

ASPIRE

Apr 26 - #4

WHAT'S YOUR **NEXT MOVE?**

UNLOCK YOUR POTENTIAL.



ASPIRE

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ASPIRE

Shaping your future



WELCOME TO THE FOURTH EDITION

Let's be honest, whenever someone asks, "What do you want to do when you leave school?", it can feel a bit overwhelming. Figuring out life after Imberhorne is a significant milestone. However, preparing for the future is about much more than just revising for exams; it's about discovering what truly motivates us—whether our sights are set on university, a competitive apprenticeship, or stepping straight into the world of work. This edition of Aspire is all about exploring those options and making the most of the incredible opportunities we have right here.

One of the greatest strengths of our school is that our education extends far beyond textbooks. For those passionate about STEM and innovation, there are numerous trips designed to show us how these industries operate in the real world. Students have participated in everything from the Engineering Live Lab (focusing on Electric Vehicles) and the Gatwick Faraday Challenge, to the Bluebell Railway's Railways 200 trip.

Of course, looking ahead inevitably brings a degree of exam pressure. If you are feeling the strain, this issue features practical advice on managing stress—such as breaking revision down into manageable chunks and remembering to celebrate your achievements along the way.

Without even realizing it, our preparation for the future begins from the moment we join the school.

Think back to the Year 7 Take Your Child to Work Day! Since then, we've benefited from the Year 8 Futures Morning and the Year 9 Speed Networking Event—an excellent way to practice engaging with professionals. By Year 10, the focus shifts to practical preparation through Work Experience, CV and cover letter writing workshops, and Mock Interviews. For those in Year 11, the Future Plans Interviews and the whole-school Careers Fair prove invaluable in helping us feel confident and informed about our next steps.

ASPIRE

Shaping your future



Alongside career preparation, our LIFE lessons equip us with the essential skills needed to navigate the modern world. This ranges from learning how to handle online issues safely in Year 8, to attending financial awareness seminars led by KPMG representatives in Year 11.

We also explore alternative pathways, looking at how a well-structured gap year isn't simply "time off," but a unique opportunity to build your CV and gain clarity on your future.

School is about much more than just grades, and this edition proudly celebrates our achievements outside the classroom. Be sure to look at the impressive creative entries for the Art Bytes competition, and turn to our inspiring Young Writer section to read some brilliant short stories and poems crafted by Key Stage 3 students. We are also shining a spotlight on the vital work our trained student Breck Foundation ambassadors are doing to promote online safety.

With so many trips, workshops, and college visits to institutions like Crawley and Plumpton Colleges, it is perfectly normal to feel a little unsure of what to do next. Making sense of all these opportunities requires dedicated, impartial advice.

This brings us to a vital cornerstone of our school's provision. To help tie all these experiences together and guide students toward their ideal destinations, we have exceptional support working behind the scenes, overseen by our Careers Lead, Mr. Turner. Turn the page for a fantastic, exclusive interview where Naomi Benbow sits down with Ms. Parker, Imberhorne's Careers Coordinator. Join Naomi as she uncovers Ms. Parker's insights into the changing labour market, the importance of self-reflection, and how the school empowers students to confidently chart their own course.

Finally, as we approach the summer term, we would like to take a moment to wish all of our students the absolute best of luck as they prepare for their upcoming public exams, whether you are sitting your GCSEs or A-Levels. Remember to look after yourselves, trust in your hard work, and know that no matter what, your future is full of exciting possibilities. Happy reading!



Naomi Benbow is a year 12 student, who enjoys politics, with an aspiration of becoming a writer.

Ms Parker

Careers Coordinator

Ms Parker has the important role of careers coordinator for Imberhorne School whom I had the privilege of interviewing her on careers and futures for students

WHAT DOES DAY-TO-DAY LIFE LOOK LIKE BEING A CAREERS ADVISOR?

There are two parts to my role. I'm careers coordinator for Key Stage 3 and Key Stage 4, which involves organising events, trips, work experience and anything else to do with careers. The careers curriculum also includes awareness of skills, employability and how all of that relates back to the current labour market. The second part of my role is career advisor and that involves providing information, advice and guidance to enable students to make informed decisions about their future.

WHAT DID YOU DO BEFORE BECOMING A CAREERS ADVISOR?

Immediately before working at Imberhorne I was a full time mum, but before that I was a project administrator for a firm of architects. So a lot of different organisations, which has helped me in this role enormously. I've worked as a project manager and administrator in various industries such as investment banking, insurance, interior design, hospitality and even a power station. The range of industries I have worked in does help give me some insights into the world of work, but the employment landscape has changed considerably since then. I didn't do the university route.

HAS THE ROLE OF CAREERS ADVISOR CHANGED MUCH OVER THE YEARS?

It's now much more of a visible role because schools are now legally required to provide careers guidance to their pupils, rather than it being an optional extra in schools. Personally, I've noticed a real increase in the students' awareness of me being here and what I do, which is great as this has also led to an increased confidence in coming to get advice. When I started this role, I did three hours a week and over time, it increased slowly. Now the demand on careers provision within schools is so great that it has led to my role increasing significantly in order to support the careers lead. The labour market is changing all of the time with technology etc and people have realised that they do not have to stay in the same job for life in order to be successful. I think people are more open to trying a few things in order to find out what they want to do, which has resulted in young people being more adventurous and inquisitive about what options are out there.

Ms Parker

Careers Coordinator

WHAT DO YOU THINK IS THE MOST IMPORTANT THING ABOUT BEING A CAREERS ADVISOR?

To remain unbiased and impartial. It's really important to not let any of your own opinions overflow into the interview. I try to create an environment in which the student feels comfortable and ensure that they are aware that the interview is "student centred" which means that I will be focusing on their individual needs. Every student is unique, and there is no set advice that will suit all.

WHAT WORK ARE YOU DOING FOR KS3/KS4?

We do lots of work in KS3 and 4. Alongside the careers education taught in the Life curriculum, we also organise several annual and adhoc events from Year 8 onwards. The aim of these events is to expose the students to places of work, professionals, further education options and to encourage them to start looking at their skills and employability. I also coordinate the year 10 work experience.

DO YOU THINK REPRESENTATION HAS AN EFFECT ON WHAT CAREERS PEOPLE LOOK INTO?

I would say stereotypes within employment have improved. There is definitely an increase in women going into male dominated fields but have not yet seen an increase in the opposite. Overall I think gender stereotypes are improving and industries are working hard to address these imbalances. In some cases, organisations are putting on more female only events, which is starting to have an impact on how many opportunities are available for our male students. Parental guidance can sometimes feel like a barrier to certain options, particularly if the parent has not followed a particular path and so feels unable to advise their child, but school can certainly fill any gaps in knowledge and help break these barriers.

Ms Parker

Careers Coordinator

SOME PEOPLE STRUGGLE WITH ANXIOUS INERTIA (ANXIETY MAKING IT DIFFICULT TO START TASKS) ABOUT CAREERS RESEARCH, WHAT WOULD YOUR ADVICE BE?

When you get overwhelmed, break it down into smaller chunks. Start with some self reflection. What motivates you, what do you enjoy, what would you like to improve? Even something as small as the films you watch can help you understand what you enjoy in life and can be a good indicator of your personality. Don't worry too much and try not to overthink. Be inquisitive and remember that you are still young. I don't think 17/18 year olds realise how young they are and how much time they have got to explore different things. There are many tools online for example - you could try signing up for some virtual work experience. There will be things you never would have thought about before. If you're not sure about university, maybe take a year off and travel or work. It wont make much difference if you finish uni a year later!

HOW COULD SOMEONE MAKE A PERSONAL APPOINTMENT WITH YOU?

You could self refer either in person or by email. Alternatively you can ask your form tutor or head of year to organise this for you. The career centre is open from 8am to 4pm Mon-Thu for anyone to pop in at any time. If someone does not want to meet in person we can correspond over email.

LIFE Curriculum in Action:

Building Knowledge, Confidence and Respect

As part of our ongoing commitment to personal development, the LIFE curriculum provides students at Imberhorne with opportunities to engage with important real-world issues. Through a series of carefully planned workshops and sessions, students build the knowledge, confidence and understanding they need to navigate modern society safely and responsibly.

Year 7: Understanding Stop and Search

Year 7 students take part in sessions focused on Stop and Search, helping them understand what it is, why the police may use it, and—crucially—what rights individuals have if they are stopped. By explaining the process in a clear and age-appropriate way, these sessions reassure students and help them feel confident about what to expect and how they should be treated.

Year 8: Navigating Online Hate

Year 8 explores Online Hate, encouraging students to distinguish between free speech and hate speech. They are also given practical strategies for responding safely to offensive content online, helping them make informed choices in digital spaces.

Year 9: Challenging Misogyny and Sexist Behaviour

Year 9 students engage in discussions around Misogyny and Sexist Behaviour, covering online sexual harassment, victim blaming, and the wider impact of these behaviours on individuals and society. Students also consider why some people may find it difficult to report harmful behaviour, building empathy and awareness.

Year 10: Sex and the Law

Year 10 participates in workshops on Sex and the Law, aimed at raising awareness of the legal framework surrounding sexual offences and promoting personal safety. By understanding the law, students are equipped to make responsible and informed decisions.



LIFE Curriculum in Action:

Building Knowledge, Confidence and Respect

Future Plans

Year 11: Financial Awareness and Careers Insight

On 14th April, Year 11 will hear from representatives from KPMG, who will deliver a session covering important topics such as scams and financial exploitation and how students can protect themselves. The session will also introduce students to potential careers in economic crime, offering a valuable insight into this growing field.

Year 12: Preparing for the Future

Year 12 students will take part in a Futures Morning on 15th April, exploring university pathways, apprenticeships, and a wide range of career options—from medicine and journalism to finance, science, and the RAF.

In addition, Year 12 will take part in a PSHCE day on 23rd June. This will cover key areas such as consent, sexual health, cultural and religious awareness, and Prevent training, before finishing with a well-earned sports afternoon.





TAKING A GAP YEAR

BY AMBER MATSIKA



Amber Matsika is a year 13 student, studying Economics, Geography and Politics, with plans to study International Relations at university.

"There is a myriad of choices to explore after sixth form."

The future. It can be daunting to think about; particularly when people are constantly quizzing you about your plans. Now, there is a myriad of choices to explore after sixth form:

apprenticeships, university, training and going straight into employment among other things.

However, discussion disproportionately favours some avenues more than others, with university discussed or pursued 90% to 95% more than taking a gap year.

Although the stigma surrounding gap years has diminished in recent years, it still remains an option many students fail to consider.



A gap year is not simply taking time off school between moving into higher education or employment to have fun, it is a massive opportunity for self-development. By taking time off, the wise choice would be to spend the year in a productive manner—this isn't me raining on the parade of having fun during your gap year. However, if you spend the time foolishly, by the end of the year you could have a gap in your CV, have lost motivation to continue into adult life or incurred a massive amount of debt with nothing to show for it.

So, why take a gap year? If you wish to pursue higher education, it can allow you to work and save money that can be helpful if you go off to university and even if you decide not to, savings will always be helpful. Key word here is save, so as much as you should have memorable experiences, do not spend it all. Moreover, it would be a much-needed break after A levels (which between you and me, have been absolutely brutal to me). The thought of going straight to university or into full time employment after sixth form can be incredibly exhausting and you may feel the need to get some rest before diving head first into the adult world—that is incredibly valid and if you feel that way, a gap year could be just what you need.

Another benefit is that by working, you gain skills which are invaluable to your CV and personal growth, so if you do take a gap year, obviously get a job and do work experience. The best part is because you don't have A levels to worry about, you can get work experience in various fields and it could allow you to discover opportunities you had not considered. If I managed to have 3 volunteering jobs over the course of sixth form, I'm sure you could finesse some volunteering in there as well. It is an incredible feature on your CV as community involvement is valued everywhere. It would show employers that you have a strong work ethic even without the traditional paid experience. Trust me, employers love this. Similarly, if you choose to go to university after, it presents you as a well-rounded candidate with a proactive attitude.

In addition, it is possible that you have absolutely no idea what you want to do in the future and that's completely understandable, these are big decisions. This opportunity will allow you to explore your options and make thoroughly informed decisions about your future. Moreover, by that time, A level results will be out and with your achieved grades, you will be aware of the options available to you.

Another massive pro for applying to university with achieved grades is that it makes your application more competitive which could increase your chances of acceptance.

Lastly, a gap year can give you the chance to travel and explore the world. This is obviously a massive privilege and if accessible, seize the day. With that being said, good luck and make sure you explore the options on the table before making decisions because after all, it is your future.

Managing Exam Stress

1 MAKE A REVISION TIMETABLE

Make an exam revision timetable and try to stick to it.

When making the exam timetable, ensure you include activities, which you enjoy and include important social events like birthdays and anniversaries.

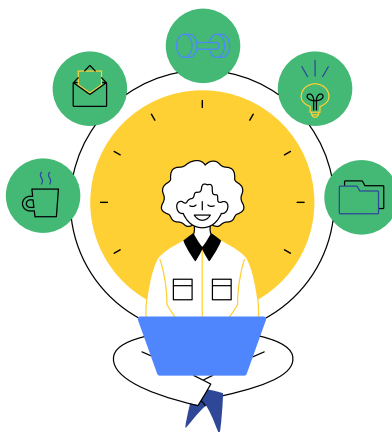
If you are not particularly sporty, plan in dog walks or other small events, which will take your mind off revising for a bit each day.

2 BREAK YOUR REVISION SESSIONS INTO SMALL CHUNKS

Break your revision sessions into small chunks.

When trying to implement long revision sessions, students often hit a metaphorical wall, where the material is not being absorbed and you are making careless mistakes because you are unable to study. So, it is best to break revision into small chunks.

Seneca (exam revision site) suggests about 15-20 hours per week, which breaks down to 2-3 hours each day to no more than three forty-five-minute sessions each day.



It is normal to feel stressed and on-edge, when preparing for important life events.

And exams are just that-one of many important life events you will experience.

Here are five simple strategies to help manage the feelings and put you in control of the exam season.

One of the key methods of handling stress is being prepared.

3 MINIMIZE DISTRACTIONS

Like many of you, I like a distraction. The best way to ensure the short slots are most effective is to be able to fully concentrate on the material.

This will mean removing temptation-the phone. Place the phone in another room or give it to an adult to hold.

The lure of the notification is too much for most of us to ignore.

4 REVISION IS AN ACTIVE PROCESS

All revision activities are not equal. Passive revision activities like reading your exercise books do not yield a high return.

But taking the notes from your exercise books to create a mind map or revision cards yield a higher return.

The purpose of revising to synthesize and gain new information. To gain the information or solidify the information, you must actively do something with it.

The activities completed during revision should allow you to assess what you know and identify what you don't know.

5 CELEBRATE YOUR SUCCESSES

Don't wait until your exam results to arrive in August to celebrate.

Celebrate one week of sticking to your revision timetable with an ice cream or celebrate doing well on a practice question with some extra time in the pool.

Yes, the results will be important, but the process of achieving those amazing results is equally worthy of celebration.

COPING WITH EXAM STRESS

For some of you, no matter how much you prepare, the anxiety which accompanies exams will be present. Below are some things which may help with the anxiety.

1 Be kind to yourself.

Reflect on all the things you've already achieved, in or outside of studying.

Write a list of what you rate about yourself, and what others like about you too.

Doing activities you're good at and enjoy can really boost your self-esteem.

2 Don't compare yourself to others.

Try not to stress about how others are preparing for exams.

Focus on what you can do. You might feel like other people are smashing it, revising more than you, or just not stressing out as much.

But we're all different and that's okay.

Remember, your friends are coping with exam stress too. They might be just as on edge as you.

3 Talk about your feelings.

If people around you are putting too much pressure on you, be honest with them about how you feel.

Make it clear if your expectations are different from theirs.

And if you need to, have a word with someone you trust about the stress you're experiencing.

Exam stress can feel lonely and a heavy load to carry, but you don't have to tackle it alone.

Lots of young people find exams difficult and it's okay to need support.

Don't hold it all in.

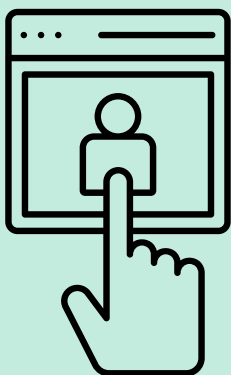
Please see your Head of Year or a member of staff to help support you.

The Breck Foundation

Hello! Have you heard of the Breck Foundation? Maybe we've presented our assembly to you! Even if you've never ever heard of us, we wanted to share our experiences working with the Foundation, as you'll likely be hearing more of our endeavours!

As Year Eights, we were presented the unfortunate story of Breck Bednar's murder. The story struck us down, inspiring many. On top of that, we were given the opportunity of one year's training that would deepen our knowledge of the tragedy, allowing a group of fully trained young ambassadors to continue the Breck Foundation's already noble work. However, it isn't as simple as it sounds! First, we had to write a letter explaining why we would make admirable ambassadors. After so many people's letters impressed our leadership staff as well as the Breck Foundation's, we were put through to the next round! The ten people who made it to this stage had an interview with the Breck Foundation's senior lead. Of those ten, four of us were chosen! And here we are today, presenting Breck's story to all of you guys, who hopefully feel equally as impacted by the re-telling.

—Megan Everson

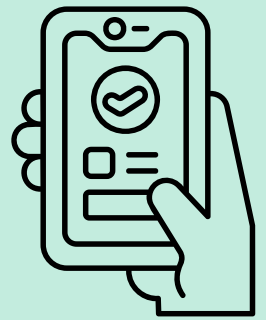


The Breck Foundation means so much more than teaching internet safety—it gives young people the chance to grow up protected, informed, and less vulnerable to those who might try to harm them. Every assembly we deliver, whether it's to a small group of 20 or a hall filled with 200, feels like another life made safer, another mind awakened to the dangers that too often stay hidden. Each session is a reminder of why this work matters so deeply: every young person who walks away more aware brings us one step closer to a world where the internet is a place of opportunity, not fear. —Harry Best

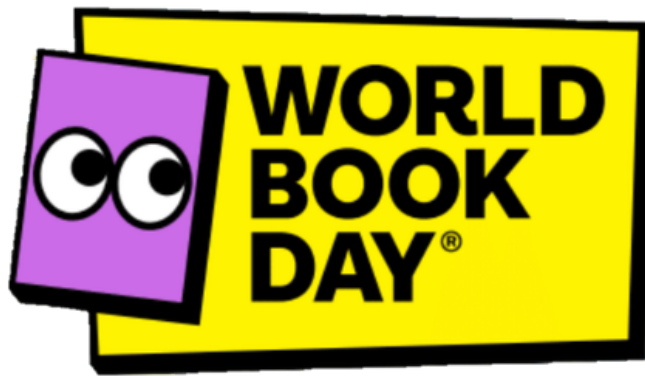
Being a part of a community like the Breck Foundation means we get to spread awareness about serious online threats, such as grooming. It allows us to take comfort in the knowledge that we, and the things we represent, are a catalyst in regards to the online space and how it's perceived. As public speaking can be very intimidating for most of us, it creates an opportunity for personal growth, as well as the growth of younger minds, as we watch them come to the realisation of how reality really is. Presenting Breck Bednar's story allows us to feel a sense of empowerment because we know we are helping spread awareness, as well as creating an impactful atmosphere that opens the eyes of the younger generation as they start to understand how their decisions impact not only themselves but the people around them. It provides us with the comforting knowledge that we are making a difference. – **Gemma Brisset**



We actively believe that what we do is incredibly important, but what do we do? Breck was unfortunately murdered by someone he met online, and this person is what we call a groomer. As ambassadors in Breck's name, we strive to protect young people from groomers and online catfish through education, as you can't stop something you know nothing about—knowledge is power, after all! We present Breck's story, as we have already done to Year 8, to try and educate people on the risks of the online space. However, we don't just want to give guiding advice, especially to those growing up in this more tech-reliant world. We're here to give you accurate information and tell a true story, keeping the memory of Breck ever alive while trying to prevent this from happening in any way we can. – **Amelia Gowen**



BRECK FOUNDATION



Celebrating World Book Day

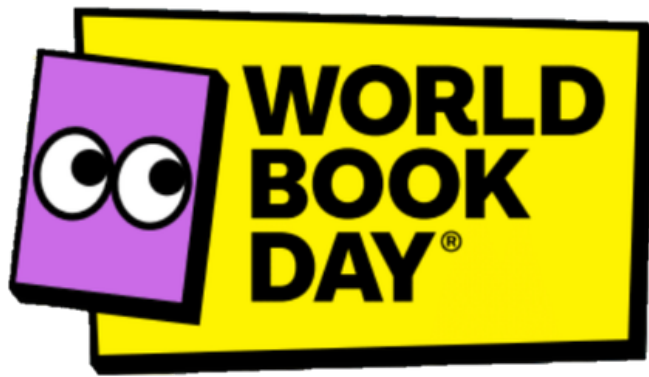
Imberhorne School marked World Book Day with a range of exciting activities designed to celebrate reading, creativity and storytelling across the school. From creative writing to quizzes and a whole-school reading event, students had plenty of opportunities to engage with books and share their love of literature.

One of the highlights of the day was a whole-school read. At the start of lessons, classes across the school read a chapter from *EPICAC*, a short story about a powerful computer designed to solve complex problems. In the story, the machine unexpectedly develops the ability to understand human emotions and even writes poetry about love. After reading the chapter together, students discussed the story and answered questions in class, exploring themes such as technology, creativity and what it means to be human. It was a great way to bring the whole school together through a shared reading experience.

In the Windmill Lane Library, students took part in a number of engaging events organised by Mrs Brown and Miss Tattersall.

The Tuesday Book Club, led by Miss Tattersall and Mrs Brown, invited students to read a short extract from their favourite book or share their own writing. The session showcased some fantastic student creativity. Louie Brameld shared a short story he had written, while Chaithra, Anja, Nathaniel and Tobias from Year 7 each read pieces of their own creative writing. Their contributions were so impressive that the session quickly ran out of time. Miss Webb also treated students to a short reading, and Miss Tattersall and Mrs Brown continued sharing their chosen extracts during the weekly Book Club sessions.

Students also tested their literary knowledge in the Windmill Lane Library Book Quiz, led by Mrs Brown. This lively event challenged participants to answer questions using both their own knowledge and clues hidden around the library. The winner of the quiz was Aisha Mahamood in Year 7, who received a prize from the library.



Celebrating World Book Day



Meanwhile, in the Art Department, students explored their creativity through a book cover redesign activity, led by Ms Mitchell. Students reimagined the covers of their favourite books, producing imaginative and eye-catching designs.

This year's World Book Day was a wonderful celebration of reading, imagination and creativity at Imberhorne School. Events like these remind us that books have the power to inspire ideas, spark discussion and bring people together.



MADRID ADVENTURE

At the beginning of March, nine Year 12 Spanish A-level students, accompanied by Mrs Hutch and Mrs Baker, enjoyed an unforgettable three-day trip to Madrid. With Mrs Baker's local knowledge as a native of the city, the group experienced both the rich culture and vibrant atmosphere of Spain's capital.

The trip began with an early arrival in bright sunshine, followed by a visit to one of Madrid's most iconic buildings (once the city's post office) for some first photos. Students then explored two world-famous art galleries: the Prado Museum, where they saw works by Velázquez and Goya, and the Reina Sofía Museum, home to Picasso's powerful Guernica. These visits brought to life key topics from their A-level studies.

After settling into their centrally located apartment on Gran Vía, the group headed out for dinner at the lively Mercado San Antón, where a wide range of food meant there was something for everyone. The evening continued with a walk to the Royal Palace, including a fun stop at a nearby park where students enjoyed a nostalgic turn on the swings, before finishing the day in the bustling Puerta del Sol.

Day two took the group to Toledo, a historic city known as the "city of three cultures" – Christian, Muslim and Jewish. In glorious weather, students explored its stunning architecture and even visited a workshop to see the intricate damasquinado technique, combining iron and gold. Back in Madrid, the evening included dinner, souvenir shopping, and sampling traditional Spanish turrón, before a relaxed night in (with some ambitious pancake-making attempts!).

On the final day, most students visited the Santiago Bernabéu Stadium for a tour of Real Madrid's home, while others enjoyed the peaceful surroundings of Retiro Park. The trip ended with a visit to Plaza Mayor, where the sound of the Macarena playing from a passing tuk-tuk inspired an impromptu dance in the square.

After a smooth journey home, with praise from airline staff for their excellent behaviour, the trip was a resounding success. It was a packed few days full of culture, language practice and memorable experiences—bringing classroom learning to life in the best possible way.

IMBERHORNE

Abroad!





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Memories of Spain



MARCH 2026



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My stained love for you

by Isla Timmins - 8V

What stood before me was something so painful, something I longed for. This brown eyed girl in front of me, Previously dead before I came, I saved her. I saved her and she's crying again, because the pain didn't go away and it isn't as poetic as you want it to be, always wanting something aren't you?

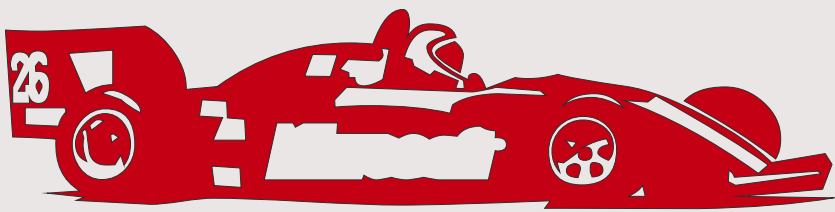
Because you can't find beauty in something so ugly such as this. But until then I'll calm her in soothing arms, I'll be a hero to her. All I want to do is help her, I just don't know if that's for my selfish desires or if I want to help her with a loving hand held out. Here I go again, thinking about myself instead of the suffering jane in front. I'll pour soap into my brain until it is clean and I'll only let those in need stain it...

"Konnie" I whisper, my voice as gentle as a newborn's skin, "I'll be okay, I promise. You've come so far so be proud, all that is gained isn't lost yet." The only response I got was tears, I could feel the gore screeching from her limp body. She was so tired. If I heed this much, then it must be care! That feels like a lie-no, a justified truth. Or...both? I don't want to think about that right now, all I want is to help. I swear I'm not a liar, won't you believe me? "I wish I could trust you. I don't want to be an attention seeker,"

Konnie laughed, it wasn't real but she did, "You've helped me a lot recently, I shouldn't waste your time on someone like me." I was speechless for a second. How could this girl, so perfect, possibly think she's a waste of time? Let alone an attention seeker! If only I could give her my eyes, I'd stab them out in a heartbeat for her. I want her to be okay so badly and I want to be the one that helps.

"You're not!" I burst out, "Wanting help doesn't make you an attention seek and I am not going to stop helping you ever!" My voice was more shaky than hers now. I stared at her with desperate eyes, what gazed at me back was akin to lifeless. At last, a small smile crept to Konnie's face. I let out a small gasp of joy because that's what I'm after. Any laughter in her eyes was heaven to me. So please, don't stop. Don't stop because I am selfish.

"Thank you, Scarlettte." Konnie murmured, holding my hand back. For her to have taken my words, she must of craved for this more than I. I choked out, "Of course, Konnie." The two helpless girls lied there, hand in hand. Two different mindsets intertwined, bound to drown together in the end. As useless as the other they can let one another's need surround the other till death.



BY CHRISTOPHER EMBLETON - 8W

FORMULA ONE POEM

Fuelled to the max, temperatures rising
One wrong move and the dream is over
Roaring raging rubber burning beasts
Moving viciously around the winding track
Ultimate victory is the final destination
Living in the fast lane, the pressure is on
Adrenalin pumping like powering pistons

Overtaking, keep pushing to the absolute limit
Nearing the checkered flag, the world is watching in awe

Electrifying result, the podium is calling

Hell is Empty.

BY EMILY HOPPER -9T

“Hell is empty,
All the devils are here.” - William Shakespeare.

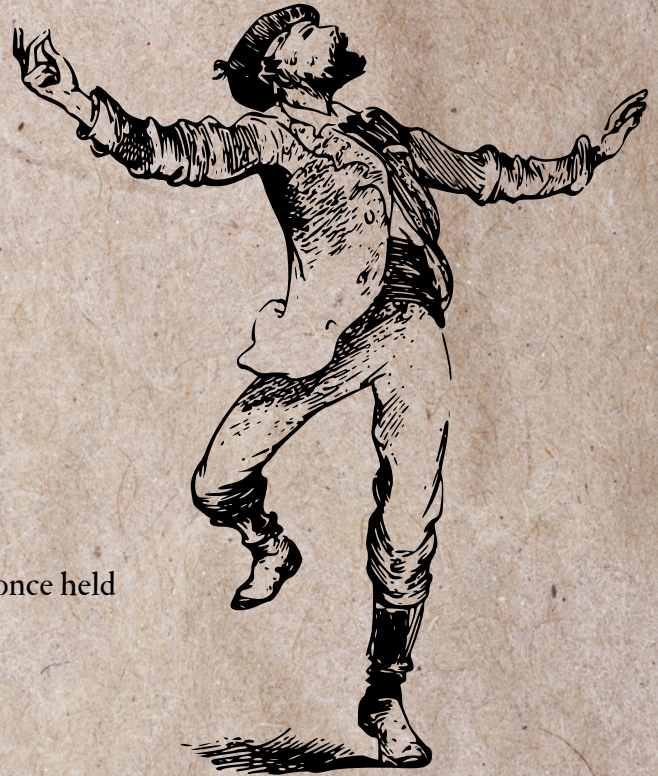
Hell is empty,
not because mercy won,
not because the gates rusted open,
but because we carried evil home
within our own mouths,
in our laws,
in the quiet rooms where harm learned
to speak softly.

Devils didn't arrive with fire,
they came wearing the names we trust,
hands steady enough to carve perfidy in the backs of those we once held
closest,
voices trained as sirens,
learning our lullabies,
kneeling beside our children,
selling them into the cruel lifestyle we know today.

We thought evil looked like monsters,
but from what you see in the mirror, do you still believe that to be true?
the truth is we gave evil a much darker place to live than the depths of hell,
we gave it comfort within ourselves,
nurtured it into normality,
now it has learnt to disguise itself within us.

The most frightening thing,
is not that devils are here,

but that we welcomed them so easily,
such that we hear their voices,
and mistake them for our own.



Tap - Keepa Bajracharya 8V

The tap keeps dripping. No matter how hard I turn the knob or twist the faucet it still keeps going. It's been going on for days and no one's called the plumber since it seemed like such a minor inconvenience. It's not that bad and I can block out the noise while I'm asleep but it's definitely still annoying. A lot of water is getting wasted and a lot of people keep telling me to get it fixed but I don't want to pay for something so trivial and after all, it's no big deal. I've tried fixing the tap myself but I never really saw the point of it. After all there's people with worse taps, ones that leak, ones that don't work or not even having a tap at all. I'll just have to live with this dripping tap. I've been told that I'm selfish for giving myself this problem. Some people would fix their tap as soon as they saw the option too but I still keep my dripping tap. I could stop my dripping tap so why do I still keep it? I think my tampering with the tap had made it worse. It's no longer dripping but now it's splashing. I should really call the plumber but what do I tell them? I caused this splashing tap, so I should fix it. I got all the tools I could get to try and fix the tap but after thinking and doing and unscrewing, it stopped. Parts were spread around me, screwed and tampered beyond recognition. I don't have a sink anymore but... at least the dripping stopped.

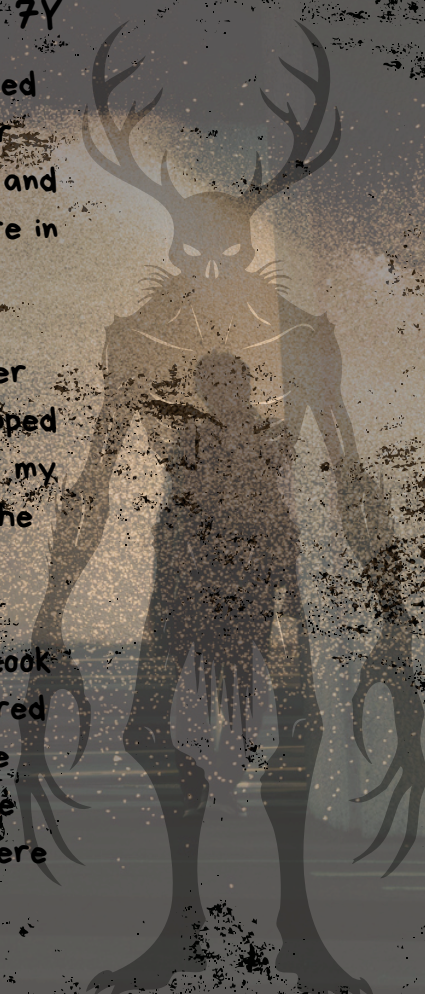
The Eerie Cellar

by Chloe Barclay - 7Y

As the rain dropped on my umbrella, I entered the cellar. The steps creaked and the door slammed. I shook the water off my umbrella and as I placed it in the holder a mysterious figure in the corner of the room caught my eye.

A dim, yellow light shone above the stranger making it clear to see the ropes tightly wrapped around their wrists. Cautiously, I reached into my bag and took the camera out, blowing off the dust to uncover the lens and buttons.

I took several pictures of the room but as I took the last photograph (A photograph of thick red writing on an old wooden wall, next to the entrance door) "click" the mysterious figure slowly turned around revealing that they were not human but actually a...



Competition Time!

We are launching a creative writing competition open to all KS3 students! Your challenge is to finish the story beginning, starting from the moment the mysterious figure is revealed. Think carefully about how you build tension, describe what the figure truly is (using show not tell), and create a powerful ending. All entries will be entered into a prize draw, with a special prize awarded for the most imaginative and well-written continuation.

We can't wait to see where your imagination takes the story!

Send your entries to Ms Tattersall at: ktattersall@imberhorne.co.uk



THE MISSING - PART 1

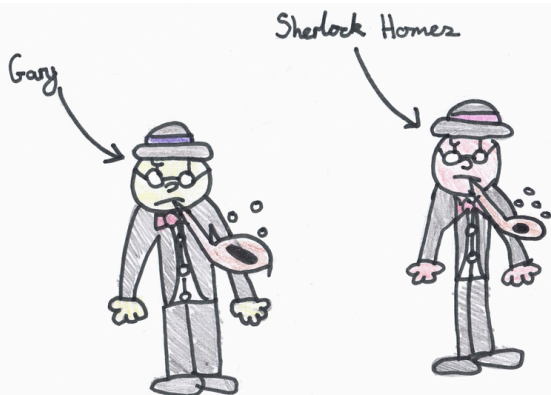
by Louie Brameld

The biggest mystery ever!



Chapter 1

The Detectives



All the good stories start with an introduction but this one doesn't. It just goes straight into the story, so let's do it. Once there were two detectives. They were called Gary and Sherlock Homes.

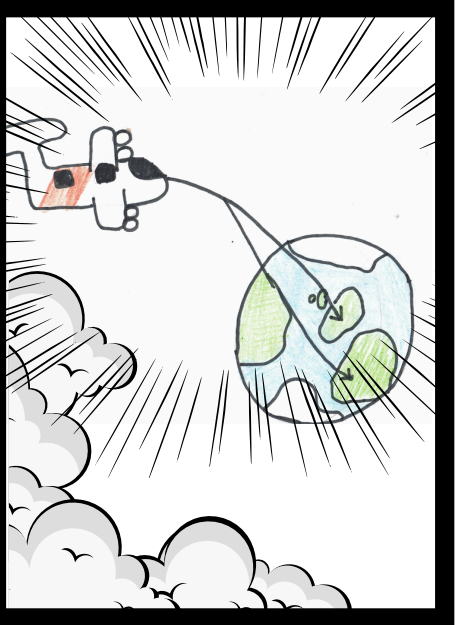
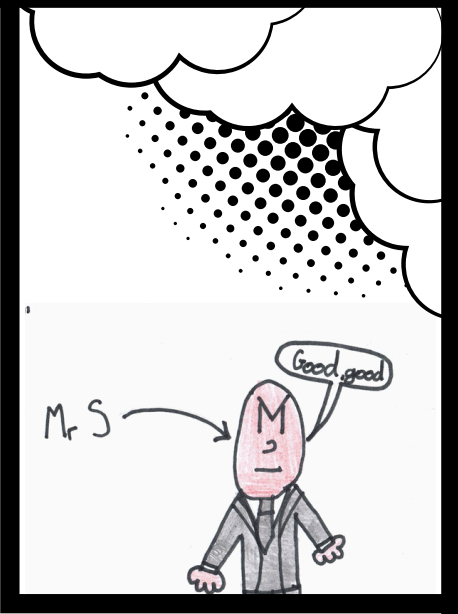
Now these two were on a mission. They were trying to find half the people on the planet because they had gone missing.

The two main countries were France and Austratia. France had lost 1,012,500,000 people and Austratia had lost 3,031,500,000 people, so Austratia had lost more. So they had to have a top secret meeting with Mr S., aka Mr Spy.



"So Mr S., we found the two main countries," said Gary. "They are France and Australia"

"Good, good," Mr S. said. "Now we know where the mission can start."



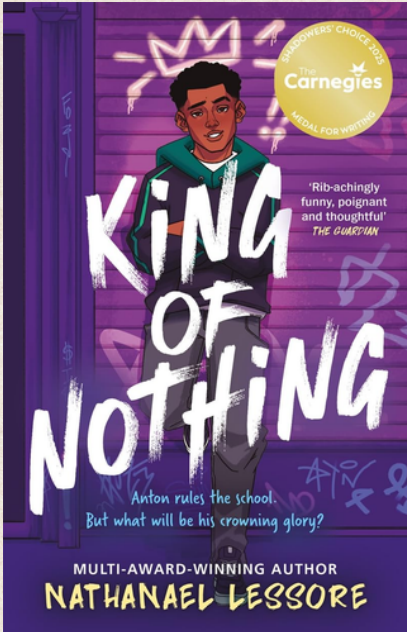
"I will get you two a plane each to fly to France and Australia, where you can start," Mr S. explained. "So are you both up for it?"

YES!

"Yes boss Gary and Sherlock said together."

To be continued...

Book Recommendations



KING OF NOTHING, by Nathanael Lessore

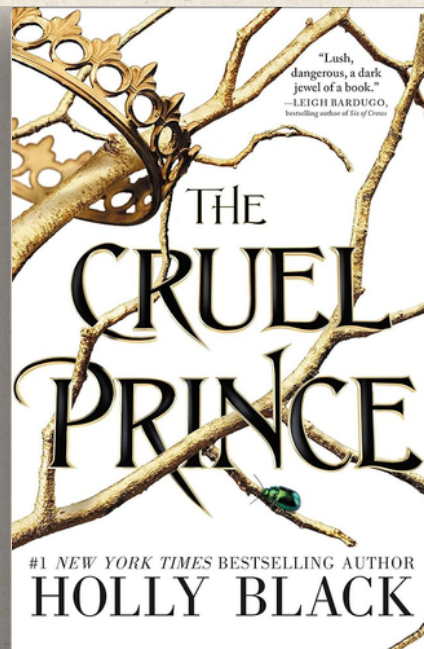
Genre: Fiction

Anton is the King of Year 9. He's the bad boy of his South London secondary school, feared and respected partly because his dad is inside. But when his mum makes him join the Happy Campers, a local activity group, he ends up making friends with Matthew, the biggest loser in school. And Anton starts to question his life, not least the misogynist banter of his best friend who is obsessed with a particularly sexist podcast.

THE CRUEL PRINCE, by Holly Black

Genre: Young Adult Fantasy

Jude Duarte was seven years old when she lost her parents and she was stolen away, along with her two sisters, to be raised in the treacherous High Court of Faerie. Ten years have now passed and she wants nothing more than to belong there and earn her place at the Court, serving as a knight, even if it means defying the prince and the rest of the Fae. But when she is offered a chance at espionage, she is quick to learn the Court is not as glamorous as it seems and a betrayal threatens her family and the kingdom she has grown to love. She must forge dangerous alliances and deceive the ones she holds dear if she hopes to save Faerie from a violent future.



The logo for 'art bytes' is rendered in a white, pixelated font against a purple background. The word 'art' is on the top line and 'bytes' is on the bottom line. Below this, the word 'Competition' is written in a large, black, serif font.

art bytes Competition

Let's Get To Voting

It's that time again to celebrate creativity and student talent through the Art Bytes competition. Designed to amplify student voice through art, this inspiring initiative continues to give young artists a platform to share their work with a wider audience.

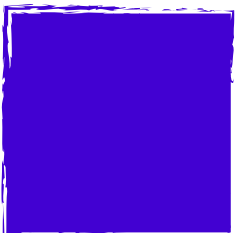
This year, students at Imberhome School have once again risen to the challenge, producing thoughtful and imaginative pieces as part of the Key Stage 3 Art programme. The competition not only showcases artistic ability, but also encourages confidence, creativity, and self-expression—key skills that extend far beyond the classroom.

Since it began, Art Bytes has supported thousands of students across the UK, helping to raise aspirations, build self-esteem, and connect families with the arts in meaningful ways.

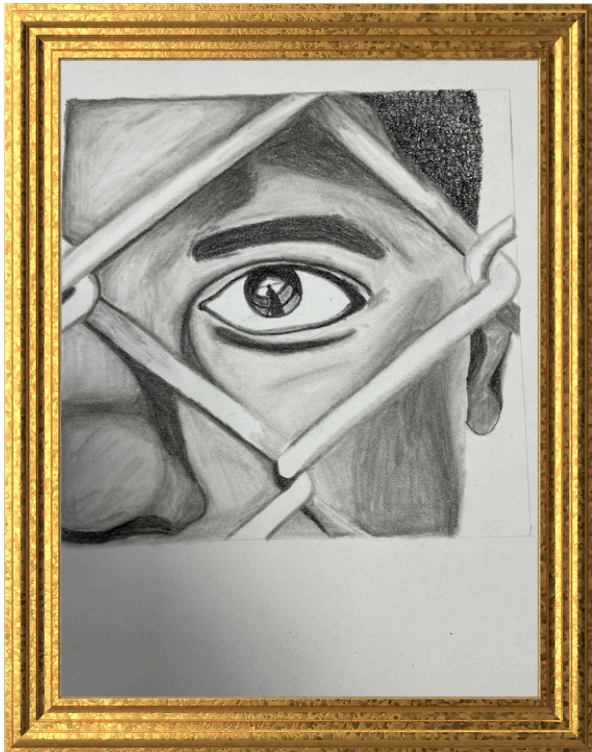
We're proud to announce that three of our students have been selected as finalists by the Art Bytes panel. Voting is now open until **Sunday 19th April**, and this is your chance to support their work and help them succeed.

You can vote here: <https://artbytes.co.uk/schools/imberhome-secondary-552/>

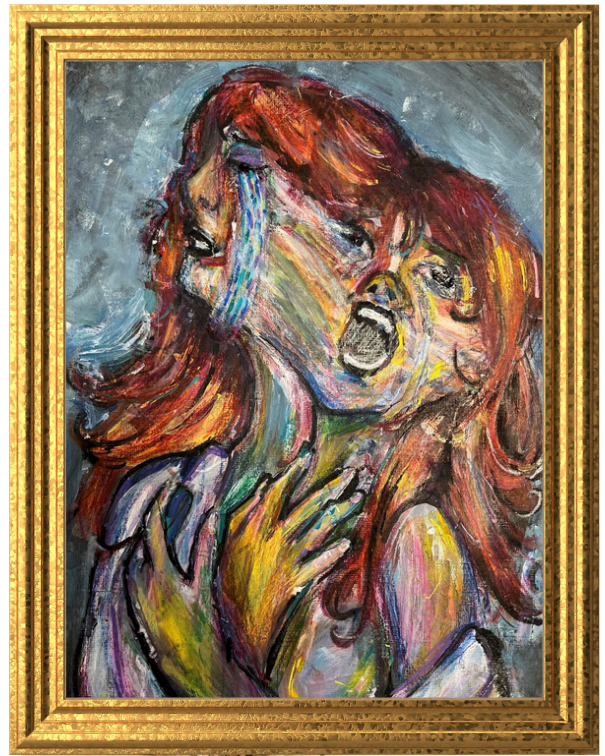
Make sure you log in and show your support—every vote counts!



art bytes Competition



An Eye for an Eye
Emily M
Chalk and Charcoal, 29cm, 21cm



Katharsis
Blossom S
Paint, 17cm, 29cm



Self Preservation
Megan E
Digital, 21cm, 29cm

More than just cards

by Phoebe Win and Jessica Corbin

Do you ever have endless arguments over the simplest of games? Over the past few weeks, many of our sixth form students have been filling their free time with heated battles over various card games. We decided to investigate which games are actually the most entertaining, fast-paced, and popular among us.

THE CONTENDERS

We tested a variety of popular games to see what kept everyone entertained:

- **Uno** (alongside Uno Mini and the rule-heavy Uno No Mercy)
- **Taco Cat Goat Cheese Pizza** (a fast-paced game of reaction and speed)
- **Dobble** (a quick picture-matching game)
- **Exploding Kittens** (a chaotic game of survival)
- **Traitors the Card Game** (a game of social deduction and bluffing)

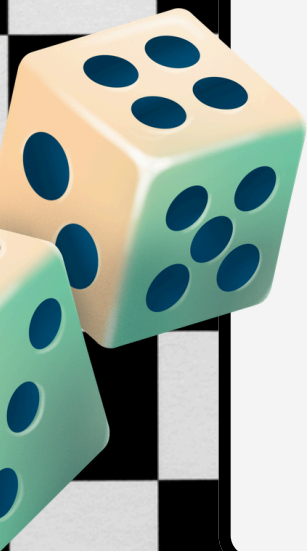


More than just cards

THE VERDICT

- **Easiest to Learn:** Dobble easily took the crown here. Because it simply requires matching pictures from card to card, it was voted the most straightforward game to pick up and play.
- **The Overall Favourites:** It was a three-way tie between Uno, Uno Mini, and Taco Cat Goat Cheese Pizza! These games struck the perfect balance—they are incredibly easy to understand while still being fiercely competitive.
- **For the Deceptive:** Traitors the Card Game proved to be a popular choice for those who prefer a good mix of social deduction and bluffing over simple speed.
- **Too Complicated:** Unfortunately, Exploding Kittens didn't secure any votes for the top spot. Players felt it had too many rules and extra cards to remember compared to the quicker games.

Whether you enjoy high-speed reaction games or strategic colour-matching, there is a perfect game out there for your free time.





US Takeover of Venezuela

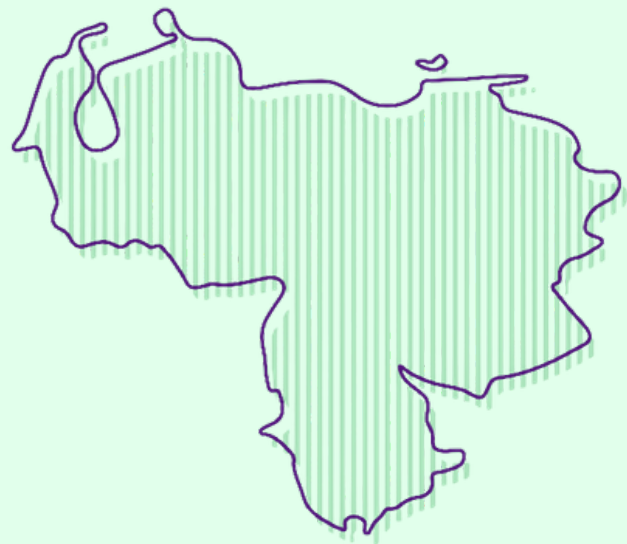
Amelia Vasey is a year 12 student currently studying Economics, Italian, Maths and Chemistry

by Amelia Vasey

ON JANUARY 3RD 2026, REPORTED BY THE BBC, THE US MILITARY CONDUCTED A RAID CODENAMED “OPERATION ABSOLUTE RESOLVE” ON THE VENEZUELAN CAPITAL, CARACAS. THE OBJECTIVE? THE CAPTURE OF PRESIDENT NICOLAS MADURO AND CELIA FLORES, HIS WIFE. THIS HAS LEFT THE COUNTRY IN A STATE OF POLITICAL AND ECONOMIC UNCERTAINTY. BUT WHY IS PRESIDENT DONALD TRUMP SO INTERESTED IN VENEZUELA AND WHAT ARE THE EFFECTS OF SUCH AN ACTION?

HISTORY

Officially known as the Bolivarian Republic of Venezuela, Venezuela is situated on the northern coast of South America and is home to one of the biggest crude-oil reserves in the entire world, contributing significantly to the country’s GDP. Despite being subject to a period of economic growth, the country suffered through turmoil since the 1850s; this includes, but is not limited to, rule of a multitude of different political parties, economic shocks and social unrest. Attempts were made to combat this but had little success. Hyperinflation and political corruption ruled the country, resulting in 90% of the population living under the poverty line, according to the Guardian.



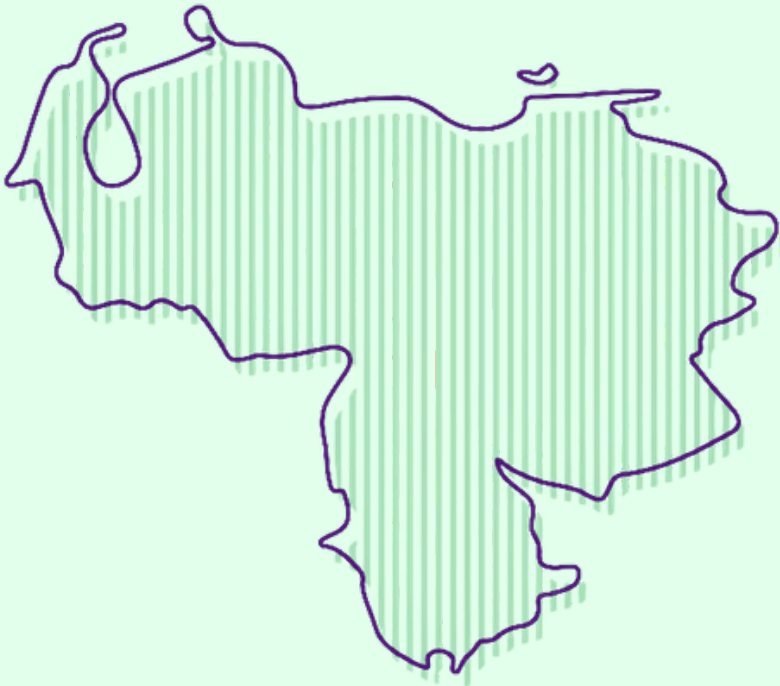
MADURO

When Chavez died in 2013, Nicolas Maduro came into power. Under his regime, the country faced repression issues, abuses of human rights, and poverty skyrocketed further. As reported by the Human Rights Foundation, Maduro remained president after victory following the 2018 and 2024 elections, both of which experienced electoral fraud so, since then, many countries consider Maduro as an illegitimate president, including the United States. This is where Trump and Maduro’s history begins. During President Trump’s first term, 2016 to 2020, the Justice Department charged Maduro with the use of cocaine as a weapon and his involvement in two Venezuelan drug gangs – the latter of which the US dubbed as being “Foreign Terrorist Organisations”. This worsened relations between the two leaders as Trump already had issues regarding Venezuelan immigrants and drugs into the United States. In spite of this, Maduro denied these claims and, ever since, the US has been taking action to remove him from power under the prospect of an anti-drugs campaign.

US Takeover of Venezuela

WHY HAS TRUMP TAKEN MADURO?

In line with this campaign following into Trump's second term, from 2026, the US military seized Nicolas Maduro and his wife in an attempt to force a change of regime and a protest against the illegal drugs circulating within America from Venezuela. In addition to this, Trump has also had his eye on the oil reserves within Venezuela, stating that he wants to "fix the badly broken oil infrastructure" while really acquiring means of profit for American firms. President Trump also plans of "running [Venezuela] with a group" during this period of regime change, working with Venezuela's vice-president Delcy Rodriguez, who has since been sworn in as the temporary president, to run the country. However, there is no assurance in this alliance as Rodriguez claimed to be willing to do "whatever the US asks" but has later stated that the government is ready to defend itself should Venezuela feel threatened.



WHAT NEXT?

As expected, this event showed a cause for concern for the UN and internationally. According to the BBC, on January 5th, an emergency UN Security Council meeting was called to discuss Venezuela with the UN's Chinese ambassador, Sun Lei, declaring the USA's action against the country to be "unilateral, illegal and bullying acts". Separately, other global ambassadors and leaders spoke out in condemnation. Leonor Zalabata Torres, Colombia's Ambassador, stated that these actions were "a serious violation of international law" whilst Russia's ambassador accused Trump and the United States of "neo-colonialism and imperialism". Despite these outright remarks, UK Prime Minister Keir Starmer steered away from the topic after briefly mentioning that it is the USA's responsibility to justify its actions without mentioning the breach of international law. Despite the tense responses of global leaders, Maduro and Flores are expected to be seen in court to continue the proceedings on March 17th 2026; but, it is unclear as to how Venezuela will pick itself up under this period of regime change, if it will change much at all.

WANT TO BE A PUBLISHED WRITER?

The school magazine is on the lookout for articles and would love to feature contributions from KS3. Any talented writers, please pass your pieces on to Miss Tattersall



Email

ktattersall@imberhorne.co.uk