

HAMMERSMITH

Academy



# THE ACADEMIST

HAMMERSMITH ACADEMY NEWSLETTER

SUMMER TERM 2025 EDITION

## IN THIS EDITION:

KENSINGTON PALACE PARTNERSHIP • FORMULA E TAKEOVER • ALUMNI REUNION  
LONDON LIFESAVERS • SPORTS DAY • DUKE OF EDINBURGH'S AWARD • CHARITY NEWS  
SUMMER CONCERT • DEPARTMENTAL NEWS • AND MORE!

# A WORD FROM OUR HEADTEACHER



We reach the end of what has been one of the busiest and exciting academic years in recent memory.

This term has seen a number of exciting firsts for Hammersmith Academy, including our first-ever alumni reunion, which brought former students and staff back to the Academy in a spirit of celebration and networking. It was a pleasure to hear from our alumni, many of whom are now years into their careers and making their mark on the world.

We are delighted to announce a first-of-a-kind 5-year partnership with Kensington Palace to create an inspiring curricular and extra-curricular programme that will form an enduring connection with our students. Already, the Kensington Palace Enrichment Project has given a group of Year 7 aspiring architects and Year 12 photography students special access to the palace.

Our students have continued to achieve remarkable things, including a Year 12 receiving a personal invitation to Number 10 Downing Street, a proud moment for the entire Academy.

We've also worked hard to bring exciting, meaningful experiences to our students, from Formula E Day to immersive university trips and practical learning outside the classroom. This term alone, students

have taken part in the Duke of Edinburgh Award, Oxford University taster days, the Chemistry Olympiad, the Anthea Bell Spanish Translation Competition, and even made new international friends through our Spanish pen pal project.

Community spirit and charity remains strong as ever, with students and staff raising funds this term for the Grenfell Foundation, The Outside Project, an LGBT+ charity, and Cancer Research UK. These efforts reflect the empathy and compassion we encourage in all our students.

And of course, sport and enrichment remain at the heart of Academy life, from kayaking adventures to inter-house competitions, and even sporting events for staff!

This edition of The Academist gives just a snapshot of the energy, ambition, and creativity that define our school. I hope you enjoy reading about the moments that have made this year so special.

Wishing you all a safe and restful summer break. ■

A handwritten signature in black ink, reading 'Mr Kynaston'.

Mr Kynaston, Headteacher

# KENSINGTON PALACE PARTNERSHIP



Year 12 Photography students had exclusive access to parts of Kensington Palace rarely visited by members of the public as a backdrop to their A-Level photoshoot.

In a landmark collaboration, Hammersmith Academy has officially partnered with Kensington Palace to launch the Kensington Enrichment Project, a bold and imaginative five-year programme that brings local heritage to life for young learners.

The Kensington Enrichment Project aims to embed cultural learning into the school curriculum by creating meaningful and sustained connections between the palace and just two local secondary schools. Through this collaboration, students will have exclusive access to workshops, exhibitions, and learning opportunities designed to foster academic curiosity and personal confidence.

"We want our students to feel that Kensington Palace is not just part of history, but part of their story too," said Headteacher, Mr Kynaston. "This partnership opens up extraordinary opportunities for them to learn, grow and develop a real sense of ownership of their cultural heritage."

In just this first year, the impact of the partnership has been remarkable. Year 12 A Level Photography students were granted rare access to the palace for a two-day photoshoot, including special permission to work in the iconic Diana, Princess of Wales' Sunken Garden.

Meanwhile, Year 7 students explored the intersection of history, architecture and civic identity in a thought-provoking project that challenged them to design a community centre extension for the palace, a symbolic vision to make the historic site more open and welcoming to the public.

The final project of the year saw governors and staff from the Academy invited to a special evening reception to explore the Palace and its grounds. Staff from all departments were invited to find inspiration and consider how they might like to develop curriculum ideas and incorporate the Palace into delivering learning. At the end of the evening, staff were asked to discuss

**HAMMERSMITH ACADEMY LAUNCHES AMBITIOUS PARTNERSHIP WITH KENSINGTON PALACE. HEAD OF CULTURAL CONNECTIONS, MS HARROWES TELLS US MORE.**

“In just this first year, the impact of the partnership has been remarkable.”





Staff writing down their curriculum ideas after an inspirational evening visit to Kensington Palace.

and to write down their ideas, no matter how ambitious!

Our thanks to the Kensington Enrichment Partnership Delivery Team who have been working closely with us to get these brilliant projects off the ground and have been so positive and accommodating with all our ideas and bringing them to fruition.

As the Kensington Enrichment Project continues to evolve, students, families and staff alike can look forward to a host of opportunities that bring learning to life beyond the classroom, right in the heart of their community. Keep an eye out in the new academic year for new project announcements. ■



Kensington Enrichment Partnership Delivery Team alongside Headteacher, Mr Kynaston (left) and Ms Harrowes (right).



HISTORIC ROYAL PALACES

# FIRST EVER ALUMNI REUNION



Class of 2018 with Mr Flitton during the Alumni Reunion event, where they caught up with old friends and network with alumni from other years.

## OVER 100 ALUMNI RETURNED TO HAMMERSMITH ACADEMY IN JUNE FOR THE INAUGURAL ALUMNI REUNION.

“Without those  
key members of  
staff, I wouldn't  
be standing here  
today as the  
person I am.”

Hammersmith Academy welcomed its first cohort of students back in 2011 and since then well over 1,000 young people have passed through the school gates and into the world of university, apprenticeships and work.

This year the Academy formally set up the alumni network to keep in touch with former students and follow their career journeys.

To celebrate this we held the first ever Alumni Reunion event in June, welcoming back former students and staff, bringing together leavers from the Class of 2022 all the way back to our first 2011 cohort.

The evening's proceedings started with a speech from the Academy's founder, Tom Ilube CBE recalling how far the Academy has come since those very early ideas scribbled down on a napkin!

Headteacher, Mr Kynaston followed by celebrating the achievements of our alumni and the important role they play in inspiring current and future students.

We then heard from a four distinguished alumni, who reminisced

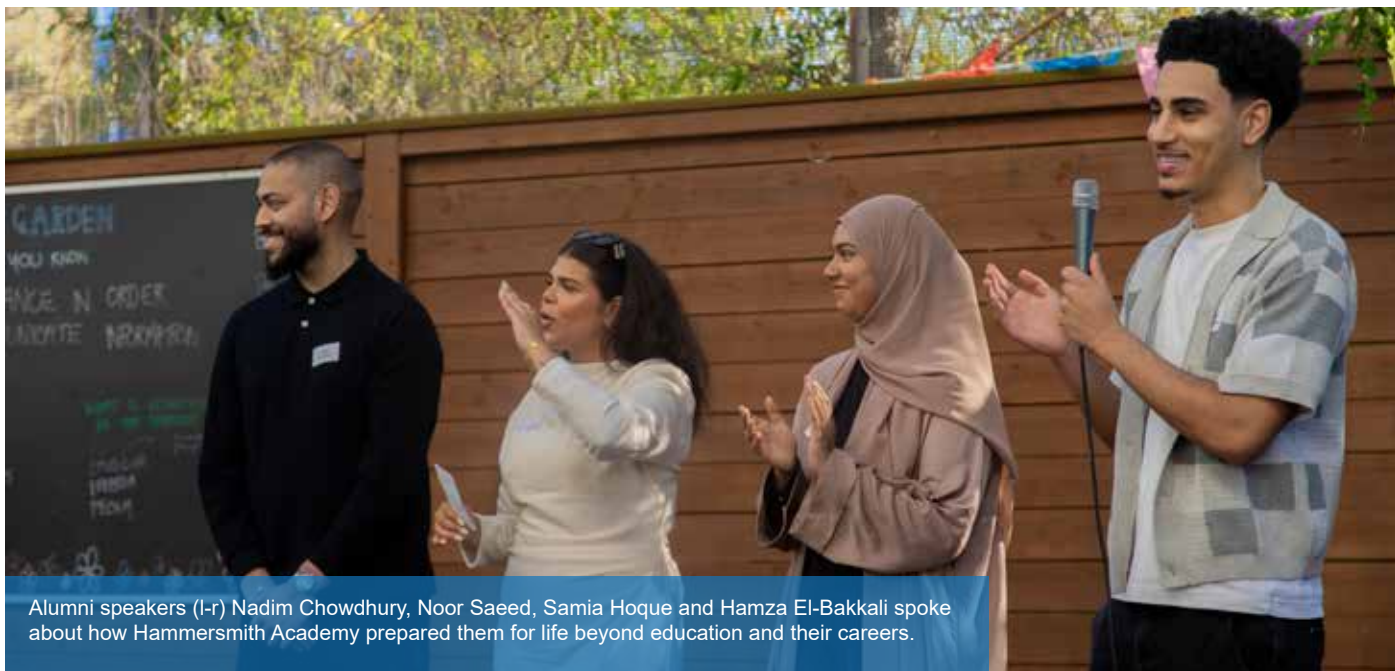
about their time at the Academy and the skills they developed whilst at HA and have since taken with them into their professional careers. It was fantastic to hear of the positive impact the Academy has had on their lives.

Noor Saeed (HA 2013-2019), currently training to become a criminal barrister, reflected on the life-changing opportunities she received as a student. She shared how her time at HA sparked her passion for law and shaped her path into the legal profession.

Hamza El-Bakkali (HA 2013-2020), now working as a Commercial Manager at IBM, spoke warmly about the key members of staff who helped guide and support him, saying “Without those key members of staff, I wouldn't be standing here today as the person I am.”

Samia Hoque (HA 2014-2021), a software developer at Accenture, reflected on her journey from being a quiet, introverted student to someone confident in forging her own path. She credited her growth to the





Alumni speakers (l-r) Nadim Chowdhury, Noor Saeed, Samia Hoque and Hamza El-Bakkali spoke about how Hammersmith Academy prepared them for life beyond education and their careers.

## Join the Alumni Network!

The HA Alumni Network is growing.

Whether you're just starting out or well into your career, the network offers opportunities to support current students, attend future events, and remain part of the HA community.

To join, simply email [alumni@hammersmithacademy.org](mailto:alumni@hammersmithacademy.org) - we'd love to hear from you! ■

inquisitiveness she was encouraged to nurture and the way teachers at HA truly invest in each student's success.

Nadim Chowdhury (HA 2011–2018), one of HA's founding students and now an HR Manager at a Japanese bank, shared how the Academy shaped his aspirations and belief in himself, "Helping people to be the best they can be, that's what I do now, and it's exactly what HA did for me. I genuinely can't imagine my journey happening anywhere else."

To close the evening, Ms Harrowes, Head of Careers and Cultural Connections, spoke about the exciting future of the HA Alumni Network and the inspiration alumni continue to provide, not just to students but also to staff too, saying, "What you do now makes what we do so worthwhile."

Following the speeches, alumni had



Headteacher, Gary Kynaston (l) welcoming the Academy's founder, Tom Ilube CBE to the outdoor stage for the opening speech.



the chance to network, reconnect with old friends and familiar faces. One of the most heart-warming parts of the evening was seeing former students reminisce with past members of staff, many of whom

had come along to share in the celebration. A particularly special moment was the warm welcome back for Dennis Woods, the Academy's much-loved former security guard, who greeted every student at the front gates during their time at HA. ■

# FORMULA E



Formula E's Vice President of Sporting, Beth Paretta (r) alongside Extreme H Driver, Hedda Hosas (l), were the event's star guests at the Academy.

Formula E took over the Academy on 16<sup>th</sup> July bringing an exciting STEM workshop experience called Driving Force, for Year 7 and Year 8 students. The experience was delivered by Formula E and PIF E360 as part of their project collaboration.

The experience highlighted the possibilities of STEM careers and sustainability in the modern racing industry.

Much like its counterpart, Formula E is a motorsport championship for cars, with one crucial difference: all the cars are electric, turning the whole sport into an innovative environmental initiative and revolutionising the future of athletic engineering.

The day kicked off with their hands-on Cargo & Logistics workshop, which challenged our students to consider the limitations of running an eco-friendly race series, taking into account carbon emissions, budget, and cyber security. A range of tools were used to engage the students; they even got the chance to build their own miniature racecar.

The event continued with an exclusive Q&A with Extreme H racing driver, Hedda Hosas and Formula E's Vice President of Sporting, Beth Paretta, answering the students questions in front of a special edition Formula E racecar. To close out the day, the students competed in a remote-control FE race of their own on a big screen in the Theatre.

As a bonus reward, the 10 most engaged and innovative students, as well as the three Sixth Formers who supported at the event, were awarded tickets to London's E-Prix at the end of July.

The workshop left students inspired and energised, offering a thrilling glimpse into the future of sustainable motorsport and the real-world impact of STEM innovation. A special congratulations and thank you to the winning students, whose enthusiasm, creativity, and teamwork truly stood out throughout the day. ■

**WE ASK YEAR 12 STUDENT, DONOVAN WHO HELPED BEHIND THE SCENES AT A SPECIAL FORMULA E EXPERIENCE ABOUT THE DAY.**



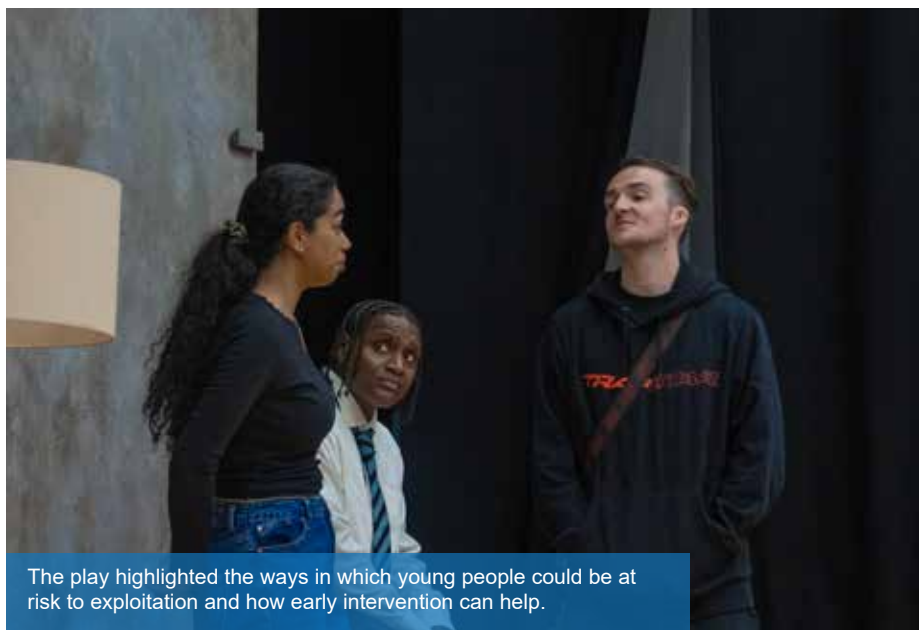
# CROSS THE LINE

On Thursday 19<sup>th</sup> June, our Year 7 students were brought a thought-provoking short play called *Cross the Line*, presented in partnership with the Lyric Hammersmith Theatre and the Gangs Violence Exploitation Unit (GVEU).

This specially commissioned production, written by Azuka Oforka and directed by Philip Morris, explores the challenges of county line exploitation within West London. With strong roots in Theatre in Education (TIE).

The Lyric and the GVEU collaborated closely with young people in the borough to authentically portray the struggles and voice of those affected. The result was a gripping and emotionally honest performance, designed to spark meaningful conversation.

After the performance, Year 7 students had the opportunity to ask



The play highlighted the ways in which young people could be at risk to exploitation and how early intervention can help.

questions and share their thoughts on the themes of the short play and the characters, discussing where they thought the challenges were

for the young people in the play and at which point in the timeline opportunities for help were missed. ■

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# OLD VIC THEATRE

HEAD OF DRAMA, MS WILLIAMS LOOKS BACK ON A SUCCESSFUL PARTNERSHIP WITH THE OLD VIC THEATRE.



Students working on costume during one of the Old Vic workshops.

This academic year, our partnership with The Old Vic has provided students with a unique and enriching insight into professional theatre.

Across four theatre visits and accompanying workshops, students explored key backstage disciplines; directing, set design, costume design, and lighting design. Each session was linked to a live performance at the theatre itself, allowing students to apply their learning by creating their own costume designs and model box sets in response to the shows.

The programme has significantly deepened students' understanding of the creative process and the wide range of non-performing roles within theatre. A Year 9 student

said, "Before this, I didn't realise how much goes into a production beyond the actors. It's made me see Drama differently and made me more interested in design."

One of the aims of the programme is to inspire young people to explore careers within the world of theatre and culture.

We are incredibly grateful to The Old Vic for supporting our students in developing their creativity and curiosity in drama, and we look forward to seeing how they apply this knowledge in their GCSE Drama work when they start their GCSEs in Year 10 in the new year. ■



# DOFE SURREY HILLS

MR HALL, DUKE OF EDINBURGH CO-COORDINATOR, REPORTS FROM THE DOFE BRONZE EXPEDITION.



Bronze expedition students taking a rest break on what was a very warm expedition day in the Surrey Hills.

The Duke of Edinburgh's Award (DofE) is one of the UK's most respected youth development programmes, designed to help young people build confidence, resilience, and essential life skills. The award challenges participants aged 14-24, through volunteering, physical activity, skill development, and a final expedition, equipping them with qualities that are highly valued by employers, universities, and in their day-to-day lives.

In June, 23 of our Year 10 students embarked on their Bronze Duke of Edinburgh qualifying expedition in the scenic Surrey Hills for a two-day and one-night adventure that put their resilience and teamwork to the test.

Over the course of the expedition, students navigated independently using map and compass, set up camp, and cooked their own meals, all while managing heavy rucksacks, tired legs, and unpredictable weather.

The challenge brought out the very

best in the students, pushing them out of their comfort zones and having to adapt to an environment they are not familiar with.

Throughout the trip, we could see students developing those key life skills in leadership, problem-solving, navigation, and above all, teamwork, qualities that will serve them well beyond the DofE programme.

It was a pleasure to see students support one another, take on leadership roles within their groups, and rise to every challenge with determination and good humour.

A huge thank you to the staff who supported the trip and helped make it such a rewarding experience. Congratulations to all students involved for achieving a major milestone on their DofE journey! ■



# SUMMER OF MUSIC

THE SUMMER CONCERT IS THE CULMINATION OF A BUSY YEAR OF MUSIC AT THE ACADEMY. HEAD OF MUSIC, MS CANTWELL REPORTS ON A COMPETITIVE FINAL CONCERT.



Year 8 girl group members, Lily, Amelie and Rielle singing Little Mix's *Secret Love Song* during the Summer Concert.

In the second week of June, the Theatre came alive with rhythm, melody, and energy as students from Years 7 to 12 took to the stage for the much-anticipated concert in the hope of claiming victory in the House Music Cup.

Performers showcased their musical talents across a variety of instruments and styles, entertaining a packed audience of students, staff, and families. Each act was judged by special guest, Mr Moxon, who offered insightful and constructive feedback to help students hone their performance skills.

The evening featured a range of standout moments. Tegan (Year 7) gave a moving vocal performance of *Castle on a Cloud*, while Alessia (Year 8) impressed with her rendition of *Ocean Eyes*, singing and playing acoustic guitar. The Year 9 band brought energy and attitude with their mashup of classic rock tracks, and Henry (Year 12) wowed the audience

with a stunning piano solo of *Same Blue*.

After a competitive and passionate evening of performances, it came down to the announcement of the winning House. Johnson House emerged victorious, securing the House Music Cup for 2025.

Congratulations to all performers for their hard work and courage on stage, and a special well done to Johnson for rising to the top! ■

## HOUSE MUSIC COMPETITION SCORES

1 <sup>st</sup>	<b>Johnson House</b> 14 points
2 <sup>nd</sup>	<b>Lovelace House</b> 12 points
3 <sup>rd</sup>	<b>Khan House</b> 9 points
4 <sup>th</sup>	<b>McQueen House</b> 5 points
5 <sup>th</sup>	<b>Attenborough House</b> 4 points



Jeremie playing guitar in the Year 9 band.



# WAR STUDIES TRIP

YEAR 8 STUDENT, ALESSIA MARIA TRAVELLED TO THE IMPERIAL WAR MUSEUM AND SHE INFORMS US OF THE EXPERIENCE.

On Tuesday 3<sup>rd</sup> of June, 30 Year 8 students ventured on a history trip to the Imperial War Museum to learn more about World War One, World War Two, and the Cold War.

It was a really fun trip because we got to spend time with friends from other classes and learn new things about the history we've been studying in school. One of the most exciting parts was going through the different exhibition rooms and discovering more about WW1 and WW2, especially since we'll be covering WW2 in more detail in Year 9.

It was amazing to see things we'd talked about in class come to life. One highlight was walking through a reconstruction of a trench, which gave us a real sense of what it might have been like for soldiers during WW1.

There were lots of other interactive exhibits too. In one room, we saw a table shelter with a bed underneath it, showing how a family of four



Students explored the exhibitions to learn more about the great wars to compliment what they have learnt in class.

might have lived during the Blitz to stay safe from bombing raids. We could even crawl inside to get the full experience.

There were also stamps to collect throughout the museum, and a

person who showed us real objects retrieved from the World Wars. We were allowed to hold and feel the items while learning about what they were used for, which made the experience even more engaging. ■

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## NIRVANA LEGACY

On Wednesday 11<sup>th</sup> June, a group of Year 9 musicians went to the Royal College of Music to take part in a guided tour of the Kurt Cobain Unplugged exhibition.

They explored the legacy of Nirvana and watched their iconic 1993 MTV Unplugged performance. They took a close look at Cobain's rare Martin D-18E guitar, which became the most expensive guitar ever sold at auction when it fetched over \$6 million and viewed his famous olive-green mohair cardigan. They viewed many other important historical instruments at the museum and even tried on Kurt Cobain's replica cardigan and wig! ■



Year 9 musicians at the exhibition exploring the impact of Nirvana.

# STUDENT VISITS DOWNING STREET

YEAR 12 STUDENT, ASYA WAS INVITED TO A SPECIAL DAY WITH THE PRIME MINISTER AND THE WORLD OF BRITISH MOTOR RACING. THE ACADEMIST CAUGHT UP WITH HER TO FIND OUT ABOUT THE EVENT.



Year 12 student, Asya (second right) was invited to Number 10 Downing Street, alongside other student MotorsportUK ambassadors to meet the Prime Minister and the great and the good of British motor racing.

I was invited to Downing Street for the 75<sup>th</sup> anniversary celebration of Formula 1 as part of the HA partnership with Motorsport UK and their Race for Diversity programme.

The event represented current and ex Formula 1 drivers and champions, alongside other members of the motorsport industry who have played pivotal roles for Britain in motorsport.

Upon my arrival there were two Formula 1 cars positioned outside the iconic Number 10 Downing Street door, a sign of the star-studded event to come. We were led through halls filled with photographs of Churchill and Thatcher, and into the garden with other familiar faces such as Alex Albon, Chloe Chong and Damon Hill. The event was kicked off with a speech from Prime Minister, Keir Starmer and Stefano Domenicali, the CEO and president of Formula 1, who emphasised the importance of F1 to the UK and its economy.

The event was a great opportunity

for me to network with others in the industry and talk with some of my biggest inspirations such as Susie Wolff - a pioneer for women in motorsport (I must admit I found it difficult to hide my excitement when meeting her).

I even found myself in conversation with one of the legends of British motorsport, Sir Jackie Stewart! At the end of the event, we took the opportunity to take photographs with the cars, and the famous Number 10 door, as well as a special guest appearance from Larry the cat.

I am grateful to Ms Harrowes and Evelkah Powell from Motorsport UK, for providing me with opportunities, such as this, to expand my experiences in an industry I am extremely passionate about and hope to join in the future. This event has taught me valuable lessons in communication, confidence and professionalism, bringing me one step closer to joining my dream industry. ■

“ I even found myself in conversation with one of the legends of British motorsport, Sir Jackie Stewart! ”



# MEET THE ALUMNI



Samia is a degree apprentice at Accenture, a global professional services company.



## THE ACADEMIST INTERVIEWS SAMIA HOQUE (HA 2013-2021).

**HA:** What job/study are you doing currently?

**SH:** I am a technology/software engineering degree apprentice at Accenture. This means that I have two roles: a university student and a technology consultant associate.

**HA:** What does a typical day at work/study entail?

**SH:** I go to university once a week-on Mondays-and these days tend to be jam-packed with lectures, labs and tutorials. From Tuesdays to Fridays, I work as a technology delivery associate for Accenture and my role varies depending on the client project. At the moment, I am working as a data analyst/engineer for an energy client where I am building technology to help this client to understand and present their critical information. As someone who is very interested in data and AI, this is the perfect role to help me grow in this space!

**HA:** What do you enjoy most about it?

**SH:** I love the sheer variety of roles available and the amount of

innovation I am exposed to on a daily basis. Accenture works on a global scale to transform using technology, with almost 800,000 employees worldwide. In particular, I love being in the London office surrounded by breaking technology such as our 'Generative AI innovation hub'. I also enjoy attending various events and conferences, especially company-wide cultural events. My favourite event was the Accenture Eid Event where we had the opportunity to showcase the Muslim culture and meet Mo Farah!

**HA:** Greatest achievement so far?

**SH:** My greatest achievement since being a degree apprentice would have to be winning two different company-wide datathons. Having the opportunity to compete against professionals to build innovative technology using data is an honour in itself and being part of the winning team is definitely something I am proud of.

**HA:** What was your biggest break?

**SH:** My biggest break was making the leap from studying Pharmacy to pursuing a technology/software

engineering degree. Initially after leaving school, I went straight to UCL to study Pharmacy which I pursued for a year. I learnt a lot of amazing skills from this but found that the potential career options after this degree didn't align with my personal ambitions and interests. Taking the plunge to switch degrees and pursue something was scary but completely worth it.

**HA:** What skills did you develop at HA that you have taken with you?

**SH:** Being open-minded and curious: I was quite notorious with my teachers for asking lots of questions, both during lessons and outside of lessons. These skills continue to help me as they allow me to really understand my purpose, build knowledge and be present in learning.

**HA:** Where do you hope to be in 10 years' time?

**SH:** I would love to continue working within data and AI to do some research around data/AI in the healthcare space and to use my software engineering skills to build a passion project. ■

# OXBRIDGE ASPIRATIONS

YEAR 12 HIGH ACHIEVERS VISITED UNIVERSITY OF OXFORD TO EXPERIENCE UNIVERSITY LIFE. EMILIA IN YEAR 12 TELLS US ABOUT THE DAY.



Students spent time in the city to experience life as a university student. They took in the famous landmarks, including the Bodleian Library, the university's main research library.

The Oxford trip was a really useful experience for me as it gave us the chance to understand what opportunities are available for higher education at one of the most prestigious universities in the world.

The day began with a group session led by the outreach officer at Exeter College. This session focused on the university application process and how we can use super-curriculars, things like wider reading, lectures, and personal projects to strengthen our applications. One part I found particularly helpful was the speaker explaining how student finance works at Oxford, especially the support available for students from low-income families.

Since I'm the first in my household to apply to university in the UK, this was all new to me. It really helped

to understand how tuition fees and accommodation are covered, and how different the process is compared to what my mum experienced in her home country.

We heard from two current Oxford students who spoke about their lives at university, what their days are like, how their courses are structured, and what it's like being part of the Oxford community. Hearing from them gave me a more relatable picture of what studying at Oxford is actually like.

A tour of Exeter College followed, and we had lunch there too. It was great to walk around the college, seeing students and tourists, and actually felt like we were part of the environment during the visit.

Later, we visited the newer part of the Bodleian Library, where we saw how important it is for independent study

and research. The space was full of important texts and resources for students. Mr Rose then took us on a walking tour of the city itself, pointing out historical buildings and areas that students use in their free time. That part made me realise how beautiful and full of history the city is and how much there is to explore outside the academic side of university.

What made this trip so valuable was how personalised it felt. For some of us, Oxford hadn't been a place we'd considered before. But seeing it up close helped us to picture ourselves there and we saw more than we would on a regular open day!

Overall, the trip opened my eyes to what's possible. I came away feeling more informed and a lot more confident about what applying to a top university could look like for me.





# INSPIRING CAREERS

THE ACADEMY'S CAREER TEAM UPDATE US ON A PACKED SUMMER TERM OF UNIVERSITY AND CAREERS OPPORTUNITIES.



The Year 7 Careers Drop Down Day saw young creative professionals introduce their careers to students to broaden their horizons on the types of careers out there.

## STEAM Careers Fair: A Window Into the World of Work

This year's STEAM Careers Fair welcomed students and parents from Years 10–13 to explore careers across Science, Technology, Engineering, Arts, and Maths. Over 40 employers and organisations from Imperial College NHS Trust to National Geographic and Def Jam, offered insights into exciting pathways. Head of Careers, Ms Harrowes, highlighted the event's impact, "We want every student to see that a professional career is 100% within their grasp."

The event also tackled common misconceptions about creative industries, often wrongly assumed to be low-paying or lacking in opportunity. With exhibitors like Red Bee Creative, Miai Brand Partnerships, adam&eveDDB and Historic Royal Palaces, students could see how innovation and imagination are central to many thriving careers.

## Careers Drop Down Day: Real People, Real Inspiration

On Wednesday 7<sup>th</sup> May, lessons took a different turn as students heard from visiting professionals. Careers Drop Down Day gives students the chance to meet the people behind the job titles and ask the questions that help them make decisions.

For Year 7, the spotlight was on creative careers. Designers, illustrators, TV producers and more stepped into the classroom for informal interviews led by teachers with plenty of time for students to quiz the guests themselves. With visitors from places like Banijay UK, Liberis, Dark Pixel and RPM, students got a glimpse of the wide range of exciting (and unexpected) jobs in the creative industries. From animation to product design, each speaker showed how creativity comes in many forms and that there's no one set path to a creative career.

Year 8 focused on the power of teamwork, not just group projects in class, but how collaboration works

in the real world. In a fast-paced carousel of speakers, students heard from professionals in HR, law, wellbeing and finance, including visitors from Farrer & Co, CACI, and Liberis. They shared personal stories about what makes a great team player, how they handle challenges, and why listening can be just as important as leading.

Meanwhile, Year 9 sat down for an honest Q&A with older students in the GCSE Choices Panel. Year 10 and 12 panellists, Omar, Taya, Louie, Sara, Hana and Anas generously shared their thought processes, best info sources, and surprise discoveries about their subjects. From advice on how to decide between two strong options, to regrets about subjects they dropped, it was a refreshingly real take on decision-making.

Year 10 students took on the future with a Green Careers Talk from Matt Sexton of Futerra, who explored how sustainability is reshaping industries and the jobs that go with them. It was

a wake-up call to think about climate not just as a challenge, but as an opportunity to innovate.

To wrap up the day, Year 12 students heard from Hammersmith Academy alumni now making their mark in the creative world. The Creative Careers Panel featured Dami, Soren, Amy and Omharia, representing everything from film making and media buying to music video production and media law. Their stories were filled with practical advice, candid insights, and the kind of encouragement that only comes from those who've walked the same school corridors.

With meaningful employer encounters, career conversations, real-world learning, and a wide lens on future possibilities, the day ticked off numerous Gatsby Benchmarks, and more importantly, left students inspired, informed, and excited for what comes next. A brilliant celebration of ambition, creativity and connection at its best.

### Celebrating Our Partnership with IntoUniversity

We're proud of our long-standing partnership with IntoUniversity, which aims to raise aspirations and widen access to selective universities for our students.

The Secondary in Focus programme encourages students to reflect on how their skills, both in and beyond the classroom. This is particularly meaningful for those who may be the first in their families to consider university, helping to expand their goals and ambitions. A cohort of students in each year group participates in two workshops annually, and there are also opportunities to learn from employers and visit workplaces.

In May, Year 9 students took part in the Careers in Focus programme across three days, gaining early exposure to a range of career pathways and professional experiences. The week kicked off with a visit to Fitch Ratings, where students took part in an entrepreneurship workshop and to network with employees.

They also heard from professionals including engineers, lawyers, and TV producers, followed by a hands-on activity inspired by each speaker's

career. One of the highlights was a session where students worked in teams to design and construct a "dream building" using clay, then present their ideas to the rest of the group, an exercise that combined creativity, collaboration, and communication.

A Year 9 student commented, "The best thing about this programme was being able to understand different jobs and speak to people with real experience. Hearing about their struggles helped me realise I can learn from their mistakes. I learnt to stay true to myself, and that your future path can change—you don't have to be perfect in school to succeed."

These experiences give students a deeper understanding of the working world and support them in making more informed decisions when choosing their GCSE subjects. Often, the students who shine most in these sessions aren't the ones who stand out in traditional classroom settings. These opportunities give them the space to build confidence and realise their potential.

### Future Planning Week: Inspiring Year 12 to Aim Higher

Year 12 students recently took part in a high-impact Future Planning Week, packed with opportunities to explore life after Sixth Form. With sessions on university, apprenticeships, and career development, the week gave students the tools and confidence to make informed choices about their futures.

The week kicked off with an extended assembly encouraging students to take ownership of their next steps. This was followed by a series of workshops and events tailored to support their personal ambitions. Sessions covered application timelines, research tips, student finance, and how to create a standout application.

The Future Planning Evening - Students, parents and staff came together to explore university and apprenticeship pathways.

A highlight was hearing from former HA students Anis, Zeba, Sharmarke, Hassane, and Tiffany, who shared their journeys into top universities and competitive apprenticeships. Their advice was both practical and inspiring.

A high point of the week saw the entire Year 12 cohort travel by coach to the UCAS Discovery Fair in East London, a fully funded opportunity provided by the school. This large-scale event brought together universities, apprenticeship providers, and employers from across the country, giving students the chance to explore a wide range of post-18 options. For many, it was a crucial opportunity to gather essential information and make informed decisions about their future pathways.

We look forward to continuing to support them to take their first important steps of their career journey beyond the school gates. ■



Future Planning Week saw Year 12 students visit the UCAS Discovery Fair to see what university and apprenticeships are on offer.



# SPANISH ROUND UP



Year 8 students were paired with students from Villaverde de Medina and shared small gifts to explain the country's culture.

## Spanish Pen Pals

Naya in Year 8 enjoyed writing to her Spanish pen pal. She told us, "The pen pal project was a really fun experience for me and my class. We wrote letters in Spanish to our pen pals in Villaverde de Medina, near Medina del Campo (a town in Spain), and in turn, they sent letters to us in English. We used our best abilities to write them a genuine letter, occasionally looking up a phrase or two, which improved our skills as we created a more casual conversation with someone closer to our age. There were definitely a few minor or major errors in everyone's pieces of writing, but it was all part of the learning process.

The best part of the entire experience was probably the gift exchanges. 8L had a great time receiving and sending small gifts, such as exchanging coins like £1 and €1 or sending each other photos and stickers! Everyone was excited to see what their pen-pals had sent and what they replied to in their letters. We couldn't wait to read the letters, so we also sent each other voice notes on Padlet, improving our speaking and pronunciation.

Overall, it was an amazing experience and a fun way to make new friends. We would definitely do it again!

## Translation Competition

This term, a group of students took part in the prestigious Anthea Bell Prize for Young Translators, run by the University of Oxford. The competition challenges students across the country to translate literary extracts from French, Spanish, German, or Italian into English—not with a word-for-word approach, but with a focus on capturing the tone, meaning, and spirit of the original text.

Kacper in Year 10 said, "It was an enjoyable competition to partake in, and the translation was rather rewarding, I would say, slowly building a completed translation of the extract, and slowly trying to pick the most appropriate words for the translation. It wasn't just as simple as literally translating everything, instead some things had to be altered slightly to try and keep the same feel as the original text. Personally, I found this process quite enjoyable, as I could slowly put every part together until it all made sense and all became one little coherent story. I could see myself taking part in this competition again and I was pleased to receive a commendation from the University of Oxford. If you would like to get involved next year, please enter and give it a go."

IT'S BEEN A VERY BUSY TERM FOR THE MFL DEPARTMENT. WE TALK TO THE STUDENTS AND TEACHERS TO FIND OUT MORE.

The hard work paid off as Kacper received a commendation from the University of Oxford, a fantastic achievement in a national competition.

The Anthea Bell competition encourages creativity, precision, and a love of language. If you're interested in getting involved next year, see Ms Appadoo, you might just discover a hidden talent for translation!

## Tortilla Competition

Hosted in our outdoor kitchen, Year 12 Spanish students competed in a MasterChef-style Tortilla Competition, an exciting opportunity to sample traditional Spanish cuisine and practice Spanish speaking and listening skills.

Working in two small groups, students were challenged to prepare a classic Spanish potato omlette from scratch to be judged by a panel of our Spanish teachers. Both groups impressed the judges with their enthusiasm, teamwork, and culinary skills, presenting two delicious tortillas that they all sat down to enjoy at the end, along with a few extra tapas. ¡Enhorabuena y buen provecho! ■

# CHEMISTRY OLYMPIAD



Erion (l) and Timur (r) with their Olympiad certificates.

Timur and Erion, two of this year's top Year 13 Chemistry students, took part in the Chemistry Olympiad, the

UK's leading chemistry competition. This prestigious event aims to challenge and inspire students by

developing their problem-solving and critical thinking skills.

The competition is composed of multiple rounds, with the highest scoring students each round allowed to progress onto the next, the last of which is their international competition. This year, the questions focused on topics such as Olympic clay pigeon-shooting, chemical compounds in soil, and oud.

Participation in this event not only bolsters confidence and other widely-applicable skills, but adds an impressive edge to university applications.

Congratulations to both Timur and Erion on their achievements! ■

## YOUNG SCIENTISTS

This term, the Science Department had the pleasure of welcoming Year 4 and Year 5 students from John Betts Primary School for an exciting science afternoon.

Led by Mr Burke, the sessions aimed to introduce the young visitors to the world of secondary school science and their first experience in a real laboratory classroom. For many, it was their first time stepping into a secondary school science lab.

The students took part in two hands-on experiments. The first was a flame test, where they learned how different metal ions produce different colours when heated. From the vibrant blue-green of copper to the bright orange-yellow of sodium, each flame colour gave a clue about the elements involved.

The second experiment explored pH testing. Students used universal indicator to determine whether a substance was acidic, neutral, or alkaline. With a few drops of indicator, they watched substances turn a spectrum of colours, red for strong acids, green for neutral, and purple for strong alkalis, gaining a clear understanding of how scientists classify solutions.

Throughout the afternoon, the students were inquisitive, engaged, and full of questions, eager to understand how the science worked and excited by the opportunity to use equipment like Bunsen burners!

We look forward to welcoming them again in the future! ■



Mr Burke demonstrating a flame test experiment.



# GEOGRAPHY NEWS

MR LANGAN  
TRAVELLED TO THE  
LAKE DISTRICT WITH  
A LEVEL GEOGRAPHY  
STUDENTS FOR  
A THREE-DAY  
INVESTIGATION.



Mr Langham with Geography A Level students during their three-day residential in the Lake District.

“ I could see the  
direct application  
of classroom  
learning in  
a real-world  
environment.

”

Our Year 12 geography students joined fellow students from St Paul's Girls' School on their three-day residential field trip to Blencathra, in the heart of the Lake District. Surrounded by some of the UK's most dramatic landscapes, students had the opportunity to put theory into practice and build the key skills required for their independent investigations.

Throughout the trip, students explored glaciated landscapes, hiked through the Cumbrian hills, and gained first-hand insight into the physical features they had studied in class. One day was spent in the town of Grasmere, where students conducted public surveys and investigated how different land uses impact infiltration rates. These activities not only enriched their understanding of urban and rural processes, but also helped refine their methods of data collection and analysis.

“During the Blencathra trip, I gained a deeper and more practical understanding of the Lake District and how it connects academically, particularly in geology and glaciation,” said Sarah, Year 12. “By physically testing my hypothesis in the field, I could see the direct application of classroom learning in a real-world environment. I also developed new skills like sketching, systematic observation, and data

interpretation. I now feel confident identifying and explaining a variety of glacial landforms.”

The field trip offered an engaging blend of academic exploration and outdoor adventure, helping students build confidence and independence. More than just an academic exercise, it was a memorable and rewarding experience for everyone involved.

A big thank you to St Paul's Girls' School. This trip was only made possible through our private school partnership via our co-sponsors, The Mercers' Company. ■



# STEM ROUND UP

THERE HAS BEEN AN EXTENSIVE STEM OFFERING THIS TERM. MS FERRELL, STEM COORDINATOR TAKES US THROUGH ALL THE HIGHLIGHTS.



Budding Year 7 architects during a design workshop session at Kensington Palace.

Summer 2025 has been a season of innovation, creativity, and hands-on exploration for our students in STEM. From racing biodegradable cars to designing at Kensington Palace and prototyping at Imperial College, our students have embraced every opportunity to apply their learning in exciting, real-world contexts.

## Race to the Line 2.0 – Bio Area Finals

Our Year 7 team of students proudly represented Hammersmith Academy in this national STEM competition, where they designed and raced biodegradable, CO<sub>2</sub>-powered model cars. This was our first time participating, and the students' enthusiasm, teamwork, and engineering skills were on full display.

The event was generously sponsored by CACI, whose support helped make this exciting opportunity possible.

Mr Stonehouse was particularly impressed by how well students collaborated under pressure.

Bozhidar in Year 7 said he loved watching all the teams and seeing just how fast the cars could go; capturing the excitement and energy of the day.

## Kensington Palace Enrichment Project

Year 7 students took part in a two-day design workshop at Kensington Palace, marking the beginning of a five-year partnership. They explored the palace's architecture and history, then responded to a creative design brief to design a modern extension to the Palace. The ambition was to create a space that welcomes the local community, reflects values of creativity, inclusion, and sustainability, and connects the past with the present.

Students Amber and Daisy shared how much they enjoyed exploring the palace's fine materials and discovering how people lived in the past, especially admiring the grand, huge, silk wall coverings that inspired their design thinking.

Students worked in teams to develop and present imaginative models and drawings of their proposed community spaces. Their work was presented to a panel of expert judges and Palace staff, who were particularly impressed by the students' design consciousness, understanding of inclusivity, creativity, and blossoming architectural skill.

## Proto-Maker Challenge – Imperial College London

Year 9 students participated in the Proto-Maker Challenge, a four-day programme led by Imperial College London. They learned to design, prototype, and pitch solutions to real-world problems linked to the UN Sustainable Development Goals. From 3D printing and laser cutting to teamwork and public speaking, students gained a wealth of technical and transferable skills.

The Imperial College Makerspace leader praised the students' talent and drive, noting how many chose to continue modelling through their break times. The creativity coming from the group was incredible and the students looked comfortable and confident in the Makerspace environment. The students were given genuinely tough briefs, and their imagination, teamwork, and problem-solving skills truly shone through.

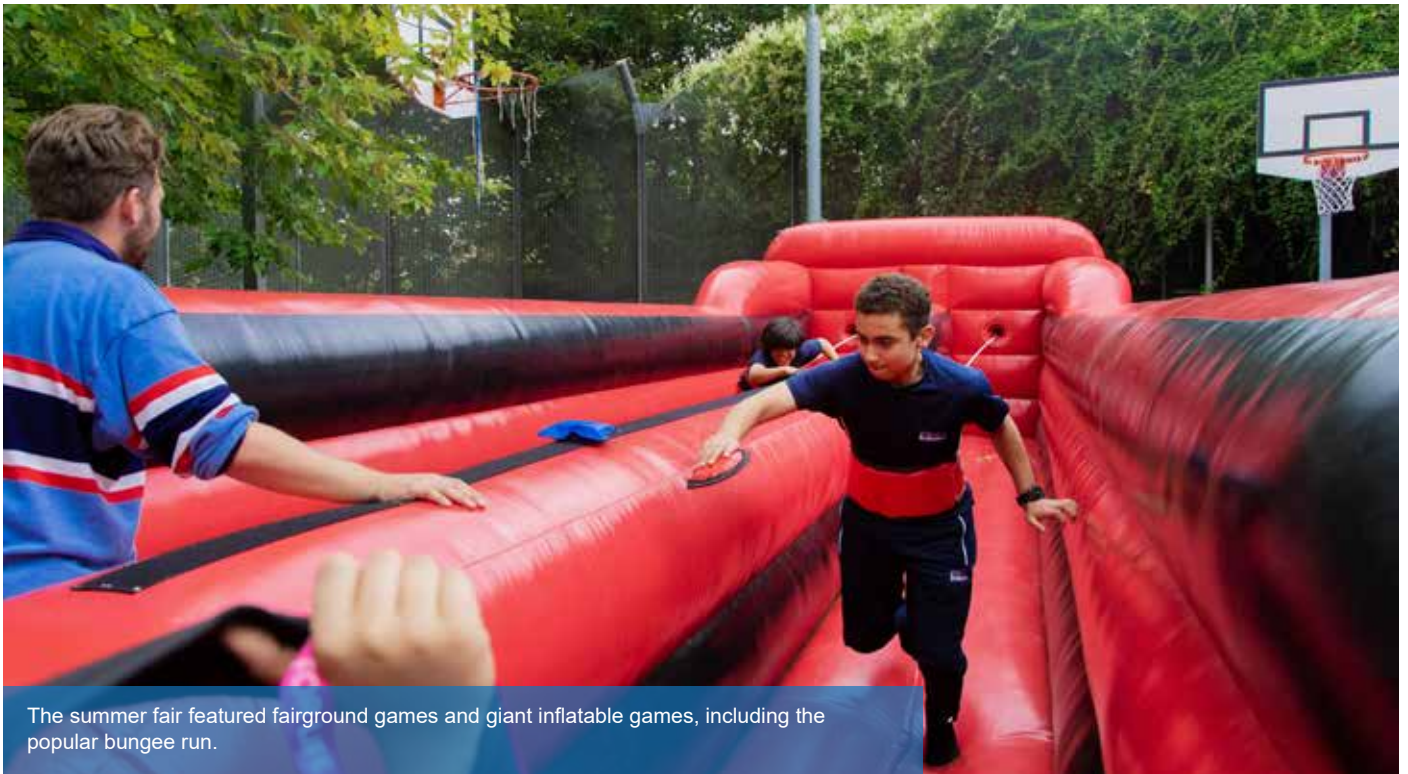
## Looking Ahead

This term has shown just how powerful experiential learning can be. Our students have not only deepened their understanding of STEM subjects but also developed confidence, creativity, and a sense of purpose. Through hands-on projects and real-world challenges, they've built professional practical skills.

We're excited to build on this momentum in the next academic year—with even more opportunities to innovate, explore, and grow. ■



# SUMMER FAIR



The summer fair featured fairground games and giant inflatable games, including the popular bungee run.

On the final day of term, our school community came together for the annual Race for Life, followed by a vibrant summer fair.

Adorned in pink, staff and students took part in the run with energy and enthusiasm in a ceremony of community spirit, resilience and hope. This year we welcomed students from Brackenbury School to the school run.

After crossing the finish line, the fun continued with our summer fair, featuring food, games, and stalls, including Year 8 student, Rielle's homemade cosmetics stand. From

sponge-the-teacher to tombolas and raffle prizes, the fair created a warm, festive atmosphere that brought the school together.

Together, we raised a grand total of £1,303.76 for Cancer Research UK! A heartfelt thank you to all who ran, volunteered, donated, and cheered us on – what a wonderful way to end the year. ■



**THE ACADEMIC  
YEAR ENDED WITH  
THE RACE FOR LIFE  
AND SUMMER FAIR  
IN AID OF CANCER  
RESEARCH UK.**

**Total Raised  
£1303.76**

**Thank you to the local  
businesses who donated  
raffle prizes!**

- PUP UP
- Bocconi Restaurant
- Cafe Bonego
- Tesco
- Hearts & Hounds
- Queen of Hearts Beauty & Piercings
- Ayam Zaman Restaurant
- Abu Zaad Restaurant
- Chicken Kitchen



The Race for Life elite runners were awarded their medals by Headteacher, Mr Kynaston just before the official opening of the summer fair.



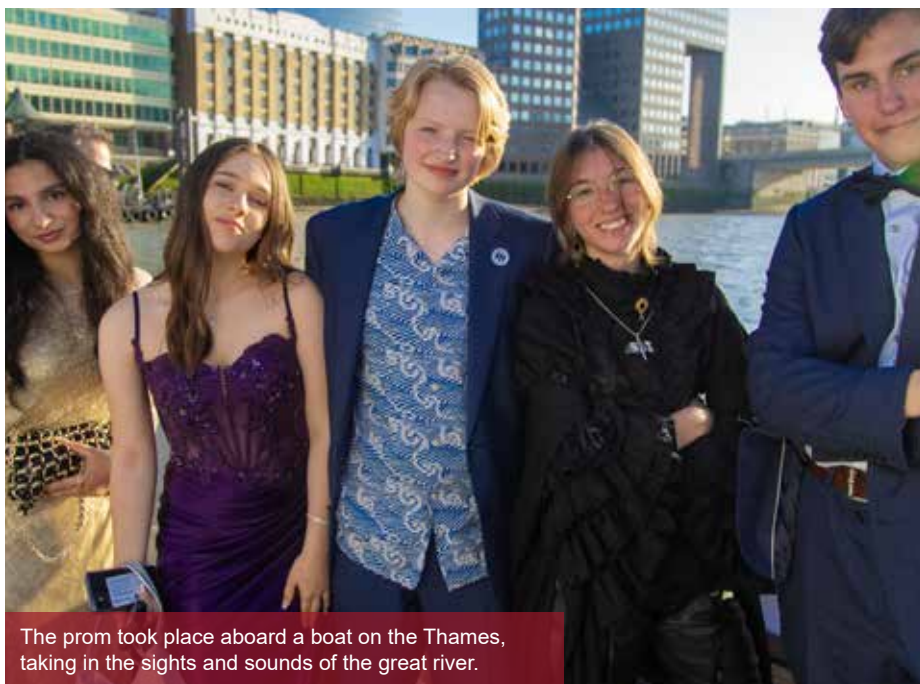
# YEAR 11 PROM

After an intense period of GCSE examinations, Year 11 students celebrated with a prom night on the Thames with friends and staff.

The boat sailed against the beautiful backdrop of London's most iconic landmarks, including Tower Bridge, Palace of Westminster and the London Eye.

As the boat sailed on, the students hit the dancefloor and there was even a dance battle between Mr Kynaston and Zakariya! Year 11 voted for their Prom King and Prom Queen which went to Mobarak and Bana.

Congratulations to the Year 11s for a successful five years and all their achievements over that time. We wish them the best of luck in their results later in the summer. ■



The prom took place aboard a boat on the Thames, taking in the sights and sounds of the great river.

## CANAL SIDE

A group of Year 7 students swapped the classroom for open water this term, heading to the Canal Side Activity Centre in Ladbroke Grove for a well-earned reward trip. For many, it was their first time in a kayak and a chance to try something entirely new.

On a warm and sunny summer morning, students were introduced to the basics of paddle strokes, balance, and steering by experienced instructors. With some initial wobbles and a lot of enthusiasm, they quickly picked up the technique and grew in confidence, soon gliding smoothly across the canal.

As the morning progressed, the students' competitive spirit came to life with a series of fun races and games that had kayaks weaving, splashing, and racing from one end of the water to the other. The laughter was infectious, and the energy was high throughout.

Of course, the undisputed highlight of the day was the moment everyone had been waiting for—jumping



Students had a great time on the water and learning how to kayak.

into the canal to cool off! Even Mr Williamson couldn't escape the excitement, with cheers erupting as he took the plunge alongside the students, much to their delight.

One student captured the mood perfectly on the way home, turning to their parent and saying, "Mum, it was

amazing!"

A huge thank you to the Canal Side staff and Academy team for ensuring a safe, fun-filled day. The students not only learned new skills but also created brilliant memories with friends that will last well beyond the summer. ■



# SPORTS DAY 2025



Head of PE, Mr Wood presenting the Sports Day Shield to Attenborough House who were represented by Year 10 students Khyan and Musab.

In the last week of the summer term, the Academy returned to Linford Christie Stadium for a rousing celebration of sporting teamwork, determination and hear at this year's Sports Day!

Despite the cloudy grey skies, our students lit up the Stadium, showcasing outstanding effort and sportsmanship whilst competing in a range of athletic competition and challenges such as tug of war.

Standout results included a thrilling Year 10 boys' 100m race - including Ahmed (10L)'s impressive 2:24 time, Alyssa (9J) securing an incredible total of three gold medals. Records weren't safe with a spectacular performance from Lily (8L) in the girls' 800m smashing the previous record.

There was phenomenal house spirit and full participation across all events. Congratulations to Attenborough House, who emerged victorious after fierce competition from Lovelace House and Johnson House who pushed them on



this fiercely competitive day!

This year's Sports Day was an extra special one as it was dedicated to Head of PE, Mr Wood who finishes at the Academy after eight brilliant years at HA. We wish him the best of luck in his next endeavours. ■

## SPORTS DAY STANDINGS

1 <sup>st</sup>	<b>Attenborough House</b> 1657 points
2 <sup>nd</sup>	<b>Lovelace House</b> 1552 points
3 <sup>rd</sup>	<b>Johnson House</b> 1550 points
4 <sup>th</sup>	<b>McQueen House</b> 1456 points
5 <sup>th</sup>	<b>Khan House</b> 1323 points

# CHARITY TOTAL



Students created a memory wall in support of the Grenfell community and raised money for the Grenfell Foundation.

It has been a fantastic year of charitable effort. The academy community has raised a total of £3503.78 since September!

We have supported numerous charities including Cancer Research UK, The Grenfell Foundation, The Outside Project, Comic Relief, Show

Racism the Red Card and Children in Need to name a few.

This has only been possible through the generosity of students, staff and parents, not only through donations but also in the time spent baking for bake sales and supporting fundraising efforts. ■

**Total Raised**  
**£3503.78**

# HOUSE WINNERS



House Coordinator, Ms Jackson presenting the House Cup to (l-r) Imogen, Zain and Naya, alongside Mr Kynaston.

It has been a race to the finish line in the House Competition with just 10 points separating first and second place. The results came down to the very last event on Sports Day to determine the winners.

Loveland House came out victorious and were awarded the House Cup on the last day of term.

Well done all for a spectacular House Competition this year! ■

**1<sup>st</sup>** **Loveland House**  
158 points

**2<sup>nd</sup>** **Johnson House**  
148 points

**3<sup>rd</sup>** **Attenborough House**  
146 points

**4<sup>th</sup>** **McQueen House**  
119 points

**5<sup>th</sup>** **Khan House**  
79 points



# LONDON LIFESAVERS



Students were trained by paramedics in how to spot the signs of a cardiac arrest and what to do in the event of an emergency.

This term, our Year 8 students took part in the London Lifesavers Schools Programme, a free initiative developed by the London Ambulance Service NHS Trust to empower young people with the knowledge and confidence to act in the event of a cardiac arrest.

The programme's goal is simple but powerful: to train thousands of school children across London to recognise the signs of cardiac arrest and respond effectively in those vital first few minutes before emergency services arrive. In situations where every second counts, early action, particularly CPR and the use of a defibrillator can make all the difference in saving a life.

The sessions were delivered by trained paramedics, who provided hands-on instruction to students in identifying heart attack symptoms, administering CPR, and safely using a defibrillator. Students were also shown the location of the Academy's defibrillator and were taught how to

find public access defibrillators when out in the community.

Training began with students watching an introductory video in small groups, followed by practical demonstrations and group practice sessions, led by a paramedic assigned to each team. These interactive sessions allowed students to ask questions and try out the techniques themselves using mannequins.

Year 8 student Harvey reflected on the experience, "The training was just the right amount of information and interactive activity. It was especially fun when the paramedic started a boys vs girls point system for the comprehension segment."

By the end of the sessions, students reported feeling more confident and prepared to take action in an emergency.

With programmes like London Lifesavers, we hope to help shape a new generation of lifesavers, ready to step in and make a difference in their communities. ■

“The training was just the right amount of information and interactive activity.”

# SPORTS ROUND-UP

THIS TERM HAS BEEN A TYPICALLY BUSY ONE FOR THE SPORTS DEPARTMENT. HERE IS A ROUND-UP OF ALL THE SPORTING NEWS.



Hammersmith Academy's U18s winning team alongside Mr Wood and Mr Barlow.

## HA U18's win the QPR League!

Following an excellent unbeaten season in the QPR League, the U18's found themselves in the fourth straight final in four years against another unbeaten side, Fulham Boys who HA had drawn 1-1 against earlier in the season. Following a disappointing 3-1 loss in last year's final against QPR College, HA were determined to put this right in what would be some of the boys' final game for HA.

HA started the game well, applying early pressure onto the Fulham Boys defence, with Walaa and Omar in particular proving to be a handful for the opposition. HA went close to opening the scoring on a few occasions, with Abdelbasset denied off the line as well as Musa's 25-yard strike whistling the wrong side of the post. HA's early pressure paid off though, with Adam's strike from the edge of the box, which gave the keeper no chance as it slotted into the far corner.

Heading into the second half, the instructions at half-time were

very much the same as the start; maintain the relentless pressure and continue to exploit the spaces for Walaa and Omar. HA continued their domination, but spurned glorious chances to extend their lead. This nearly proved costly, as a Fulham breakaway from an attacking for corner for HA, saw Fulham counter with a 2v1 opportunity. With just the goalkeeper to beat, Lincoln pulled off a remarkable save to deny the opposition, who in hindsight could have squared the ball for the easiest of tap-ins.

Despite this, HA were able to see the game out, winning their third final in four years. It has been a true pleasure for Mr Wood to have overseen this team from the very start when the boys were in Year 7, with Bilal, Lincoln, Erion, Musa, Suhaib in that very first team lineup all those years ago. To those who have joined in the coming years, it has been thoroughly enjoyable!

MOTM: Adam (as voted by QPR)

## Year 7 Football

In their debut season, the Year 7

football team showed real promise. Their enthusiasm, discipline, and teamwork set a strong foundation for the years ahead. Standout players included Abdi, Dior, Arijon, Ismael, and Kaiden, who consistently impressed with their technical ability and selfless play. The team displayed excellent maturity throughout the season and were a credit to the school, showing grace in both victory and defeat. Their commitment to learning and improving as a group bodes well for the future.

## Year 9 Football

The Year 9s had a gritty and determined campaign this year, showing great resilience in tight matches and an eagerness to compete. With Rayan, Tylen, Yasin, Saadaq, Jacob, Pau, and Horace putting in consistently strong performances, the team managed to grind out crucial results and develop real cohesion on the pitch. Their ability to battle through challenging moments together highlighted their growth and unity as a squad. Mr Barlow praised their spirit and teamwork, and their hard work did not go unnoticed.





Year 10 Boys Football Team at their football match against Phoenix Academy.

## Year 10 Football

The Year 10 team had a memorable season filled with moments of brilliance and solid performances. A highlight was their thrilling win over Phoenix, sealed with a stunning match-winning goal from Malakhi. Ahmed M and Andre were clinical in front of goal, finishing as joint top scorers. Jacques stood out with commanding displays in defence, while Khyan provided composure and quality in midfield throughout the campaign. Their maturity, sportsmanship, and drive made them fantastic role models for the younger years. ■

Follow Sports on Instagram

 @hasport1

## Sportswoman of the Term

After a fantastic first year in PE, Lily has continued to excel in Year 8. Academically, she has exceeded her target consistently throughout the year.

Lily has impressed with her willingness to participate and represent the Academy in all sports and events available to her. Consequently, Lily has represented the school in a variety of sporting competitions, including the London Wasps Rugby Festival, QPR League and Indoor Athletics to name a few.

She has been an ever-present in the Year 8 Girls Football Team this season, with her performances helping the team to improve upon their previous season in the QPR League. Due to her performances within the league, she was invited to trial for the West London District Team for the upcoming U14 season.

Congratulations Lily!

■



## Sportsman of the Term

Since arriving to HA, Khyan's enthusiasm and determination to succeed in sport, whilst balancing his academic studies, has been outstanding.

Within GCSE PE this year, he has performed well across all components of the GCSE Specification. His performance within the C1 and C2 theory papers in the end of year assessments demonstrates a sound understanding of the content learned across Year 9 and 10, and his practical performances within C3 are of an exceptional standard for Basketball, Football and Table Tennis.

Khyan is also a willing volunteer and has represented the Academy in a number of competitions, most notably within the QPR League. Khyan has been awarded the Academy's 'Sports Personality of the Year' award. ■



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