Community Academy pupils and staff are really very special. Between September 2020 and August 2021 only 4% of schools were awarded an ‘Outstanding’ overall grade and so this academic year started on an extremely high note and, I am glad to say, has gone from strength to strength ever since.

study medicine have also been received. An impressive total of 151 students have received an offer from at least one Russell Group university: 83% of this year’s cohort.

“ Mossbourne pupils have once again demonstrated resilience and capability and it is a timely reminder that young people should never be underestimated ”

In this edition you will also read about the fantastic achievements of our boys’ and girls’ teams across so many sporting disciplines: this has truly been a year of remarkable success when hard work and team spirit has reigned. The results for our football, netball and athletics teams really are outstanding.

The Rowing Academy, under the guidance and tutelage of Mr Tom Wilkinson, has seen significant and unprecedented success at several prestigious regattas and indoor rowing events. In March, the academy’s first 8+ boat, ‘No Excuses’, was officially named and launched before its very first competitive race. In the

boat’s debut race, Year 10 boys were overall winners of our first national title beating crews from Eton, Westminster, Radley, Shiplake and Abingdon. In May, Year 9 Boys were outstanding in the National Schools’ Regatta. In the final they competed against Abingdon School, St Pauls, Windsor Boys’ School, Westminster and Enniskillen Royal (IRE). They raced superbly and won the silver medal. The Rowing Academy’s success prompted a feature spread in The Times entitled ‘No Excuses: the mantra and rowing boat that will help academy take on Eton’.

Pupils within the Expressive Arts Department have enjoyed a memorable year which culminated at the Federation Concert on Friday 24th June at the impressive venue of St John’s at Hackney. It was an incredible event at which the pupils across the Mossbourne Federation were able to demonstrate their immense talent. It was wonderful to enjoy the concert after the hiatus of the past 2 years – a special thanks to the Federation Director of Music, Mr Matthew Watson, and his team for managing to secure the venue in a year when there were still so many uncertainties. This year, MCA Drama entered the ‘New Views’ scriptwriting competition run by the National Theatre. You can read more about the success of 12 Berkoff’s Alycia Okonta’s submission in this edition – she was a finalist and reached the last nine of 427 submissions!

It is always difficult to say goodbye to staff who have shown outstanding commitment to the young people of Mossbourne Community Academy. I would like to thank the staff who have all contributed hugely to the life of our academy and who will be leaving us for personal and professional reasons at the end of this academic year.

It continues to be the greatest honour to serve as principal of our academy. As I wish you all a very happy and enjoyable summer holiday, it is my hope that by continuing to work in partnership with you, in our very special Mossbourne community, we can continue together to ensure the best possible wellbeing and outcomes for all the young people in our care.

Rebecca Warren
Principal

Results Days

A-Level Results Day	Thursday 18 th August 2022
GCSE Results Day	Thursday 25 th August 2022

Key Events & Academic Calendar

Autumn Term 2022

INSET days	Wednesday 31 st August – Thursday 1 st September 2022
Start of term for years 7 and 12	Friday 2 nd September 2022
Start of term for whole Academy	Monday 5 th September 2022
INSET day	Friday 30 th September 2022
Year 7 Parents’ Evening	Thursday 15 th September 2022
Year 12 Information Evening	Thursday 15 th September 2022
Year 10 Parents’ Evening	Thursday 20 th October 2022
Half term	Monday 24th – Friday 28th October 2022
PSHCE Day	Friday 11 th November 2022
INSET day	Monday 14 th November 2022
Year 12 Parents’ Evening	Thursday 8 th December 2022
End of Term for Sixth Form	Thursday 15 th December 2022
End of Term for Whole Academy	Friday 16 th December 2022
Christmas Break	Monday 19th December – Monday 2nd January 2023
Spring Term starts	Tuesday 3 rd January 2023



CLUBS & PROGRAMMES

MedSoc: A matter of life or death

20 pupils from MedSoc, Mossbourne’s medical society for students in years 7-11, got a chance to experience the medical response to a knife crime at close quarters this year. After a previous session where the pupils donned virtual reality glasses to experience the crime in 3D, they were brought together for a special session to see the entire response process in real time.

Organised by the Imperial College SHARP project, the session was held at the Round Chapel. It brought together a multidisciplinary team including paramedics, police, an operating theatre team from the North West London Trauma Group (surgeon, anaesthetist and nurses), and ‘simulated patients’ (professional actors) portraying patient and family. This was all done in order to bring to life interactive workshops exploring the journey of a victim of knife crime through immersive simulation. Watching professionals at work helps to deepen knowledge about the lasting consequences of carrying and using a knife.

The whole day was incredibly rewarding, with pupils able to have a real hands-on experience of the scenario and a chance to work with and question senior medical professionals on the important work that they do. ■



Tense viewing at the Round Chapel.



Students having a hands-on experience of saving a life.



WALL OF KINDNESS

Celebrating Kindness

A huge thank you must be extended to our Wall of Kindness news presenters Godwin Antiedu, 11 Milton and Kieran Kwapong, 11 Malala. We have all enjoyed celebrating pupils’ care of each other through their monthly broadcasts. Their dedication, humour and unique presenting style has brought a smile to everyone’s face this year. Please continue to add messages to the wall (outside HoY offices) to highlight small and random acts of kindness. ■

Kieran and Godwin:
Wall of Kindness
Presenters 2021/2022



NHS Cadets

“NHS Cadets is a programme that teaches us more about health, whilst building essential future skills. I signed up because I am interested in the health sector, and the programme covers interesting topics, such as mental health awareness. I’ve learnt how to communicate effectively and the importance of listening and making sure the other person feels that they are being heard. I’ve also learnt more about teamwork and how important all roles within a team are, however different they may be. My favourite part so far has been the mental health module that explores both mental illness and the professions that help people who are suffering. I’m also excited about the more practical first-aid module and look forward to starting it soon.” ■



The NHS Cadets – a fabulous team.



CLUBS & PROGRAMMES

News from the Combined Cadet Force

This has, again, been a challenging year for the Mossbourne Combined Cadet Force with the restrictions placed on us due to COVID 19, and a new school staff instructor. However, we have kept the CCF syllabus going as cadets continue to work towards their next star level, coupled with plans to expand the entry to applicants from the year 7 and 8 groups ready to start in September 2022. In addition to this we plan to allow those continuing in Mossbourne’s Sixth Form to remain as cadets to assist in training and expand their leadership potential.

In returning to face-to-face training, we conducted training days and external visits throughout the year. Highlights included the navigation revision in Epping Forest and the First Aid training which was combined with a visit to the Honourable Artillery Company’s Guns & Museum. Included in this event was a semi-formal lunch at Finsbury Barracks/Armoury house where the cadets watched a Merlin helicopter practicing an ‘Urban touch and Go’ exercise. During May half term we carried out Skill-at-Arms training at the Royal Artillery Barracks in Woolwich which resulted in 9 cadets passing their Weapon Handling Test ready to attend an exciting programme at Summer Camp 2022.

We have continued with the two qualifications that we offer Mossbourne’s cadets in recognition of their efforts. FAA Level 2 Award in Student First Aid (RFQ) is covered in the CCF Syllabus and we believe that this government initiated award will give our cadets the confidence to save someone’s

Mossbourne cadets working towards the next level.



life and provide them with a head start for any other qualification they may need as they enter the workplace. We also offer the cadets the National Navigators Award (NNAS) at bronze, silver, and gold level. ■

Cadets building improved shelters during Fieldcraft training.



Success for our Black Boys Group

In January 2022, Mr James was brought in to lead an intervention to support and facilitate opportunities for the success of our Black boys. Essentially, the programme provides tools and strategies to help our students become confident, independent and competent leaders of their own destiny.

This small group of students from Year 7, 8 and 9 meet every Wednesday. The sessions are a consistent point of accountability to check in and discuss the previous week as well as tackle any challenges they may be facing. Over the past few months, we have been visited by successful Black professionals to speak on self-care, financial literacy, mindfulness, sports and exercise, creative fields, business acumen and problem solving. The group has also had the inspiring support of some MCA Sixth Form students, sharing their own experiences as well as their reasons for choosing to come back to the school for further education.

Our boys really appreciate the regular support and the opportunity to have external professionals share their time and expertise. We have had great feedback from staff who interact with and teach our boys. Comments have been very positive, highlighting key strengths for all boys in different subjects. Our boys are becoming reflective thinkers and owning their mistakes. They are also becoming accountable to each other, checking planners and positively encouraging one another to stay focused in all areas of their life.

Here’s what some of them had to say about the group and what they have learnt from visiting speakers:

Pharrell Garcia (8 Blackman): “I have learnt more respect for others and how to keep calm.”

Kyle Thomas (7 Blackman): “I am learning how to articulate myself better and how to be more respectful in general.”

Amara Kourouma (8 Moore): “[Virgin Money] taught me how to increase my money and have the correct financial lifestyle.”

With the continued support of MCA leadership, teachers and parents/carers, the hope is to continue the provision into next year and expand the cohort. Many of the students have expressed a wish to have an allocated mentor and to become mentors themselves in the future:

Rumani Thompson (9 Malala): “I think I would make a good mentor to a new Year 7 student because I could tell them how much I have changed since Year 7.”

Jaiden Richards-Smith (9 Bevan): “I feel I could help a new Year 7 student who has anger issues as I have them myself, so I can teach them how to stabilise themselves.” ■

Year 9 members of the Black Boys Group



Year 10 Study Club

The Study Club is an after-school session designed to support Year 10 students in achieving their full academic potential. The club provides a quiet learning environment as well as providing them with the opportunity to receive help from sixth formers. In addition to this, teachers also deliver short sessions on specific topics within their subjects. Mr Opoku has successfully created a friendly environment, which has made Study Club something to look forward to. Here’s what Maira Siddiqui (12 Pinter) and Bushra Abdullah (12 Cavell) have to say:

This mentoring scheme has been a great way to boost our confidence in communication. Furthermore, it helped us revisit and solidify our foundational GCSE knowledge, which made us more comfortable during our A-level lessons. During these sessions we worked alongside the students on the topics that they were finding challenging and provided practice questions that we were able to solve together. Due to our hectic schedules, most of the sixth formers had a specific day where they dropped into these sessions. This also was influenced by the students’ availability. Overall, we believe that study club is extremely beneficial to both us and the year 10 students. Here are some words from our mentees:

“Maira and Enoch helped me out a lot in understanding mathematics, circle theorems and completing the square.”

“Luke helped me understand my maths homework more. Overall, I feel study club is a good opportunity for kids to improve and get a better understanding.”

“Enoch helped me a lot, especially to understand circle theorem. He also gave me advice on websites that I could use to revise for my maths exams. I feel happy that these sixth formers are willing to give up their time to help me better my grades.”

“Bushra helped me revise for my RS exams in Islam. Enoch helped me with my maths work and with my maths revision. I feel euphoric that people gave up their time, while they had exams of their own, to help me.”

“I have found the mentoring programme and study club helpful. Martin’s help with Maths and Bushra’s help with RS have given me a lot more confidence to face exams.”

“I find my mentors very helpful and I have learnt different useful strategies that I did not know about. It also helped me to revise in different ways so that I can pass my GCSEs.” ■



Enoch Bedzo-Nutakor (12 Morley) during peer mentoring in the school library



Mr Douglas delivering an English nugget to supplement the mentoring programme.



DUKE OF EDINBURGH AWARDS

Duke of Edinburgh Awards: Bronze and Silver expeditions 2022

This year 84 MCA students signed up for the DofE Award, the largest cohort since records began! Here, Ms Barron recounts the expeditions:

The adventures began in early April with the Year 10 students setting off on their Silver Award practice in The Forest of Dean. Wonderful spring sunshine greeted us at our arrival. However, the weather turned, and temperatures plummeted to -4 degrees overnight. Kit was redistributed, survival bags advised, and students were given all spare clothing the teachers could muster. Thankfully we all survived (even though the staff's gas bottle froze so not even coffee was on offer in the morning!).

Next, the year 9 students were sent off to Epping Forest for their Bronze Award training. This was a great success, and all felt ready for their assessed expedition. We did, unfortunately have one mishap. Only 10 feet from the finish line Victoria Odhegba (9 Mandela) stumbled and slipped, damaging her knee (compounded by an earlier injury) in the

process. You can read her heroic account of the next expedition on this page!

The final Silver expedition was at the end of June, in the glorious Brecon Beacons. The Year 10 students did themselves proud and it was a perfect end to an eventful year!

On behalf of myself and the students I would like to thank all the staff who support DofE: Mr Clifford-Brown, Mr Kohut, Mr Wakefield, Mr Johnson, Mr Taylor-Rowe, Mr Smith, Mr Creighton, Ms Dow Habbick, Mr Opoku, Ms Castle-Miller, Mr Pease, Mr Vallis and Mr Chalk.

They work tirelessly over the course of the weekends with late finishes and very early starts. It is also remarkable to watch students appreciate staff in a different context outside of the classroom. Their commitment is extraordinary and a great example of staff going "the extra mile". ■

Heroics on Crutches

Victoria Odhegba, 9 Mandela tells us how her expedition on crutches unfolded:

I cannot say that it was always a fun experience, but what I can say is that I definitely learned more about myself and the people I was grouped with. At first, I didn't think I would be able to complete the expedition or even go on the trip in the first place. However, I still did the kit check and got on the coach (which was a whole other experience in itself). Everyone was really lively and excited on the way there, there was shouting and singing songs and many other activities. I got some much-needed rest throughout that period of time which is surprising as they were obnoxiously loud that morning. When we got to Guildford it was raining so we all took our bags to the shade of a tree and changed into our waterproof clothing. After a short while, our group was called up to depart for the North Downs. I was dreading this moment. We got our things sorted out and a tracker was placed on my backpack. We started the walk and I made sure to stay on mostly flat land to prevent myself from hurting my knee further. My group allowed me regular breaks and I am forever grateful for that. They also let me set the pace which allowed us to get to the campsite and to each checkpoint beforehand on time.

During the walk, we saw different types of flowers and documented them by taking amazing pictures. We also saw some cows and were scared they were trying to chase us, so we sped up our pace just a tad (actually, some of our members started running which was hilarious!). Moving on, we set up our tents at the campsite and got our equipment out to start making dinner. During moments like these, I learnt how to use equipment (that I hadn't even thought about before joining DofE) in a proper way. I also learnt to appreciate the settings around me because my group ended up catching sight of rather picturesque views during the first and second day of the expedition. The second day was difficult to say the least, especially the last few kilometres. When we made it to the finishing point, I was both overjoyed and exhausted but I felt a great sense of accomplishment since I had managed to complete the walk on crutches. I was congratulated by my peers and the teachers that came along with us and it made me realise what an achievement it was.

Throughout the walk, my group mates constantly checked up on me and they were supportive every step of the way. The teachers were also supportive and provided words of encouragement to me every chance they could. Overall, my experience was both fun and hard work and something I will always remember! ■



FRIENDS OF MCA

Message from FoMCA

Mossbourne's parents' association, Friends of Mossbourne Community Academy (FoMCA), would like to thank parents and carers for their support this year and ask you to look out for the new uniform drop-off bin which has been placed outside reception. We hold pre-loved uniform sales throughout the year, normally held on parents' evenings.

FoMCA welcome your support via <https://www.easyfundraising.org.uk/causes/mossbourneaca/> (every time you shop the retailer gives a small donation).

We would love to hear from you! If you would like to get involved, please contact us via:

Email: friendsgroup@mca.mossbourne.org
or
Instagram: <https://www.instagram.com/friendsofmca/> ■



The bin for school uniform donations is located outside reception.



Kit check at MCA



Setting off in the sunshine

Wordsearch

Can you find all eight of Mossbourne's form names in this grid?

BEVAN	MALALA
BLACKMAN	MANDELA
BRONTE	MILTON
BUTLER	MOORE

You can collect a print version of this wordsearch from Ms Berggren in the library. ■

A	M	B	T	I	D	M	M	U	K
A	R	O	L	O	X	N	I	E	V
L	B	C	O	A	L	A	L	A	M
E	W	J	P	R	O	M	T	L	Y
D	T	C	Q	U	E	K	O	A	R
N	B	N	W	C	N	C	N	M	E
A	H	V	O	B	X	A	F	M	L
M	A	R	D	R	R	L	V	F	T
S	V	N	M	E	B	B	H	E	U
Z	G	U	I	E	A	K	O	M	B



SIXTH FORM

Mossbourne Architecture Programme

Earlier this year students in the Architecture Programme got a private tour of UCL’s new university student accommodation which is currently being built in the Queen Elizabeth Olympic Park. The tour was led by the lead structural engineer who explained how the structure was built and gave tips on how to enter the industry. The students asked lots of questions to gain ideas for their own forthcoming project work designing student accommodation.



Year 12 students looking over developments at Queen Elizabeth Olympic Park.

The Architecture Programme students were also called upon by Hackney Council to give them feedback on plans for the 10-year redevelopment of Dalston. Students had a 2-hour guided tour of the area and listened to proposals from the town planners. The session concluded at the Dalston East Curve Garden where students gave group presentations to feed back their thoughts for the proposed changes. Ideas covered improvements to transport, social spaces, and commercial areas. The exciting suggestions included building a foot bridge over the railway to link to the market, upgrading the market stalls, creating more green space at the end of Ridley Road and improve use of the space under the railway arches. The town planners were very impressed by the ideas and professionalism of our students and are looking forward to working with Mossbourne again to gain young people’s views on the area they live in.

Here’s what Tanvir Hannan (12 Hazlitt) has to say about the opportunities available in Sixth Form:

“The Mossbourne Architecture Programme is an opportunity other schools wouldn’t be able to give and is one of the reasons why I came here. The thing I enjoyed most this year was the architectural drawing and model making workshops. Since then, it has become a hobby and potentially also a future career for me.” ■

MAP students in model making workshop delivered by ORMS architects.



Year 12 students talking to town planner at Ridley Rd Market.



Looking at 3D map of proposed Dalston development



Our first ever Culture Day

By Elifsu Sakiroglu and Hanna Brighi (12 Morley)

Everyone wanted this to happen. Seemingly never-ending TikTok videos of the vibrant Culture Days run by other schools increased the persistent requests amongst our peers to organise our very own. The problem was figuring out how we should go about proposing this idea to senior members of staff. So, we started contemplating why we wanted a Culture Day in the first place. Was it because we were jealous of other schools having more fun than us? Yes. But, also, it was because we knew it would be monumental. A Culture Day is more than just an occasion to come into school dressed in cultural clothing. It is an opportunity to celebrate our rich and diverse community; to appreciate the stories told within every pattern, every fabric and every detail on the garments our ancestors designed; to reflect upon the hardships generations before us went through for us to be here today. Listening to our peers retelling their family stories and sharing our own experiences being first- or second-generation immigrants with each other certainly strengthened the bond of our year group.

On the day, we encouraged students to come into school wearing their traditional cultural dress and bring in £1 as a donation to the E5 Baby Bank. Many students gave presentations during form time about their outfits and what their culture means to them. We also held a food sale during lunchtime with an assortment of cultural dishes to raise further donations for the cause. There was a fantastic reaction from students on the day. It was great to have so many students dressing up and this day also gave many the platform to talk about their culture, providing an important insight into the many communities and backgrounds that we are a part of. Undoubtedly, Culture Day was a highly uplifting and empowering event for students to take part in, and an important celebration of all our cultural backgrounds. We hope this is the beginning of many more Culture Days to come! ■

Students celebrating our first Culture Day



Medical Bursary Programme

The Mossbourne Medical Bursary programme for sixth formers has been active throughout the year, supporting students into medicine, dentistry and veterinary programmes. Highlights of the year include a very successful research poster competition judged by doctors and medical students, a clinical skills day and first aid sessions. Students have also had the benefit of numerous medical speakers who have talked about their pathway or their specialty. In addition, this year we have had the benefit of support from Dr Massimo Monks, alumni of Mossbourne Community Academy, who has just been accepted onto GP practice training in Hackney. ■



Dr Monks (MCA alumni) with medical bursary students.

Meyer Essay Prize

In 2019, the children of Anthony Meyer (a Member of Parliament from 1970 to 1992) presented books from his library to the Mossbourne Community Academy Library. Throughout his political career Anthony Meyer worked for international cooperation. He also believed that it was vitally important for young people to be encouraged to play an active part in politics. The Meyer family wished to continue their connection with the students at Mossbourne Community Academy. This is how the Annual Meyer Essay Prize was born. This year the premise of the essay was from the point of view of a local councillor and the task was to write a letter describing two improvements to be made to the local neighbourhood and a plan for how these improvements can be achieved. 25 students from Year 12 and 13 entered the competition this year. The judges were all three of Anthony Meyer’s children, as well as governor Andrew Cartwright and Ms Edgar. In December the prize ceremony took place in the library. The judges were astounded by the quality of the entries and dedication evident within them. First prize was awarded to Alba Gibbs Joffe (12 Berkoff), while second and third prize were awarded to Olivia Padmore (12 Berkoff) and Yunus Emre Cekic (12 Berkoff) respectively. Congratulations to all! Below is the opening paragraph of the winning essay:

The Meyer Essay Prize – by Alba Gibbs Joffe

Dear Sir or Madam, I am writing to you to address my significant concerns regarding on the one hand the over policing and criminalization of young people of colour, and on the other the woeful lack of community spaces available for the young people in my ward (Shacklewell). It is clear that institutional racism is at work. As a council we cannot turn a blind eye to such injustice. What’s more it is our duty as councillors to ensure every child has access to the support necessary for them to thrive and can access the opportunities that their more privileged counterparts simply take as a given. ■



SIXTH FORM

Extra-Curricular and Super-Curricular Opportunities within the Sixth Form

This year has seen the return of the clubs and societies at Mossbourne. These are fantastic opportunities for students to develop their skills, engage with their subject outside of lessons, and to promote a sense of community within the Sixth Form. Extracurriculars this year have ranged from History Society to Maths Club, Programming Society to Dance Club, and Football Club to Critical Theory Society. All clubs have had enthusiastic participation from the Sixth Form and have been supported by dedicated teachers.

The Politics Society is a student-led society where each week a completely new topic is explored in presentations created and debated by sixth formers. These topics include political ethics, such as the ethics of the military and the Nationality and Borders Bill, as well as others on lesser-known parts of politics, such as an introduction to Japanese politics and the effects of austerity on the economy. Politics society really is a great way to develop critical thinking and debating skills and broaden one’s political knowledge.

In Linguistics Society we explore how languages are formed. This society covers a range of languages, starting with those that use the Latin alphabet, and then progressing to languages that have different scripts and even languages with no script at all, such as Silbo Gomero, a language which uses whistling to communicate. This year the society participated in the Linguistics Olympiad, a great way to test the knowledge of linguistics developed throughout the year!

Other language-oriented societies are French Speaking Society, a student run society, which consists of discussions and presentations of topics within the Francophone world, and Spanish Debate Society, another student-led Society which consists of a presentation followed by a debate on a political or social topic within Spain or the Spanish-speaking world.

In the History Society, run by Mr Cranston, all year groups can come and take part in learning if they have a passion for the subject. Any student or teacher can present on a historical topic of their choosing. There have been numerous interesting and varied presentations done on subjects such as Vlad the Impaler, The Chernobyl disaster, Tony Blair, and Antarctic exploration. Not only is this an informative and interesting society to attend, it is also very useful as a history

super-curricular for A-level students, allowing them to engage with their subject outside of the curriculum for their applications to university.’

The Feminist Society runs on a weekly basis, providing talks and group discussions on a host of enriching and engaging topics broadly surrounding gender, sexuality and intersectionality. The topics range from wide, open subjects, like the psychology and sociology of women in society, or specific events like the Salem Witch trials to the role of fashion in women’s rights. Feminist society is an excellent way to increase one’s social awareness and debate thought provoking issues.

Some students have taken the time to share their thoughts on a few of the activities they have been involved in:

Lili Fairclough, Year 12: ‘Politics Society has been by far one of my favourite experiences in Sixth Form. It is a space for students to discuss and debate complex ideas that interest them, as well as to develop critical thinking and prepare us for life outside of education. Student-led presentations have been a wonderful addition to this year’s society, with interesting talks on the Police Crime and Sentencing Bill, Japanese politics and the Ethics of the Military among others. In the coming weeks and years, we look forward to having more insightful talks, as well as collaborating with the Feminist Society.’

Hanna Brighi and Lauren Sharma, Year 12: ‘We personally enjoy Feminist Society due to the wide variety of opinions and experiences that are shared, which really widens our understanding of so many important issues. We place a large emphasis on uplifting the voices of those from all backgrounds and ensuring we are as inclusive and representative as possible, whilst ensuring our opinions broadcasted are not western-centric and limited to one understanding.’

As is evident from the above, Mossbourne has several societies available on a range of topics. They are easy to get involved in and a great way to take an active part in student life. And if none of current societies appeal to you, you can always set up a new one focusing on a topic that you enjoy. Any present or future sixth form students who are interested in running a new club or society should speak to either Mr Cranston or another member of the Sixth Form team. ■

The Rowley-Pierce Prize

Following a successful inaugural year in 2021, the Rowley-Pierce prize continued this year with the theme of Happiness. Year 12 students were invited to submit a project which explored happiness in society, science, arts, and humanities.

Shortlisting the projects was a challenge; the quality of submissions this year was outstanding. Topics ranged from poetry to photography and product design.

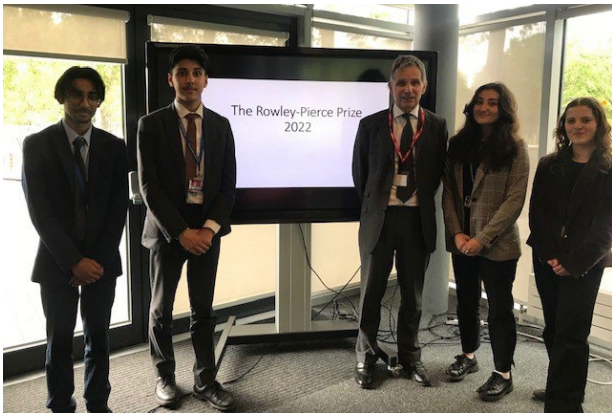
The final four students were:

- Besa Sayed (12 Wollstonecraft):** *Hopeless. Understand Happiness.* (creative writing)
- Tanvir Hannan (12 Hazlitt):** *Solar Shading* (product design)
- Louisa Shadlen (12 Caine):** *Curing Unhappiness: A Review of Antidepressant Action* (scientific research paper)
- Aida Rayegani (12 Caine):** *Behind the Smile* (photography and research)

The judging panel of Sir Richard Rowley, Miss Warren and Mrs Sames were so impressed by this year’s submissions that they decided to split the top prize of between two students. Congratulations to both Aida and Louisa who were both awarded £50. Look out for their work posted around school or in an assembly.

Congratulations to the finalists and well done to everyone involved! ■

The finalists with Sir Richard Rowley.



The Mossbourne Free Press

By senior editors Alba Gibbs Joffe (12 Berkoff) and Taylor West (12 Pinter)

The Mossbourne Free Press is a student-run newspaper that aims both to amplify the student voice and to keep the Sixth Form up to date with current affairs. Our team of ten editors prides itself on collaborating with a range of students who want to produce art or write about something they are interested in. With funding initially from an independent publisher and then from money raised by our team in a bake sale, we have recently started printing our termly newspaper, previously only available digitally. Common scenes on the release date of our first printed edition included students racing to complete the crossword, teachers in awe at the Spider-Man film reviews (in which two student film critics duelled in comic format) and lively conversations in the common room about current affairs, such as the sanctions on Roman Abramovich and the French election. In our next publication, we plan to tackle topics ranging from the Roe v. Wade case to the new Harry Styles album, from the terrifying possibilities of AI to a comparison of the Tesco and Co-op meal deals, with more student art and puzzles incoming. We really value having a diversity of content that taps into the huge wealth of opinions, interests and artistic talents in the school and we hope this continues in future editions. ■

Year 13 celebration assembly and garden party

On 27th May, Year 13 celebrated their last day at MCA in what has become the traditional way, wearing their old school blazers and signing yearbooks. Their celebration assembly was hosted by year 13’s very own Samuel Che “Guevara” Williams and Lamin Barrow, with live music from Ruby Woods and band. After the final auditorium visit, the party continued in the garden. Yummy jerk chicken, dumplings, pizza and ice-cream was on the menu, followed by hugely popular photobooth sessions and, of course, lots of dancing! ■



Last ever assembly...

Making memories at the year 13 garden party





MEET OUR MOSSBOURNE ALUMNI

Aim High!

Meet Danielle Kingsley, a Mossbournian of 7 years who graduated in 2021 and is currently pursuing her dream of becoming a doctor.

Tell us a little bit about what you are doing now. Where are you at university and what are you studying?
I’m currently studying Medicine at Imperial College London. I’m in my first year and as I write this, I’m preparing for my final term of this year. Outside of my studies, I’ve been able to partake in societies like dodgeball and have also been secretary for the College’s Gospel Choir, which has been a unique experience. It’s slightly surreal how quickly the time has gone by, but it has been a really enjoyable journey so far.

What A-level subjects did you take? Which was your favourite and why?
I took biology, chemistry and psychology for my A-levels. My favourite subject was psychology despite not having studied it prior to starting year 12. I loved it because of how widely applicable it was. I remember in the first couple of lessons we learned about conformity, and afterwards it was fascinating to see examples of conformity everywhere in my daily life. I find that learning is more enjoyable when there is evidence of it in the world around you.

What was your favourite extra-curricular activity at Mossbourne Sixth Form?
My favourite extra-curricular activity was the Christian Union. I was fortunate enough to run this society alongside one of my friends - it was an incredible opportunity to bring such a huge part of my personal life into the school environment.

How did Mossbourne Sixth Form help you achieve your goals - academic, sporting, or personal - once you left school?
Mossbourne has helped equip me with the experiences and skills required to excel in more than just my academics. Being able to run Christian Union provided me with the platform to display how organised and committed I could be to a cause. All my years at Mossbourne have had a crucial role in shaping me into the woman I am becoming.

What’s the best piece of advice you ever received at Mossbourne Sixth Form?
One word of advice that I received is that ‘there’s always more to do’. This has been continuous motivation for me to always aspire for more, whilst constantly being grateful for where I am.

What piece of advice would you like to give current and future Mossbournians of all ages?
I would advise everyone to always aim high and never limit yourself. There is nothing that is too far out of your reach. At Mossbourne you have the most amazing support system; when you have the mentality and work ethic that reflect how far you want to go, anything is possible! ■



Believe in yourself!

Meet Lena Westburg Burr, who was at Mossbourne for 7 years and left after Sixth Form in 2021 to pursue her dream of becoming an engineer.

Tell us a little bit about what you are doing now - where are you at university, what are you studying?
I am currently studying Design Engineering at Imperial College London. Design Engineering is quite a specific course that I would describe as a combination of Product Design and Engineering that focuses on innovation and tackling global challenges. So far, I am really enjoying it because it is highly creative and unrestricted while also having a technical aspect that grounds it in reality. I can already really see how I would use what I am learning in the industry.

I am living in halls in South Kensington which is quite a change from Hackney and a once in a lifetime opportunity. Initially I did have doubts about staying in London, but I have actually really enjoyed the opportunity to explore the city more and take advantage of all that it has to offer (while also not being too far from home!). When I was looking at universities I also applied to Cambridge and didn’t get in, but in retrospect I think this course is a much better fit for me. It just goes to show that sometimes what we might perceive as a failure at the time is actually a blessing in disguise.

What A-level subjects did you take? Which was your favourite and why?
I studied maths, further maths, physics and art at A-level which was a lot of work but absolutely worth it. I would say my favourite subject was art simply because of the freedom to play around and experiment. I have fond memories of sitting in the art classroom with a cup of tea making masking tape mobiles and crochet flowers. It also acted as a good balance to my other subjects. I also really enjoyed further maths because it offered some really satisfying explanations to problems and has proved incredibly useful for my degree. Even though my course did not require this A-level I feel a lot more comfortable having done it, as lecturers tend to race through content, especially in the beginning.

What was your favourite extra-curricular activity at Mossbourne Sixth Form?
I was part of the Mossbourne’s Architecture and Built Environment Society. I enjoyed the competitions we were able to enter, including one where we were asked to redesign Tilbury Power Station. Being part of the society was also invaluable in securing a work experience placement and my teachers supported me hugely with my university application, which I am very grateful for. As I only joined the society in its infancy, I remain really excited to see how it continues to grow - I think it has great potential to develop the next generation of architects and engineers!

How did Mossbourne Sixth Form help you achieve your goals - academic, sporting, or personal - once you left school?
Well, first and foremost, the teaching at Mossbourne was excellent. The delivery of content was clear and engaging and the provided structure of work always felt meaningful and effective. I owe a lot to my teachers who really helped give me a solid academic basis that made the initial transition to university far easier. Having been in the federation for 7 years, Mossbourne has helped me build confidence in myself and my ability. I came in quite a shy girl who rarely spoke in class and whose nightmare was any kind of public speaking, but by the time I left I was able to give a presentation to over 100 people at an out-of-school event. I always felt safe to be a bit of a nerd at Mossbourne and teachers always encouraged me to go for it - whatever ‘it’ was.

What’s the best piece of advice you ever received at Mossbourne Sixth Form?
This best piece of advice I received at Mossbourne was actually to take a break. The great thing about this advice is that it was entirely specific to me; I was feeling very stressed at the time and was always one to overthink quite a lot about academics. So, my teacher encouraged me to



step back and see the bigger picture, trust myself more and to sometimes turn my attention to other things. I have felt the true power of this at university where I make an active effort to participate in activities that I do only for fun, and I find that it often makes me feel more productive and happier than if I were to remain solely focused on my academic achievements. I will definitely carry this advice with me throughout my adult life.

What piece of advice would you like to give current and future Mossbournians of all ages?
When you believe you can do something then, generally, you can. I found this particularly useful in terms of oracy and public speaking. Even if I don’t actually feel confidence, acting like I am creates a genuine sense of self-belief that enables me to do anything I put my mind to. ■

A short greeting from Cambridge:

My name is Alika Ali and I attended Mossbourne Sixth Form 2019-2021. I am currently living in Cambridge and have just finished my first year at Cambridge University. For A-Levels, I took Psychology, Maths, and Classics. Currently, I study Psychology and Behavioural Sciences at Trinity Hall. I’m really enjoying my course as I love psychology and there is a lot of flexibility with the range of optional papers you can take from other courses. I’ve participated in a few experimental studies as well that I’ve gotten paid for! Although Cambridge feels very different from London, it’s a very pretty city and there is a lot to do when I’m not swamped with essays. I have found myself at many different societies and events such as BME socials, going to support my friends’ plays at the student run theatre or attending pole sports sessions. I’m looking forward to trying more things in my second year.

Alika Ali ■



FOOD TECHNOLOGY

Delicious highlights from Food Technology

The Food Technology department have been busy, as usual, encouraging students to try new foods, recipes, and cooking techniques:



Trayfuls of festive and delicious star bread just in time for Christmas.

A popular activity during Enrichment Week was the pancake masterclass with students perfecting both the best-tasting recipe and the all-important pancake-flipping skills.



Year 11 Food Technology students practised their Italian cooking skills (one of the AQA topics this year) before starting their examination. They made delicious focaccia using all sorts of wonderful edibles to decorate their loaves.



Year 7 have been busy perfecting their stir fry skills using a recipe full of healthy vegetables and yummy flavours.

Going to TESCO'S

The year 10 Life Science class have also had a busy term. Below, Ozman Sendijja (10 Butler), Seda Yilmaz (10 Blackman) and Selen Yilmaz (10 Butler) tell us about an outing to Tesco to prepare for a special cooking session:

We went to Tesco because we needed ingredients to make an omelette. We looked at the recipe so that we knew what to buy. We wrote shopping lists so that we remembered to buy everything.

We went to Tesco on the bus. We went to the bus stop near school. We waited at the bus stop for the 276. When we got on the bus we sat nice and calmly.

We got off the bus and walked into Tesco. We looked at the labels to find our items. We went in and out of the aisles to find our groceries. We looked at our shopping list to make sure to tick off everything we needed. Next, we went to the self-checkout to pay for the items. Lastly, we put our shopping in our bags.

When we finished shopping, we came back by getting the 276 bus. Soon we were busy preparing a delicious omelette! ■



On route to the supermarket.



Ready to shop!



Making the perfect omelette.



DRAMA



A Star in the Making

Shortlisted playwright
Alycia Okonta, 12 Berkoff

This year the Drama department entered the New Views scriptwriting competition run by the National Theatre. Of the 427 submissions, only nine plays were shortlisted. One of these was year 12 student Alycia Okonta's original 30-minute play An Ocean of Decisions!

Feedback from the National Theatre panel:

The reading panel found An Ocean of Decisions to be a standout piece – a play that addresses key conversations about race and gender with great dialogue and characterisation. The panel thought Alycia's play was exceptional – it has fantastic wit and vitality and feels incredibly authentic to lived experience.

As a result of making the shortlist, the National Theatre will be producing a rehearsed reading of An Ocean of Decisions which will be directed by Gitika Buttoo and performed by a cast of professional actors. Huge congratulations to Alycia! We are extremely proud of you and cannot wait to follow your next steps as a writer, performer and director! ■

Play in a Day

This year, a new initiative in the Drama department saw 30 Year 7 students off timetable for the day to create and perform a production of Fantastic Mr Fox, all in just one day! Year 12 drama students supported as backstage crew and original music was composed and performed by Mr Nunn for this special occasion. The performance was attended by parents and carers and was a great success. Ms Kirkwood says: "I am so proud of our year 7 students who showed excellent creativity, collaboration, and communication on stage. Well done to all!" ■



On stage during the performance.



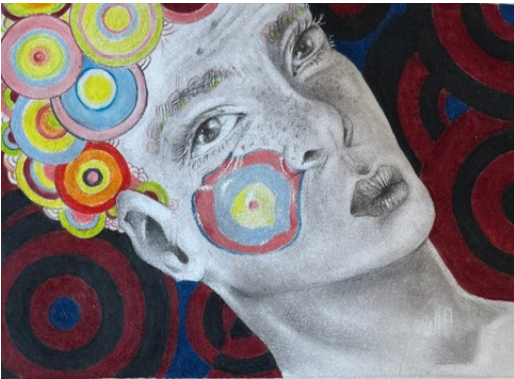
A fabulous creative effort by Year 7 students.



ART & DESIGN TECHNOLOGY

Works of Art

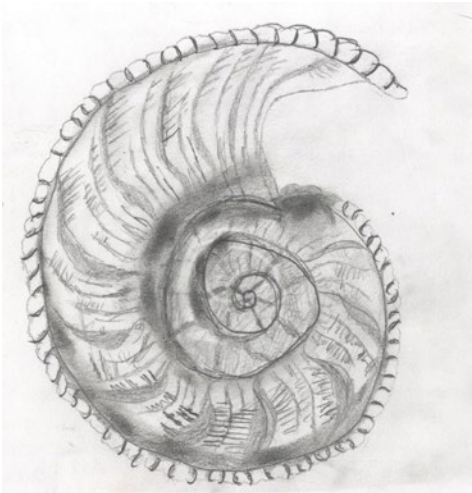
The students have shown great dedication and creativity this year with some wonderful art works produced. Here are just a few examples of the remarkable achievements of this year:



By Louis Miller, 7 Bevan – inspired by artist Sonia Delaunay.



By Leila Abbani, 7 Butler – inspired by artist Wassily Kandinsky



by Philip Le, 7 Blackman – inspired by zoologist and artist Ernst Haeckel.

The Mossbourne Art & Technology Awards

This year the Art & Design Technology department have introduced a new awards system. One student is nominated at the end of each rotation. Categories vary across the subjects and include best product, engagement, and quality of written work. The teachers have been busy with the extremely difficult task of choosing the winners and are pleased to announce the winning students for this academic year:

- Emily Nikolla, 7 Butler (Year 7 Food)
- Yasden Bustamante, 8 Butler (Year 8 Food)
- Louis Miller, 7 Bevan (Year 7 Art 2D)
- Kit Crane, 8 Butler (Year 8 Art 2D)
- Yassir Belabou, 7 Butler (Year 7 Art 3D)
- Esther Akintoye, 8 Moore (Year 8 Art 3D)
- Kareiss Vanriel-Capleton, 7 Mandela (Year 7 Textiles)
- Chiamaka Ugwumba, 8 Milton (Year 8 Textiles)
- Blue Whitney, 7 Bevan (Year 7 D&T)
- Genesis Mensah, 8 Moore (Year 7 D&T)

Congratulations to all!

Design & Technology

Year 10 have recently completed a project to design an ergonomic furniture handle. Based on the work of Catalan architect Antoni Gaudi, this task uses pewter and the lost wax process. Whilst the results were stunning, pewter is finite resource being made of tin, antimony and copper and it is very expensive. However, the good news is that by the end of the year our new crucible will be in full use and we will be able to melt down drink cans, pots and pans and other scrap aluminium to use instead. This will reduce both our costs and our impact on the environment.

The Year 12 Product Design students have been busy working on their A-level projects. In the picture on the right William Milloy (right) is using a lathe to turn a wood cylinder which is going to be used in his innovative dust extractor for jewellers. Ivan Daniels (left) is using a milling machine to make a part for his recycled wood computer mouse. ■



Gaudi-inspired door handles by Year 10.



Product designers at work.



MUSIC

Future Sound Recording Session

The latest project with Future Sound took place this year, culminating in a session at the world-famous Strongrooms recording studios in the heart of Old Street. Nearly twenty students selected from year 9-12 took part in weekly after-school composition, improvisation and song writing sessions with members of Plumm’s live band. The group also spent a day rehearsing in the prestigious Premises rehearsal studios in Shoreditch, where numerous international artists regularly work to perfect their acts before embarking on European tours, or to prepare for large scale gigs in London. The students really thrived immersing themselves in these professional environments and produced some very high-quality music as a result. They worked with producers, engineers, studio managers and numerous other professionals, opening up their eyes to the myriad of opportunities for careers involved in and around the performing arts and creative industries. Hopefully this has inspired many of them to pursue careers in music! ■

Year 11 BCE Campus Trip

To celebrate the end of their music coursework we filled up a minibus of talented Year 11 musicians and headed across the river Lea to Walthamstow for a guided tour of the BCE (Big Creative Education) campus. The campus is brand new, and this was a fantastic chance for our students to get a real feel for what college life could offer them. The students were able to see all the resources and creative spaces available to students of music, drama, digital art and a wide variety of other creative courses. Some of the students have already successfully applied for courses here, and some have decided to apply after the visit, so we hope to continue the positive relationship we have with this fantastic college. For students interested in alternatives to A-Levels, BCE provides access to excellent industry-professional tutors who are excited to build and develop the talents of creative students in east London. Our Year 11 students were certainly inspired by the exciting opportunities BCE offers for a wide variety of future careers in the creative industries. ■

Trinity Jazz Gig for Year 8

In April we welcomed the Trinity Laban College jazz Orchestra to MCA to perform to a packed auditorium of the entire Year 8 cohort. The band comprised of around twenty first-year students who are studying jazz at the internationally respected music college in southeast London. For many in the audience this was the first time they had seen a live jazz orchestra or big band, and the impact of the trumpet and trombone sections sent shockwaves through the auditorium. There were some fantastic solos and group pieces on offer, and the band even invited some of our older students to perform a couple of numbers with the group. Jerome Enos (11 Blackman) performed a roaring tenor saxophone solo, and Gideon Rochman (11 Milton) sat in and jammed with the alto saxes like he had been in the band for months. Iris Creighton (12 Berkoff) traded excellent solos with a fellow tenor sax player from the band, and Aimonn Wood (11 Milton) delivered a brilliant piano solo on one of the swing numbers. It was tremendously inspiring for the year 8 students to witness fellow Mossbournians performing so professionally with truly gifted, talented, and dedicated students already at college working hard to refine their craft. We look forward to inviting the band back again next year to get the current year 7’s toes tapping! ■

Trinity Laban College jazz orchestra performing at MCA





MUSIC

Federation Concert

The fantastic Federation Concert at Hackney Church on 24th June was the perfect way to end the musical year. Students from across the federation schools showcased their talent and dedication in an uplifting and moving show which will be long remembered. A huge well done to all our talented musicians and singers! ■

Some of MCA's talented musicians at the Federation Concert



Singers and musicians all shone brightly during a wonderful evening at Hackney Church.



ENGLISH

Creative Writing Achievements

This year Mossbourne students from KS3 and 4 took part in two creative writing competitions. Firstly, ‘Twisted Tales’ invited them to write a 100-word story from the perspective of a famous villain from literature or film, flipping the dynamic of the story on its head. Scar from the Lion King, the Grinch, Winston Smith from 1984 and Malificent were just a few of the characters chosen and the quality of the writing was just extraordinary. A huge well done to everyone who entered the competition! No fewer than 17 entries from Mossbourne students were chosen by the Young Writers Organisation for publication in a national anthology. Secondly, the ‘Empowered’ poetry competition required students to write a poem about something that empowered them. Whether it was their identity or a cause that inspired them, we had a whole host of thoughtful, mature and inspirational poems from a range of different students. Below are just some of the many great pieces produced for these competitions:

Empowered: Who I see
*I look in the mirror and what do I see,
A black girl and she is me
I look in the mirror to see my hair
I see my curls and my skin is not fair
I look at my eyes, they're chocolate brown
But people don't know what's deep down
Deep down is a girl with many friends
Deep down is intelligence that never ends
Deep down is beauty with no beast
Deep down is happiness and sweet dreams
I look in the mirror and what do I see,
A black girl and she is me,
Her beauty and confidence overflows,
And she shines like a light that will never go.*

By Faith Monzali, 7 Mandela

Empowered: Losing hope of survival on earth
*Standing, isolated on the ice patch
Slowly being detached
Leaving them behind
Like a large ocean tide
Pieces break apart
Like a destroyed puzzle
Losing hope of survival on earth*

*The bright flames
Sprouting from the earth untamed
The branches snapping
My habitat collapsing
Smoke rises to the sky
Like a bird flying high
Losing hope of survival on earth*

*Weights pile up
Carrying the biggest burden
Pressure tipping from side to side
Like a rowboat amongst a tide
The sweat trickling
My bones breaking
Reused and abused
Losing hope of survival on earth*

*The gun shots ringing in the air
My life is just unfair
Just for the enjoyment of money
Stacking and piling, think it's funny?
Overcoming the innocent
Like a threatening bully
Losing hope of survival on earth*

By Lara Rencurrell Paschina, 8 Mandela

Twisted Tales: Medusa
Snakes. Deceitful, repulsive creatures, aren't they? They slither, seduce and ruin. He'll be worshipped for burying the truth as it fought desperately beneath him. I was a fire that danced flawlessly in the wind, yet now a shattered luminescence that cowers in defeat.

I was his puppet, he the talented magician manipulating, twisting the future. He was the predator, I the prey that he taunted and tortured. I was a star, fated to die. He had captured every light, hope and dream inside of me. All he had left with me was old, abandoned laughter or a hiss rather...

By Connie Smerdon, 10 Moore

Twisted Tales: Big Brother
The needle punctured Winston's vein. Blood seeped from his alabaster skin. Peering through my spectacles, I saw not a man, but a carcass. A failure. Too clever and too curious for his own good. Even so, I saw in him the young man I had once been. Perhaps one day he could become someone like myself. No. Never. Another me cannot exist. The party must die. Ingsoc must die. Tyranny must die. Down with Big Brother! Alas, one must continue with one's duty. I am O'Brien. Loyal to the party. Loyal to Big Brother. And forever I will be.

By Kit Crane, 8 Butler ■

17 Mossbourne students are published authors!



Theatre trips are back!

At the end of spring term students in Years 10 and 11 visited Shakespeare's Globe Theatre to see a performance of Macbeth - the first external theatre trip the department has been able to organise since the start of the pandemic. Students had a chance to see the Scottish play as it was intended and hear the quotes they've been revising spoken onstage - with lots of them able to mouth along word-for-word! We particularly enjoyed the bizarre supernatural actions of the witches and the final fight between the tyrant Macbeth and his foe Macduff, with the audience cheering on the opponents. When the play ended, we all wondered, 'When shall we [one hundred!] meet again?'. With standing tickets costing £5, a trip to the Globe would make for a great family day out in the summer to help your child with their understanding of Shakespeare's theatre.

Meanwhile, lucky students from Years 12 and 13 were recently treated to a trip to The London Coliseum to watch The Handmaid's Tale opera as part of their English Literature course. Danish composer Poul Ruders' adaptation of Margaret Atwood's seminal novel really brought the story to life. The most notable performance was, perhaps, Aunt Lydia whose booming (at times ear-splitting) voice truly conveyed how menacing this character is. Act II gripped students and teachers alike, as the horrors of Gilead were brought to the stage: the handmaids were trooping and chanting and the introduction of the terrifying commander (and the ensuing 'salvagings') were both captivating and terrifying. The opera's staging was particularly effective, with grainy film footage projected onto the curtains to show the family and freedom Offred had lost. The evening will long be remembered as unusual and compelling... and it was certainly an interesting way to revise a key A-level text! ■



The perfect way to celebrate a return to the theatre: The Scottish play at the Globe.

The Handmaid's Tale at the Coliseum





ENGLISH

Success at the Jack Petchey Speak Out Challenge

This year Mossbourne Community Academy had the privilege of hosting the Hackney Regional Finals of the prestigious Jack Petchey Speak Out Challenge: the largest secondary school public speaking competition in the world. The standard of the competition was incredibly high and there was a huge amount of quality and talent on display. Three of our Year 10 students reached the finals. A huge well done to Hummu Yahaya (10 Bevan) and Khadijat Salaudeen (10 Blackman) and congratulations to Ife Okey-Udah (10 Malala) who finished in second place. They all did the school and themselves proud with three incredibly powerful and charismatically performed speeches on a series of important issues. Below, Hummu tells us what she enjoyed most about the challenge and why she would like to encourage participation in next year's event:

From the workshop to the regional final, via the assemblies, the Jack Petchey Speak Out Challenge was an exciting and enriching experience which really boosted my confidence and speaking skills. I am grateful to have been part of such a programme and highly recommend participation in the challenge. Whether you are the most or least confident speaker, the Speak Out Challenge will benefit you and whether you win or lose you certainly won't regret the experience. ■

A visit from Dr Jekyll and Mr Hyde

On 22nd February, students in Years 10 and 11 were treated to a one-man performance of the two-faced Jekyll and Hyde. Visiting actor Rupert Mason, of Redheart Theatre, impressively dramatised the novel, interweaving the mystery of the first half of the story with the revealing confessions that come at the end. His use of sound and lighting perfectly conjured up the gloomy streets of Victorian London, and the props and costumes he used helped us to picture the eponymous protagonists as Stevenson had intended. Sticking faithfully to the text, students were able to rattle off quote after quote after the performance, and even tell us which parts had been abridged – great revision for their GCSE in English Literature! ■

Reading excellence!

Reading Plus is an adaptive literacy programme designed to improve reading fluency, comprehension, and motivation for learners with English as an additional language. This term Ms Yildirim nominated Mina Bashir in 8 Blackman for the Reading Plus Best Reader competition. Despite fierce competition, from students in all schools who use Reading Plus, Mina was awarded Reading Plus Star of the Month and won a £25 voucher. Congratulations Mina!

Ms Yildirim said: *I nominated Mina for the Reading Plus "Best Reader Competition" because she is on task straight-away as soon as she arrives to the class. She has consistently achieved 80% or higher in the comprehension quizzes since she started the Reading Plus Programme. She never misses lessons and is very committed. I can see that the students really enjoy using Reading Plus as they can choose the book they like to read. Once they have logged in, the system works well and is reliable, immediately engaging every single student.*

Mina said: *I like Reading Plus because it helps me to improve in English and is also very easy to use. I like the stories because they are interesting. We get to choose from a lot of stories so there is always something good to read. ■*

Mina Bashir – Star Reader



GEOGRAPHY

Field Work in Dorset

The Geography department made two trips to Swanage this year. The first one, in September, was the trip postponed from last academic year and hence with the current Year 13. The second one, in March, was with the Year 12 Geography class. Below two student geographers give us their take on the trips:

The Year 13 trip – September 2021

By Chevelle Orr, Year 13



Year 13 geographers at Durdle Door.

In September 2021, our Geography class set out on our long-awaited trip to Swanage. While there we experienced a range of different things, from witnessing the coastal landforms we've learnt about in class to conducting semi-structured interviews with Swanage locals and tourists.

Upon arrival, we were given the opportunity to interview locals and tourists about how COVID-19 had a positive impact on the tourism industry. This intended to reflect what students would experience if conducting interviews for their independent investigation design. When feeding back to the class, students found that many of the locals were faced with negative impacts of tourism, one local detailed that "it was difficult to see family because places were booked up, so they didn't have anywhere to stay". Whereas a tourist's perspective differed with many staying in Airbnb's and enjoying their stay in Swanage. One tourist explained that they "had spent over £100" on a day trip. For businesses in Swanage this is great news because



Field work on the sand dunes of Studland.



Year 13 taking in Old Harry Rocks.

the tourism industry contributes a great amount to the local economy. The tourism guide reported that during last summer they would have up to 30,000 visitors a day. Due to COVID-19 rules restricting overseas travel, UK residents were encouraged to travel within the country and a small seaside town like Swanage benefitted greatly from this.

As well as interviewing tourists and locals, our geography class conducted fieldwork on the sand dunes in Studland. The aim of the field work was to see whether or not the data we collected and placed in some sort of representative form would reflect the way sand dunes are typically presented. When all the data was collected, many of us found that 1) finding a way to present all the data was difficult 2) when the data was being put into the graphs, it did not always represent the typical depictions of a sand dune.

As a class we were also lucky enough to experience the arch, stack and stump formations at Old Harry Rocks. It was exciting to see a classic example of the landforms we've learnt about in class.

The Year 12 trip – March 2022

By Maya Pollock, Year 12



Durdle Door and Year 12 geographers.

In March, Year 12 geographers set off on our trip to the coastal town of Swanage. At eight in the morning, Mr Chalk's coach had the pleasure of experiencing five hours of drum and bass before we checked into the hostel. After eating the majority of the food we had brought with us, we meandered down towards the town to carry out our human field work. We were asked to investigate the impact that COVID-19 has had on the seaside town of Swanage, which has relied on seasonal tourism as a primary source of the economy. To collect our qualitative data, we interviewed locals who illustrated the hardship of being a permanent resident in a tourist town that had limited job opportunities in the sector. It was obvious from our many interactions and evident recent closing of shops on the high street that COVID-19 has, as for many, had a significant impact on the livelihoods of the residents in Swanage.

My personal favourite moment of the trip was our visit to Durdle Door, a stunning beach with a limestone arch jutting out from the bay. Not only did it feel like being somewhere tropical but being able to connect the case studies that we have learnt about in class to the real-life examples was a fantastic experience. We finished the day by eating our sandwiches and ice cream at Lulworth Cove, famous for its unique geology, and got back in the coach for another 5 hours of drum and bass. A massive thank you to all three geography teachers who so kindly gave up their weekend! ■



One of many Dorset beauty spots.



RELIGIOUS STUDIES

Rangoli patterns for Diwali

In the Autumn term Year 8 took to the playground in their Religious Studies lesson to create beautiful Rangoli patterns in celebration of Diwali. Here, Shifa Mapara (8 Bevan) and Constance King (8 Mandela) tells us why they liked exploring the subject outside of the classroom:

We really enjoyed making Rangoli patterns at the school entrance because it let us explore our creativity within the R.S. It was nice to be able to do something new through art. Being outside and having fun was good because it encouraged us to dive deeper into the religion behind the activity. Being able to do something new in relation to the holiday of Diwali is definitely something that boosted our curiosity. We would love to do something like this again! ■

Year 8 creating Rangoli patterns at the school entrance



A day of learning and spiritual exploration at Westminster Abbey

Earlier this year, the Year 10 RS students visited Westminster Abbey for a guided tour in preparation for their GCSE exams. Below, Ifechukwu Okey-Udah (10 Malala) & Manish Singh-Bains (10 Bronte) give us their thoughts on the experience:

For two students with vague knowledge surrounding traditional Christian practice, our trip to Westminster Abbey helped make learning more accessible. This form of interactive learning made us feel more confident in going into our GCSE exams. During our visit we could see what a typical church service would be like, for example observing where the Eucharist is held, aiding us in our studies of liturgical worship. These activities were introduced and explained by a Westminster Abbey tour guide.

From the perspective of a Sikh student, my initial thought of this trip was that I would feel alienated in a Christian space. However, much to my surprise, the rich British history within the abbey meant that people from all backgrounds could feel at home. Our trip ended with an optional candle-lighting to show gratitude. Similarly, we would like to end to this article by showing our gratitude to the RS department. Thank you for giving us an opportunity to further extend our knowledge and experience another form of quality teaching. ■

The awe-inspiring interior of Westminster Abbey



PSHCE

PSHCE/RSE Days

Last term our year our KS4 students had the opportunity to have sessions with a fantastic guest speaker and a theatre production, both looking at challenging but vital topics to support our students to continue making the best choices in life. The Synergy Theatre Project performed their play “He Said She Said” about the use and misuse of social media while Paul Hannaford spoke movingly about his struggle with drug addiction. Here is what Selorm Lassey-Whall (10 Bevan) had to say about the talk:

I really enjoyed the guest speaker, Paul Hannaford. He delivered his session really well and taught us the negative impact of drugs, such as heroin. Whilst the topic was sad, his storytelling made everyone engaged and waiting to hear more about his life and experiences. His session was so memorable and left us not wanting to make the same choices that he did when he was younger. ■

Paul Hannaford's talk had everyone at the edge of their seats.



“He Said She Said” – a drama about friendship and social media



BUSINESS, ECONOMICS & ENTERPRISE

Future Entrepreneurs

In May, the Business, Economics and Enterprise Learning Area held its annual Enrichment Week. Students across all year groups were encouraged to develop and pitch their entrepreneurial ideas. The brief was simple: students were given a budget of £10 to come up with a realistic business idea that they could set up in school. The week-long competition provided students with the opportunity to consider many aspects of their potential business ideas. Plenty of time was spent discussing company name, slogan, logo, and unique selling points. The students were also able to analyse effective methods of advertising to select the most appropriate method for their business idea.

Below are some of the fantastic entrepreneurial ideas the students developed and presented:

- The Inside Scoop – a weekly school newspaper
- Frostickles – slushies
- Zelina Sweets – a school tuck shop
- Stationery and Care – essential stationery and sanitary products for MCA students.



Next stop The Apprentice? Budding entrepreneurs and competition winners.

The fun week ended with the students having to pitch their ideas to a panel of judges who awarded a prize to the most realistic plan. After an extremely impressive week of work and careful deliberation, 'The Inside Scoop' was chosen as the winning idea. Congratulations to Maxwell McKenzie Breary and Eshaan Nair in year 7 and Ibukunoluwa Adeyeye in year 8 on their hard work and fabulous entrepreneurial bid! ■



TRAVEL & TOURISM

A Travel & Tourism visit to the Marriot Grosvenor House

By Tina Estlyanidis, 10 Bronte

Earlier this term our Travel and Tourism BTEC class visited the Marriot Grosvenor House, a 5-star hotel on Park Lane in central London. We learnt a lot about the services and facilities that exclusive hotels offer to their guests. We got a guided tour of the hotel and even saw the huge ballroom where Dua Lipa filmed her latest music video. On the tour we met all the people who work at the hotel including valets, concierges, chauffeurs, butlers and receptionists. I didn't realise how many people worked behind the scenes to keep the hotel running smoothly!

We found out about the many different things that can affect the hotel's business including Covid-19. The pandemic has meant that the hotel lost thousands of customers and £40 million of profit. Interestingly, the manager told us that the pandemic closure was the first time that the hotel had been closed. It didn't even close during the two world wars!

We were also lucky enough to meet three apprentices who are currently working at the hotel whilst studying for higher BTECs at local colleges. One was a chef, another worked in HR and the third worked front of house. Speaking with them was very interesting! ■



Outside the 5-star hotel on Park Lane



MATHS & COMPUTER SCIENCE

A Computer Science visit to Bletchley Park

In March 2022 some lucky Year 7 students got the chance to visit The National Museum of Computing at Bletchley Park. Once the top-secret home of the World War II codebreakers, it now houses the world's largest collection of working historic computers. The students got to see the evolution of computing unfold before their eyes. The activities of the day ranged from playing computer games from the 90s (where Ms Powell spent most of her time) to learning about the codebreaking machines that changed the course of the Second World War. Students got stuck in with hands-on activities that saw them coding their own robots, completing interactive challenges and trying to crack some enigma encryption of their own. A thoroughly engaging and inspiring day for all! ■

Mossbourne's own codebreakers



SCIENCE

A day out at the Natural History Museum

We are delighted that trips and educational visits are finally back on after the lengthy restrictions due to the pandemic. Here, Shyan Johnson in 7 Mandela recounts an exciting Saturday out at the Natural History Museum, organised by the Science Department:

While with school we visited the Natural History Museum, travelling by both over & underground to get to South Kensington.

During our visit we saw different artifacts such as dinosaur bones and animals from different parts of the world. One brilliant fact that I learnt was that rhino horns aren't made of bone, they're made of the same stuff that makes hair and fingernails! I also learnt that camels store fat in their humps and use this as a source of energy if they can't find food.

My favourite part of the trip was when we were given questions to answer and we had a lot of independence when searching for the answers in the museum, which was a bonus! ■

Museum visits are back! Year 7 students on the steps of the Natural History Museum



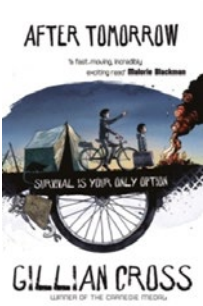
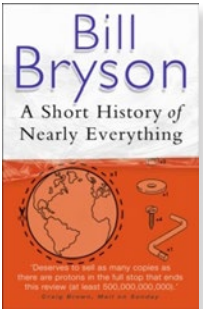
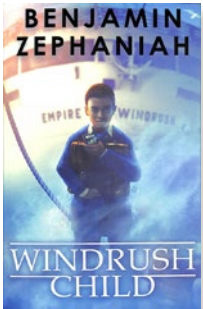
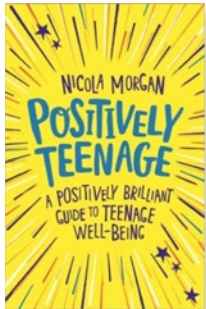


LIBRARY

Recommended Reads

Many students from all year groups have contributed to Book of the Week this year by recommending their favourite books. Ms Berggren would like to say a huge thank you to all contributors!

Below are a few highlights from this year’s recommended reads. Perhaps one of them will be your new favourite book? ■



Library Book Quiz

Below are four opening lines from famous novels. The first two are in the Classics section of the library and the last two are modern classics written for children. Do you know which books begin like this?

- *Whether I shall turn out to be the hero of my own life, or whether that station will be held by anybody else, these pages must show.*
- *It was a bright cold day in April, and the clocks were striking thirteen.*

- *My favourite thing to do in London is to fly the eye.*
- *If you are interested in stories with happy endings, you would be better off reading some other book.*

Come to the library and tell Ms Berggren your answers by Thursday 7th July to receive a free book for the holidays! ■



Summer Reading

Summer is the perfect time to enjoy some reading! Hackney libraries will be open over the summer holidays (check opening times on the Hackney libraries website). If you like e-books and audiobooks you can borrow them from home. You need to be registered with the library online and have a computer, tablet, or mobile phone to read on. You can register on the Hackney libraries website by clicking ‘join the e-library’. ■



Bookbuzz

The library welcomed our new Year 7 students by introducing them to Bookbuzz – a wonderful Booktrust scheme offering a free book from a choice of 17 excellent titles. This year, the library offered a Bookbuzz book to Year 8 too. The students spent a lesson choosing which book to order. Excitement was great when the books finally arrived just before Christmas. This year’s most popular books were the ghost story *The haunting of Aveline Jones* and the fantasy novel *Wonderscape*. Many students have read several of the books either by borrowing them from the library or by using the Bookbuzz swap-box which has been on Ms Berggren’s desk since January. ■

17 choices on the Bookbuzz list meant there was something for everyone.



ONLINE SAFETY

Safer Internet Day

On Safer Internet Day in February, the Children’s Commissioner Dame Rachel De Souza, Education Minister Will Quince, and Local MP Meg Hillier visited Mossbourne to speak to students about online safety. They wished to gain insight into the issues facing students at MCA when it comes to mobile phone use and social media, to inform their future policymaking. Across two sessions, the first with students from Year 7 – 11 and the second with sixth formers, the visitors listened to students’ stories and anecdotes. Younger students relayed personal experience of how social media creates unrealistic standards of beauty for young women, while older students noted their concerns about the lack of a push to stamp out online racial abuse on social media. Across the board, students expressed concern about the addictive nature of scrolling through Instagram and Tik Tok and were

highly aware that social media impacts their behaviour and relationship to the world.

Dame Rachel De Souza aimed to feed these comments back to social media companies directly in her bi-annual meetings with the ‘Big 8’ tech companies, including Meta, Instagram and Tik Tok, while Minister Will Quince and MP Meg Hillier planned to use the discussions to help inform the Online Safety Bill and produce world-leading legislation that protects children from online harms.

Dame Rachel De Souza, Children’s Commissioner for England, said:

“I was delighted to join the Children’s Minister and Meg Hillier MP on our visit to Mossbourne Community Academy. To mark Safer Internet Day, it was so important to hear from pupils about their experiences online. It was a privilege to visit such an outstanding school with an engaged and articulate group of children.”

Meg Hillier, Member of Parliament for Hackney South and Shoreditch, said:

“It was a pleasure to visit Mossbourne and hear the candid views of young people about how they interact on line. Some of the comments were very insightful and a reminder of the powerful voice of young people in Hackney and why we must listen to them.” ■

The Children’s Commissioner listening to MCA students.





PE

PE update from Mr Cameron

It is with great pleasure and pride I write this year's sports report for the Mossbournian. It has been truly inspiring to see so many students attending extra-curricular clubs both before and after school, as well as giving up their weekends and midweek evenings to represent the school in several different sports throughout this academic year. Over 100 sporting opportunities have been offered this year to students from years 7-11, this has given over 150 students the opportunity to represent the school in fixtures or experience different sports which are not offered in their PE curriculum. Furthermore, throughout the year students have had opportunities to be coached by Beri Neil, current London Pulse and England netballer, experience an Avant Garde Dance Company drop-in session, coaching from Middlesex County Cricket Club and professional table tennis coaching.

The achievements celebrated in the statistics below are testament to the unwavering commitment and dedication shown by students at Mossbourne this year. The PE department would like to thank all of the students who have represented the school and done themselves and the school proud, and parents and carers for your continued support. ■

An outing to Wembley to watch Chelsea vs. Arsenal

In December, a group of lucky students got the chance to see the Women's 2021 FA Cup Final between Chelsea and Arsenal at Wembley stadium. Below, Sephra Campbell (8 Moore) recounts a cold but exciting afternoon:

On the Sunday of the game we met at the academy for 12 noon. It was a cold day but we were all excited for the day ahead. Some students were even there before the teachers! We were going to watch the Women's FA Cup Final 2021 between Arsenal and Chelsea. Once everyone arrived we made our way down to Hackney Central station to get the train to Wembley. When we were on the train we all had to stay in groups and luckily we did not have to change trains too many times, only at Willesden Junction. As we were walking from the station to the stadium the excitement started to kick in as we saw Chelsea and Arsenal fans gearing up for the big game. The stadium quickly began to fill up with more and more people. We had really good seats in the Club Wembley section which gave us a fantastic view of the pitch. Before the game started, all players sang the national anthem and then took the knee against all discrimination in society. Now we were ready for the match to start!

My personal highlights of the game were: every goal that Chelsea scored which saw the Arsenal fans' faces go from hope to despair, and towards the end of the game a Mexican wave went around the stadium five times. The final whistle blew, and Chelsea were crowned winners of the FA Cup and had a medal ceremony with fireworks and confetti sprayed around the pitch.

Afterwards, we made our way to the station to get the train back home. We were all discussing the game and what an enjoyable day out we had and hoping we can see more games in the future. ■

Watching Arsenal vs. Chelsea at Wembley stadium.



Table Tennis

Max Larney selected for Hackney London Youth Games Table Tennis Team ■



Football

Year 8/9 Girls' Runners Up in Barton and Newton Trophy
Year 8 Boys' Winners of Hackney Football League
Year 8/9 Girls' Runners up Hackney Borough Competition
Year 8 Girls' Semi Finalists of London Cup

Year 8 Boys: Winners of the Hackney Football League



Netball

Year 8 Girls' Winners of Hackney Netball League
Year 7 Girls' Winners of Hackney Netball League
Year 8 Girls' Winners of Hackney Summer Netball Tournament
Year 7 Girls' Runners Up of Hackney Summer Netball Tournament
Year 9 Girls' Runners Up of Hackney Summer Netball Tournament
Year 7 Girls' last 16 of Essex Cup Netball ■

Year 7 Girls: Winners of the Hackney Netball League.



Athletics

Year 7 Girls' Winners of Hackney Borough Athletics Championships
Year 7 Boys' Runners Up of Hackney Borough Athletics Championships
Year 8 Girls' Runners Up of Hackney Borough Athletics Championships
Year 8 Boys' Winners of Hackney Borough Athletics Championships
Year 9 Girls' 4th place in Hackney Borough Athletics Championships
Year 9 Boys' Runners Up of Hackney Borough Athletics Championships
Year 10 Girls' Runners Up of Hackney Borough Athletics Championships
Year 10 Boys' Winners of Hackney Borough Athletics Championships ■



MOSSBOURNE
ROWING
ACADEMY



MOSSBOURNE ROWING ACADEMY

After facing the challenge of training during lockdown and limited on-water racing last year, Mossbourne’s crews started the 2021/22 season eager to compete. Here is Mr Wilkinson’s summary of an extraordinary year:

Schools’ Head of the River

A highlight of the winter rowing season was the Schools’ Head of the River race (SHORR), held on the same stretch of the Thames that sees Oxford and Cambridge battle it out in the famous annual Boat Race.

The five Mossbourne crews raced superbly along the gruelling 4.5-mile course, with the Year 10 Girls’ crew finishing 3rd in a highly contested race and the Year 10 Boys’ A crew coming in first in the J15 8s category – bringing home Mossbourne’s first national rowing title.

Before the day’s racing started, the crews gathered bankside to officially name the Rowing Academy’s new boat – ‘No Excuses’ – the first boat Mossbourne has owned rather than borrowed from our programme partner, London Youth Rowing. We believe that having our own boat will have a huge impact on the training and performance of all our squad members. ■



The Year 10 Boys A crew winning Mossbourne’s first national rowing title.



The Year 10 Girls crew finishing third in the Schools’ Head of the River race.

National Schools Regatta

Mossbourne was represented by 78 athletes at the National Schools Regatta (NSR) – the UK’s biggest junior sporting event, with over 5000 rowers aged 14-18 years taking part.

Last year, we reached an A Final at NSR for the first time, finishing in 6th position in the J18 Boys’ 4+ category.

This year we had three boats in A Finals and two boats in B Finals, with the Year 9 Boys’ (J14 1st 8x) winning silver medals and the Senior Boys’ (J18 4+) just missing out on bronze medal position by seconds. ■



The Year 9 Boys crew with their National Schools Regatta silver medals.

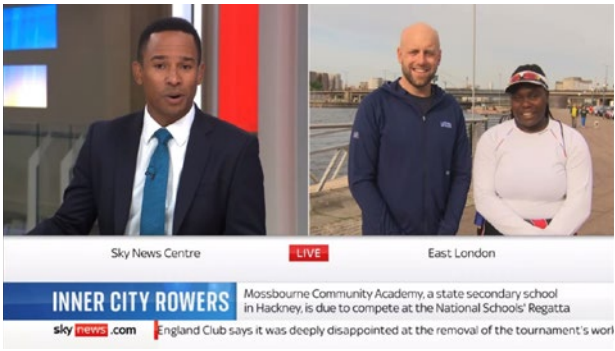
Junior Sculling Head

Two days after SHORR, our Year 9 crews travelled to Dorney Lake, the 2012 Olympic rowing venue near Windsor, to compete in the Junior Sculling Head.

Undaunted by the 4km-long course, no one would have guessed they were rowing competitively for the first time. Our Year 9 Boys’ A Crew won bronze medals, beating crews from St Paul’s School, Westminster School and Radley College in a boat with a 50/50 mix of MCA and MVPA rowers.

This success prompted interest from the Times Newspaper which ran an article on the rowers. We also had a 5-minute interview on Sky News Breakfast show talking about the success of the rowers and our ambitions for the National Schools Regatta. ■

MCA rowing feature on Sky News...



... and in the Times.



The Year 9 Boys A crew Junior Sculling Head bronze medallists.



Henley Training Camp

During the Easter break, 40 Mossbourne rowers spent a week in Henley-on-Thames, clocking up over 150km of rowing in preparation for the regatta season. Training was combined with compulsory revision sessions, supporting the dual focus – academics and sport – that our rowers must maintain to reach their goals in both.

“With rowing, you want to give up when it’s painful and it’s the same with studying. If you keep going to the end, the result will be better than if you had stopped”, said one rower. ■

Thank You

None of this would have been possible without the support and encouragement our rowers get from their families, coaches, teachers and each other.

The students who join the Rowing Academy make a big commitment and the support they get from the wider Mossbourne community, as they navigate their journey through school as high-performance student-athletes, is invaluable. ■

