

Stone Soup Academy News



Issue 16 | December 2023 Half Term 2

Stone Soup Academy Building for the Future

Kerrie Henton

Finally after many months, in fact years of searching we have finally found our new building to expand the opportunities for the young people of Nottingham. We have now bought Milbie House and within this building we will be developing great opportunities for high quality alternative provision that will compliment our existing provision at 14 High Pavement.

Although it does not have its own parking, due to its city centre location, it is conveniently situated beside the Lace Market multi storey car park. Milbie House is only 5 minutes walk from our building on High Pavement, so this should make the sharing of resources far easier across both sites. Our intention is to develop this building to a high standard EdTech centre, showcasing the best in technology and it will continue to demonstrate our commitment in continued investment in our young people.

Once developed, Milbie House will include the following:-

- Gym
- Cinema room for PSHE/RSE, subject resources and training
- SEND suite of rooms for high quality support of our young people
- Well equipped food room and canteen
- Hair and Beauty room
- ICT suite

- Music Technology Room
- Conference suite
- Inclusion room
- Games room

This will be alongside a suite of classrooms and an internal courtyard where we intend to grow food to cook in the food room.

Developing this building will take time, but our aim is to be in place this academic year so that our young people from KS3, currently situated in Richmond House will move across before the end of the year.

Exciting as this is, our main focus will continue to be the support of our young people ensuring that we continue to create unimagined futures for all.



Bigger and Better Days at Key Stage Three

Katy Smith

Well, what a term! We have had a fantastic first term back and I am pleased to report that I well and truly feel like I am part of the family at Stone Soup. I can't wait to get further embedded into the academy and continue to work with the fantastic staff and young people here.

This term our learning hubs were fully set up as functioning zones of regulation. The students are used to standing at the relevant area of the table to highlight how they are feeling if there has been any challenges in their lessons. This has been really helpful to ensure we can target them with the right support and return them to lessons swiftly.

We have also developed music to start integrating more practical opportunities and using this to help regulate the students behaviour and engagement levels.

Our favourite feature though is the 'Wall of Fame', something we introduced at the start of term 1 to help encourage the students to take pride in their work. The wall has featured many staff sunshine moments, with staff describing students running out at the end of the lesson to show their work off to staff and their personal coaches. They have also loved having competitions as to how many pieces they can get on the wall. It has been wonderful to observe.

Our Stepping Stones curriculum continues to go from strength to strength, with multiple staff strengths aiding in the planning of such a wide

range of activities. We have been accommodating some lessons up at High Pavement to provide access to greater resources and equipment; namely practical science and food. The students have loved the opportunity to use both sites.

We have also been offering sports sessions in the gym alongside off site sport. Moving into the winter period, we have offered ice skating which staff and students have both enjoyed.

We have a growing number of students with us at Richmond House. The students, and staff, continue to be very excited about the move to Milbie House, and to help with this transition we are regularly talking about it and what it will look like when we get over there. As a result of this, the students have enjoyed creating art work which will be displayed there and discussing the architecture of the building.



KS3 SEND Update

Michelle Bramhall

Ipads

KS3 students with a strong desire to engage in sensory motivated behaviour are really enjoying using sensory apps on our recently purchased Ipads. We are using sensory apps to help stimulate the senses, this helps the students focus, regulate their emotions and enhance learning. Since using the apps it's helped reduce stress levels, improve self-awareness, refine gross and fine motor skills and increase self confidence.

Some future plans for KS3:

Anita Bennett – Autism team

We are meeting with Anita to develop a link with the Autism Team. Anita is coming in to help support us with our students with Autism and ADHD. I am hoping this can lead to extra help and support for our higher needs students.

Wellbeing Mentors

KS3 students are engaging in a wellbeing programme. This programme helps student's learn about how to cope with anxiety and everyday stresses. It encourages students to talk to each other.



Class Dojo back to its Best

Alesha Rogers

This term we have had a huge push on Class Dojo, we have ensured that Dojo is set up in every classroom the students are in. This has reinforced positive competition for the students and has offered an incentive, especially for our younger KS3 students who thrive off seeing positive points next to their name. This has also allowed the students to feel a sense of accomplishment and pride in seeing the points on their Dojos.



Media Animations

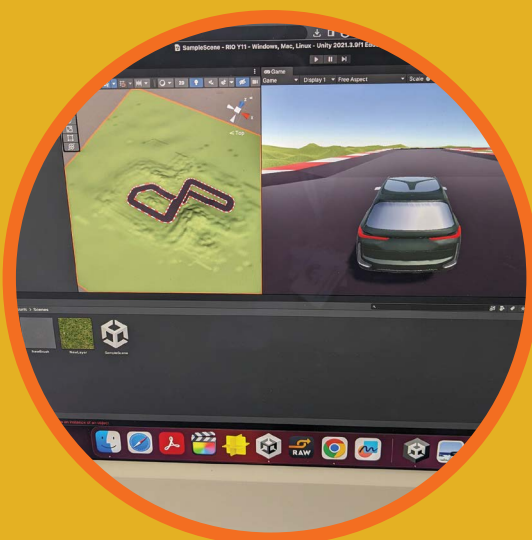
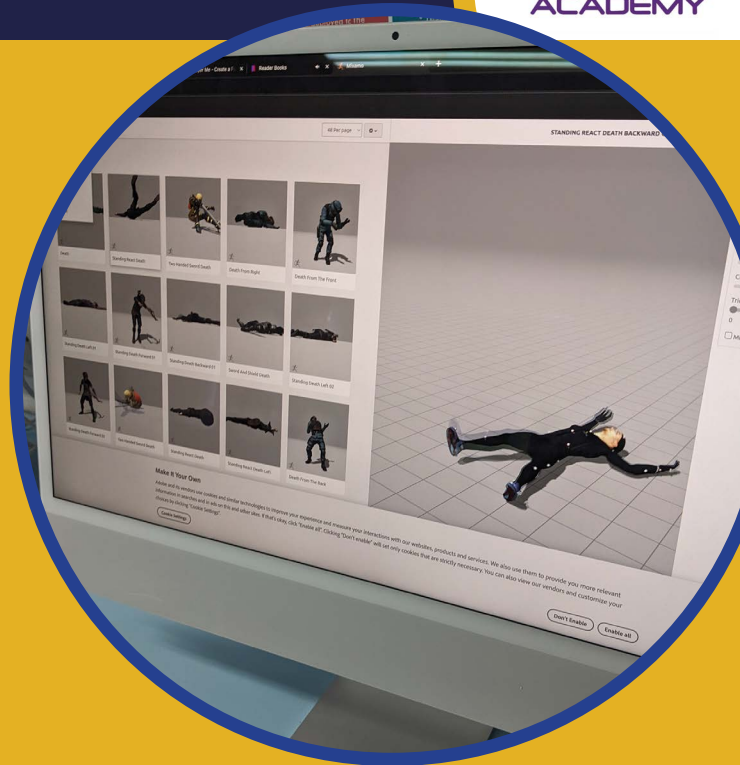
Matt Murphy

Year 9 students are currently creating a 3D Animation using professional software. Students have chosen a wide variety of different characters who will move, sing and dance in the final animation – featuring 3D locations, props and animating the camera movements.

Year 10 students are creating “cut scenes” (short animated stories) using 3D games software. Students are learning how to create an environment, to “rig” the character so it will move and to animate the camera, just like a Hollywood blockbuster.

Year 11 students have made an excellent start on BTEC Media coursework with students taking the first pre-production steps in creating a moving image product or a video game.

A great example of students creating unimagined futures.



Preparation for Adulthood

Jordan Senior

External Providers Week took place from the week commencing November 6th.

DREEM (QMC): The DREEM workshop on drug and alcohol education proved to be a valuable educational experience. By addressing pertinent issues with real-world relevance, DREEM effectively contributed to the development of a more informed and responsible student body. Students emerged from the workshop with enhanced knowledge and skills that will contribute to their confidence and competence in dealing with the complexities surrounding drug and alcohol-related issues. The practical examples shared during the session served to make the content more relatable and applicable to their lives.

Nottingham College: The Nottingham College assembly visit proved to be a highly informative and engaging session for our students. The presentation, delivered by knowledgeable representatives from the college, effectively highlighted the variety of academic programs offered. The Nottingham College assembly visit was a resounding success, achieving its objectives of informing and inspiring our students.

Nottinghamshire Police HQ Visit: The recent visit to the Nottingham HQ by our students proved to be a transformative experience, leaving an indelible mark on their perceptions of law enforcement. The engagement with various units, including the impressive demonstrations by the dogs, firearms police, and roads police, not only showcased the capabilities of the force but also inspired one student to consider a career in public services.

Prior to the visit, there were apprehensions among some students regarding a career in public services. The officers' commitment to community engagement was evident in their ability to connect with the students on a personal level. Answering questions, providing valuable insights, and showcasing the diverse facets of police work, the officers demonstrated not only



Preparation for Adulthood (continued)

professionalism but also a genuine passion for their roles. This personal touch significantly contributed to changing perceptions among the students.

The visit highlighted the importance of positive interactions between law enforcement and the community. Nottingham HQ police visit proved to be a success, inspiring students and changing perceptions in a meaningful way.

HMRC: The primary objectives of the visit were to inform students about the diverse range of careers available at HMRC and to introduce the prospect of work experience opportunities.

The interactive question and answer session allowed students to actively participate and seek clarification on various aspects of working at HMRC. The representatives' willingness to engage with students and share their personal experiences enhanced the overall learning experience and facilitated a positive exchange of information.

University of Nottingham: We participated in the University of Nottingham Secondary Discovery Programme with the primary objective of raising awareness about student life and fostering aspirations to attend university among secondary school pupils. The students actively participated in discussions, asked insightful questions, and demonstrated a keen interest in the prospect of attending university. The highlight of the visit was the climbing activity, which not only added an element of excitement but also served as a metaphorical representation of overcoming challenges and reaching new heights through education.

The primary objective of this week-long event is to broaden the horizons of our learners by exposing them to professionals from various sectors. By doing so, we aim to raise awareness of different career opportunities and inspire our students to explore diverse career paths.



HM Revenue
& Customs



The University of
Nottingham

Stone Soup Academy Rewards

Michelle Rogers

This term attendance and punctuality continues to be a focus and priority at Stone Soup. We have seen amazing results with the students' that came to Stone Soup with low attendance in their previous school seeing rises in their attendance. We monitor any decline and put necessary interventions in place, whether that was a chat with the student, phone call home to parents, letter home, home visit and, or parent and referral meetings.

We have seen a steady increase in the attendance and punctuality and the students are buying into the new rewards system we have in place which includes vouchers, trips and meals out for our weekly raffle and selected students with the highest attendance and the most improved attendance. This has given our students the incentive to seek the opportunities by arriving at school before 09:15 am and remove barriers that they faced by having low attendance and punctuality. This has also increased

attainment, while creating unimagined futures and increasing cultural capital.

In the first half term we had two exciting trips, one to Spring lakes for the top 20 students who met the criteria for attendance, punctuality, behaviour, progress and Stone Soup vision and values and the other was a team building trip to Drayton Manor. The trip's were very successful and the students and staff had a great time.

We finished the year with the top 20 students attending a meal out celebrating Christmas!.



Ex student secures a spot in top 10 UK Songwriting Competition

Becky Ashmore

On the 23rd of September, we embarked on a journey to London to show our support for a former student who had achieved a remarkable feat – securing a spot in the top 10 of the UK Young Songwriters competition. During her time at Stone Soup, Kacia composed a very relevant piece titled 'Doing It for Clout,' which she courageously entered into the competition, ultimately earning her a well-deserved place among the top 10 in the 13-15 years category.

We met Kacia and her Mum at the Tabernacle in London, where we had a fantastic evening filled with the musical prowess of talented young individuals from across the country, each performing original compositions. When Kacia took the stage, she may have been nervous but you could not tell, and she delivered an amazing performance. Although she didn't clinch the top spot in her category, our experience supporting her was nothing short of fantastic.

Everyone at Stone Soup is immensely proud of Kacia for her outstanding achievement in reaching such heights in the competition.



Yearbook Number 4

Ollie Sillito

Our new year 11 yearbook is well underway with an enthusiastic team of students actively involved in its creation. Their eagerness to contribute has added a vibrant energy to the project. Additionally, we have secured a date for our upcoming Year 11s' Suits Day for this academic year, and the planning process is progressing smoothly. If you would like to be involved in any way please let me know! Please put the date in your diaries, Friday 28th June – All year 11 students and their parents are welcome to attend.

HAVE YOUR SAY AT THIS
YEARS

**SUITS DAY AND
YEARBOOK**

**SPEAK TO OLI TO GET
INVOLVED!!**

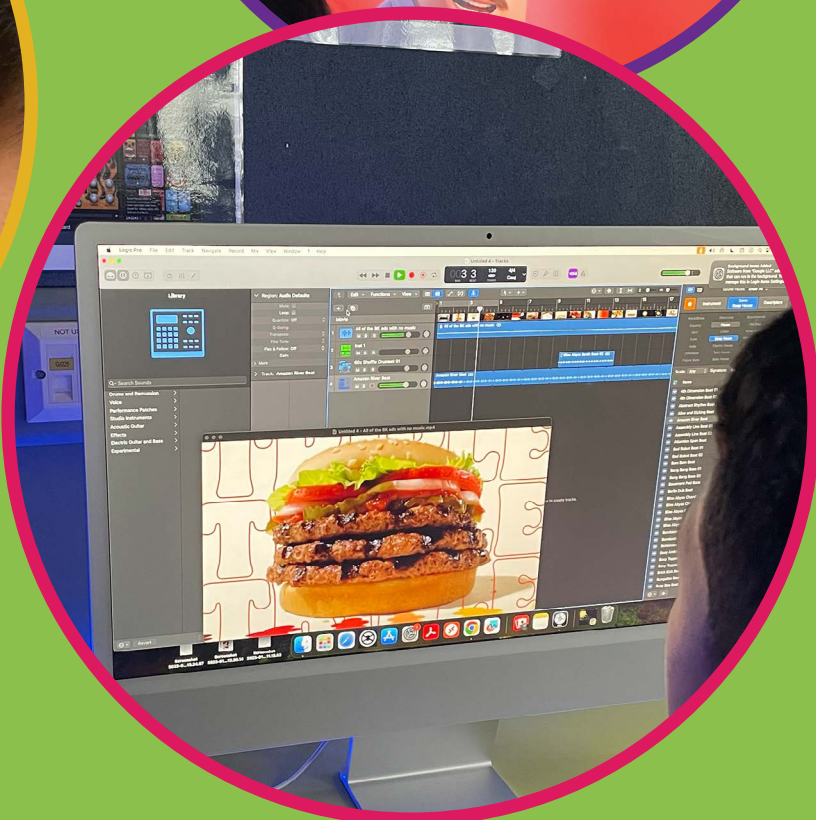
Busy Building for Musical Futures

Richard Christie

We have been busy building relationships in music this half term. Our year 10s have been working hard on Unit 4, Introduction to Music Composition, adding music and sound effects to video and also getting to know the functions of the DAW (Digital WorkStation).

Our main focus this term has been to get our year 11's ready for their pending exam on January 11th on Unit 7, The Music Industry. This unit will allow them to gain a good understanding of the scope of the music industry with a view of getting work and using the organisations that exist. We have a core group of students who remain focused and we, as staff, are working hard with the rest of our pupils to help them achieve their potential.

We are also trying to build links with photography, media and music by making use of the screens around the school to show student work. This project is in its infancy, the first step being to build a bank of completed work before we launch to take the pressure off the upload schedule in true YouTube style!



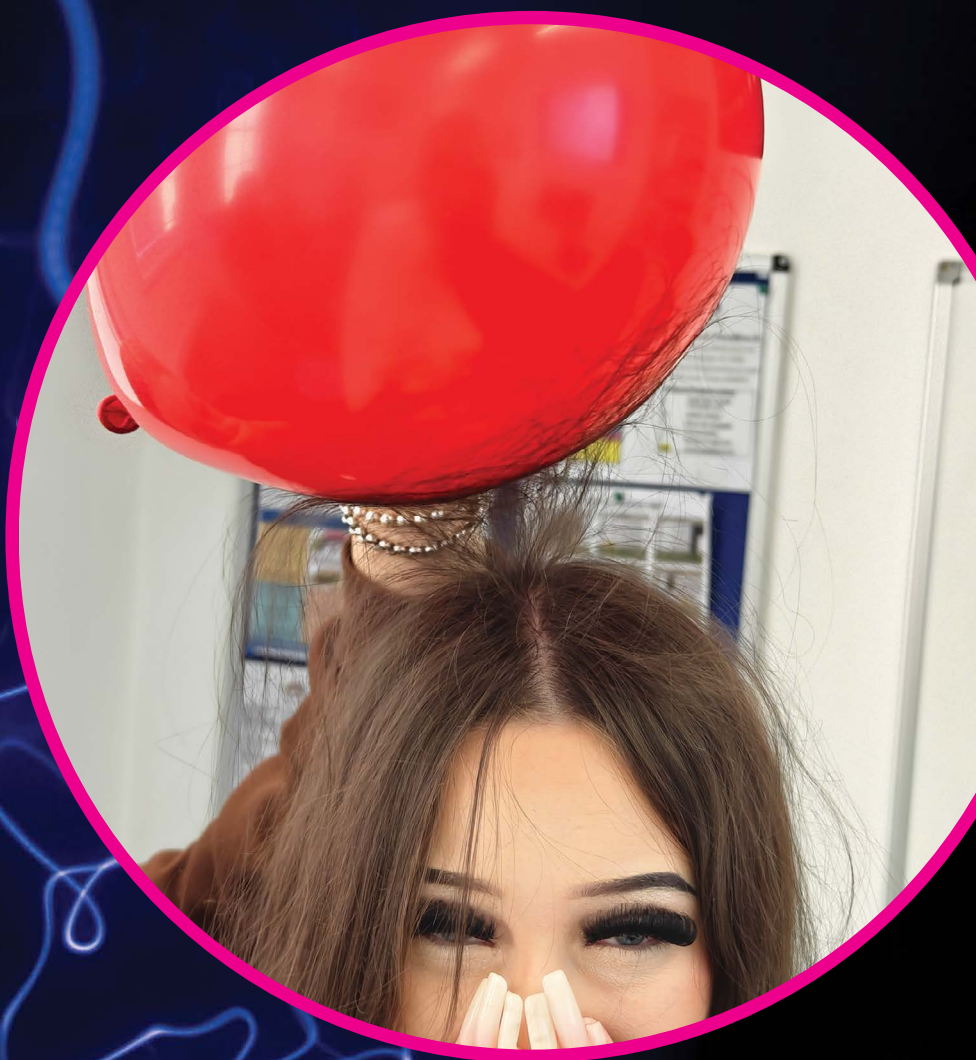
Static Electricity creates a Buzz in Science

Tyler Hayman-Harrison

Over the past term, I am glad to report that the students have been making brilliant progress both in and out of class – whether that's the excellent progress on coursework our year 10s have made, or the brilliant resolve and emotional maturity the year 11s are showing across the academy. We also have had some brilliant experiments recently that really engaged the students on static electricity.

I am also glad to report on the progress we are making with both the year 9s at Richmond House with support of our engagement team. Stepping Stones have been eager to participate in both practicals and its associated theory which is really helping their skills of knowledge of science increase.

Over the coming term, I will continue to work on coursework with the year 10s, focusing on one-to-one support with our new students that have just joined us. This week we're starting physics simulations before moving onto circuit experiments.



SEND

The SEND Team

SEND interventions run all throughout the entire week at both sites of the academy. We are still using the online PAGS platform to assess the individual students needs, set and monitor targets and track each student's progress.

Using these SEND focused targets our students so far have been working on a wide range of skills to improve such as how to regulate themselves for best engagement with learning, improving on relationships using new social skills, and improving their confidence in both lessons and in everyday situations. In KS4, some students have participated in regular interventions, addressing topics such as building positive relationships, to support them with their social, emotional and mental health targets. Our KS3 students have really been enjoying using anti stress apps on our Ipads to help regulate their emotions.

Students in KS3 have been enjoying participating in their interventions in the SEND hub and have even left some great feedback which is displayed on the wall!

SAFE SPACE

Every lunchtime our students have the opportunity to take part in our SEND safe space club. This space allows our students who are struggling socially or are anxious about their eating habits to get a meal each lunch in a smaller environment with friends. We have seen massive progress in the safe space already having students returning to eating with the majority of students in the canteen, we've also witnessed improvements in attitudes of our members with their social skills in interacting with students who they aren't as comfortable with.

LITERACY

SEND supports the entire academy with building on our students literacy abilities, for this term the SEND team has focused on getting all of our students reading ages recorded using the Star Reader assessment on the Accelerated platform reading. Our aim is to get all of our students to be functional readers.

Students continue to have access to the Accelerated Reader platform. Students have been working on their literacy interventions in both KS3 and KS4. Interventions take place on a 1-2-1 basis and are tailored to each individual student and their needs. We have also invested in a new online reading platform called 'Literacy Gold', which comes with 'Dyslexia Gold'.

Dyslexia gold has a range of features including 'engaging eyes' which requires students to wear 3D glasses. 'Engaging eyes' has been found to increase reading age by up to 12 months in a term. There is also a range of literacy games across both platforms. Our students in KS4 have been enjoying using this platform and the use of cutting edge technology in their interventions.

We continue to focus upon developing student vocabulary and one feature of this approach is the word of the week for which we reward students with dojo points if they correctly use the word for that week in their written or spoken work.

For our KS3 students they have been given access to Ipads to engage them with all the different literacy games we have, our students have also been using touch typing to build their skills in writing and spelling.



Stand up to Knife Crime

Ollie Sillito

Our knife crime event is gearing up to be another outstanding occasion featuring a series of planned activities throughout the year. We're fortunate to have Ciaran Thapar involved in working with our students, drawing insights from external events focused on knife crime. These efforts will culminate in a showcase at next year's event, aiming to make it an impactful and memorable experience for our community.

We would love for all of you to attend this year's event and save the date in your diary! **Thursday 18th July at 7pm.**



Stone Soup Academy links with local universities

Younes Henini

Stone Soup Academy has established strong relationships with local universities (Nottingham University, Nottingham Trent University, Derby University and Sheffield University). As a result we host university students from various schemes (teacher training and undergraduate courses) to spend the required time as part of their courses requirement.

During their placement the university students work very closely with staff and students on different areas and projects.

Some of the benefits of completing a placement at Stone Soup Academy in addition of completing the requirement of their courses are:

- Offering an insight into the 'World of Work' and allowing university students to get a feel for what it is like to work at alternative provision academy.
- Adds invaluable work experience to their CV which is attractive to graduate employers.
- Provides the opportunity to work with a more diverse group of people.
- Developing soft skills

Some of the benefits to Stone Soup Academy are:

- Adding staffing and expertise capacity
- Inspire students by giving them a real feel what is like to study at university and what future doors it can open for them

One of our outstanding university students is Grace (on the right) with Dom (Food teacher). Grace did a fantastic job by supporting staff which has made an amazing impact on students' progress.

Grace became a member of our Stone Soup family.



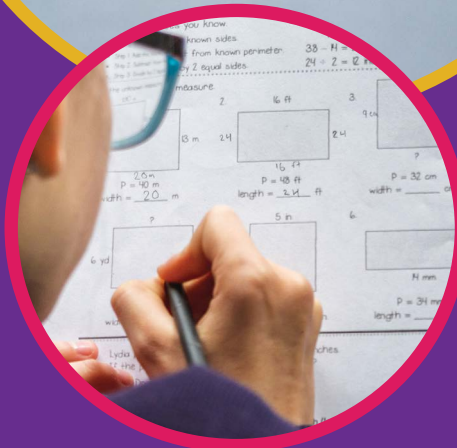
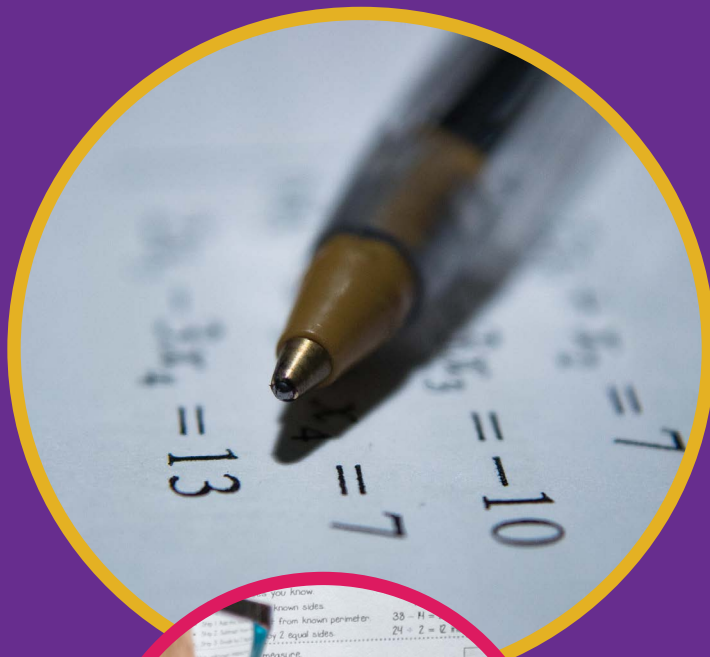
Attendance And Excellence in Maths!!

Darrell Drummond

It has been another fantastic term in Maths with our students being brilliant again in lessons and also in their exams. In Year 11 the students with excellent attendance are **Kailum, Tray, Kyran, Cole, Deanna and Hanif**. In Year 10 it is **Ava, Carey and Asia** who are top of the attendance chart. Well done everybody!!

Our students have also been sitting their Functional Skills exams this term. So far, at Level 1 the students taking their exams were **Kaden W, Lacey, Kurtis, Megan, Crystal, Evan and Kelsea**. Good luck for all of you and you should be receiving your results soon! We also have a list of students who will be sitting their exams very soon – good luck to **Alex, Cole, Hanif, Alisha, Bria, Kailum**, at Level 1 and then **Taylor T, Lauren and Kyran** at Level 2. Well done also to **Zak** for sitting his Level 2 exams earlier in the term!

We would like to welcome our new members of the teaching team to the Maths Department – **Priyom** has recently joined us here at Stone Soup and is currently teaching at both of our sites – at Richmond House with the Year 9 students and at High Pavement with our KS4 students – **Nathan** who will start with us in January 2024.



Black History Month Event

Becky Ashmore

On the 7th of October, Romel Davies, along with the Police Youth Outreach team, orchestrated a fantastic Black History Month event at the Brendon Lawrence Sports Centre in St. Anns. Joined by ex-student, Charnae, and one of our current students, we enthusiastically attended the occasion. Charnae took the stage and as always delivered a fantastic performance, showcasing her remarkable talent as always. Amidst the vibrant atmosphere, we indulged in delicious food, witnessed a diverse array of entertainment, and had a thoroughly enjoyable afternoon.



Sport and Business

Duncan Bennett

We have had a fantastic start to the year across both sport and business. Our students are settling back into the academic year and are making amazing progress with their studies.

In sport, we have been studying the rules, regulations and scoring systems across a variety of sports. We have also been preparing for our January exam on Fitness for Sport and Exercise. Sport students are making great progress and continue to represent the academy well when using the NTU sports hall or HGCC.

We have also completed our first KS3 Football fixture this academic year against Denewood Academy. We won the game 8-3 and it was a fantastic occasion for all involved. Our students had a great time and thoroughly enjoyed the win against another school.

We have also had Active Row in to work with our year 9 students. We plan to Row the length of the River Thames in lesson times. Both year 9 classes are competing against each other to see who can row the furthest in lesson times. We have entered a national competition to "row the Thames" alongside a number of other schools in Nottinghamshire.

In Business we have been introducing students to the course and studying a variety of business models for our coursework. In year 11 we have been working hard towards our January exam on Finance for Business.

We have again worked with NFCT on their Think Big Programme and have completed three different workshops on technology used in the workplace. We visited the City Ground to explore how technology is used across a range of areas within a football club. The students loved all three workshops and had a great time visiting the City Ground. We will be joining in with a matchday experience later this academic year.

After January we will begin our second year of the Ingenuity Impact Leaders programme.

This year we are working alongside University professors to offer our unique programme. The all

female cohort of students will be introduced to a variety of business skills including entrepreneurship, leadership skills and how to make "social change" in their communities.

We will have a reward system similar to last year with students earning Amazon vouchers for their performance. I'm looking forward to keeping you updated as the year progresses.

We are also working with Nottingham Forest Futures to offer mentorship opportunities for our students. Alongside this mentorship opportunity students will have access to first aid courses, FA coaching courses and FA referee courses. This programme is set to start in February and I will also look forward to keeping you up to date with this new venture.



Festive Food all the way

Dominique Maragh

With only a few weeks until Christmas both our year 10s and 11s have been super busy Preparing work for the completion of unit 1 and 2. Some really tasty dishes have been cooked. We have really enjoyed exploring taste and flavour. Particularly focusing on dietary requirements. Our year 11 students have really enjoyed developing their very own recipes over the Christmas period and we will be cooking up come festive treats such as, candy canes, mince pies, churros and a classic gingerbread. Not forgetting exploring the savoury festive flavour of Christmas with meals such as warm cranberry and orange scones and more.

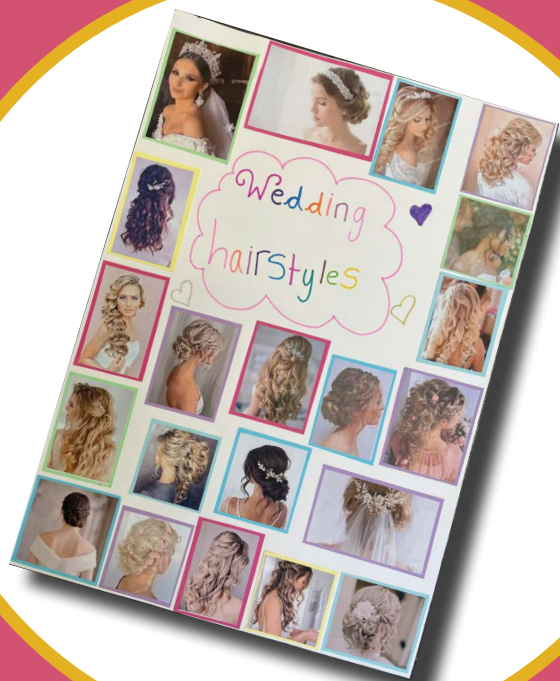
After the festive season we will be learning about the nutritional components of food and the positive and negative effect they can have on our overall health.



Beauty

Siobhan Stevenitt

This term in beauty we will continue to work towards BTEC level 1 Hair and beauty, students have identified which units suit their progression plans to enable them to use this qualification to their advantage in the future. BTEC level 1 hair and beauty will consist of a lot of practical work, students will complete a range of units, be organised, take assessments that will demonstrate their skills and keep a portfolio of their assignments.



Within the class room we have implemented a reward scheme to help us complete practical assignments and in turn the students receive Dojo points this is really helping with engagement and progression. Further plans for the new year would be for students to attend a hair and beauty event and to also look and apply for work experience opportunities within the industry. We are very much looking forward to the development of our hair and beauty salon at Milbie House next year.

Art and Photography Fun

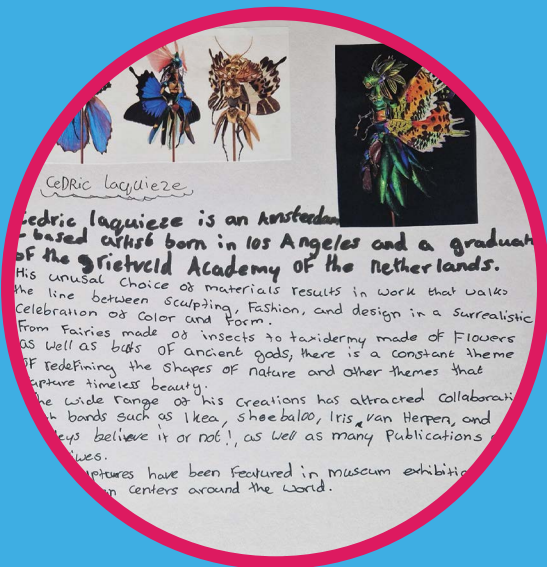
Annie Gadsby

Our year 11's are hard at work in art and photography as they come to the end of the component 1 portion of their exam portfolios. Our photographers are producing some stunning images which challenge their skills and knowledge behind a camera and our artists are creating some thought provoking responses to the theme of "Dreams."

Every student has taken their portfolios down paths that really showcase their talents, knowledge and imagination from nightmares to fairies, rage to joy and colour play to black and white. We can't wait to see what our students produce when their component 2 GCSE exam begins in January!



Art and Photography Fun



Writing Challenge

Lovelle Pennant

For our first writing challenge of the new academic year, we decided to base it on a GCSE past paper. The idea behind this is to encourage our students to improve their creative writing skills, which is great practice for future GCSEs. Students were given an image of an animal and asked to write a descriptive story, using a number of language devices. We had some incredible submissions

and we were very impressed with the quality of work. Our writing challenge winners were Jack, Carey, Cira, Logan A, Logan P, Cerys, Kian, and Kamarni. These students were all congratulated for their work, as well as winning a sweet goodie bag. We will be running another writing competition this half term, so we hope to see everyone getting involved!

Creating Poets for the Future in English

Taylor Gilmour

Starting with our Stepping Stones cohort, we have been delivering a module focused on getting to know our new students and studying poetry from around the world. Students have been examining a range of poetry from Lewis Carroll's 'Jabberwocky' to Robert Frost's 'Stopping by Woods' to gain an understanding of what poetry is and can be before exploring poems from the UK and wider world. These modules are a part of the refreshed curriculum for the new academic year and a part of our continuous drive to enrich our students with a variety of literature across the curriculum.

Year 9 students have been focusing on Gothic literature and War poetry. This half term we have started the topic of 'Gothic Horror' which focuses on creative reading and writing skills. The students have been studying extracts from 'The Woman in Black' and expanding their descriptive vocabulary. We have also been exploring the use of soundscapes to inspire students writing notably alongside our studies of war poetry. Students have read a variety of poems from a number of famous war poets and are working towards writing their own piece.

Year 10 have started their 'Diverse Literature' module which aims to expose our students to a wider variety of literature genres whilst combining literature and language skills. We have started exploring the genre of speculative fiction and dystopian writing which gives students the opportunity to think critically about the way our world works and what our future world may look like. As students work their way through the module, they will be given the opportunity to read works by authors that represent voices and experiences different from their own.

For Year 11, this year started with a focus on preparing all students for their GCSE English Language Paper 1. Whilst exam skills are the main learning priority, students are still given the opportunity to read a variety of fiction texts and discuss wider issues and ideas linked to how the world works outside of the classroom. A select number of students have also progressed on to the full GCSE English Literature course. These students have started studying the 'Power and Conflict' cluster of poems and will soon be starting their study

of Shakespeare's 'Romeo and Juliet'.

With great assistance from the SEND team, we have also worked hard to ensure every student within the Academy has completed a baseline assessment on Accelerated Reader. This will allow us to personalise reading recommendations to each student and hopefully see rapid progress with reading development across the Academy. A Literacy Working Group has also been established to help implement the disciplinary literacy development strategy across all faculty areas in KS3 and KS4.



Multi Skills with Stone Soup Academy

Fred Slaney

From the start of the Academic Year a mixture of year 10 and 11 students have been going to Basford College every Friday to complete a course in multi-skills. Here, they practice their skills in tiling, bricklaying, plastering and woodwork. At the start of the new term, the students did their first college assessment in tiling and they are proving to be very confident in their skill practice and self development. Soon, they will move onto Brick laying when the current assessment has finished and they are all eager to prove themselves.



High Scores on the Track in Mechanics

Chelsey Reid

Mechanics has got off to a great start this academic year. The course runs every Wednesday and consists of taking 10 of our students to Team Sport Go-Karting. The students are required to complete written work for the first half of the session and can enjoy go-karting for the second half. Recently, the students have done a mock test and all of them passed with over 80%. Our students

are now moving onto the practical side of the course, in which they will work closely with staff in the warehouse to complete a variety of tasks. This includes, taking apart a go-kart, changing tyres and checking fluid level.