Welcome to the first edition of the Northern Lincolnshire Education Consortium (NLEC) newspaper. The NLEC is a partnership of nine educational institutions in North Lincolnshire that have chosen to work together to improve the educational outcomes for the young people of North Lincolnshire.

We work together; sharing and developing outstanding practices, supporting and challenging one another to raise the educational aspirations, achievement and attainment of all our students.

The NLEC offers an exciting programme of joint enrichment activity and interschool projects, and this newspaper is one example of this. Students from Frederick Gough School, Huntcliff School, John Leggott College, North Lindsey College, St. Bede’s Catholic Voluntary Academy, The Axholme Academy and Winterton Community Academy all worked together at the University of Lincoln’s School of Journalism to produce this NLEC newspaper.

The newspaper is produced in partnership with the NLEC, University of Lincoln School of Journalism (LSJ) and Mortons Print, Lincolnshire’s only independent newspaper printer. For more information visit: www.theschoolnewspaper.co.uk
New for September 2015
By Eve Jones

On the 2nd September the students of The Axholme Academy returned to school after the summer holidays. After catching up with friends we walked into a whole school assembly for a welcome back for most of us and a special welcome to the New Year 7’s. Our principal Mr Sellars stood in front of the hall and introduced us to the new teachers starting that day.

First there was Mr Beesley the new head of Physical Education, Mr O’Connor a new member of the Science department and Mr Thompson a new member of the English department. There was also Miss Dodge who was previously a cover supervisor at the school; she now has a new role as a science teacher.

I asked the new teachers what they thought of the school now they have settled in. Mr Beesley said, “Yes, I am enjoying teaching at The Axholme Academy and certainly enjoying my role as Head of PE.”

“It has been a really positive start to my time here and the students and staff have made me feel very welcome. My first impressions of the school were that it was a good school that was friendly and had a positive atmosphere. People seemed happy to be here.”

Mr Thompson said, “I am really enjoying teaching at the academy. It is a very lively and vibrant place to work which helps to make every day an interesting one. My first impression of the academy was that it had a very friendly feel to it.”

Everybody (teachers and students) made me feel very welcome from the start. I was impressed by the way students conducted themselves in such a polite and helpful manner around the academy.

“One thing that does concern me though is the number of Scunthorpe United fans in the academy. Eventually, with a little encouragement, I would like to see them all become Doncaster Rovers supporters.”

Miss Dodge said “Yes I love my new role at school, I am also learning new things all the time and I really like watching students enjoy Science and carrying out different experiments.”

“The Axholme Academy is a brilliant school to work at; I have a lot of friends amongst the teachers. The students are all very nice, polite and hardworking, what more could I ask for?”

After the assembly we all went to our forms to receive our year planners, timetables and some extra information before we started our first lessons.

The week after on our FYI, A PowerPoint about what is happening in the week, we found out that every form in the school was going to have a form leader and a deputy form leader who would report to weekly meetings with information from their forms.

I interviewed two form leaders from Year 9 along with their deputies to find out what their thoughts were on their roles.

Tom Brown and Jamie Crane are the form leader and deputy of Mrs Hardiment’s form.

Tom said, “I enjoy my role as a form leader because it gets me more involved in the school with activities such as sport which I like.”

“My role is to attend to meetings on a Friday and feedback to my form.”

Jamie also said, “My responsibilities are to support Tom if he needs help or to attend the meetings if he is ill.”

As well as form leaders, the Year 8 sets were all going to have a set leader and deputy to do the same thing but in their sets instead.

I interviewed 8A’s set leader to find out what they thought about their role.

Now we have all settled back into School lots have activities have been keeping us busy such as trips, roadshows and lots more!

A step back in time
By Eve Jones

On the 1st October 2015, The Axholme Academy visited Murton Park which is a park where history comes to life.

Our history teacher Mr Thorpe along with a few other teachers took some of the Year 7’s to Murton Park so they could live the day as a Viking, which they were studying at the time.

Mr Thorpe has been taking Year 7’s for what he thinks is almost eight years and this year he took a record breaking 64 students! When the students arrived they had a briefing from a Viking re-enactor on what Viking life was really like.

They were then split into groups or families and sent off to take part in four exciting activities.

The four activities were helping to run a Dark Ages house by cleaning, working with clay to make oil lamps to provide light, farming the land and learning how to defend the village from raiders.

I asked some of the year 7 students if they enjoyed their day at Murton Park. Tyler Nunes said, “It was a very new and exciting experience: the best bit in my opinion was the Viking village we visited.”

Katie Whittington then said, “It was something out of the ordinary and was an all round great day.”

Connor Gregory also said “It was a fun day with role play!”

Mr Thorpe added “This really brings the past alive. Living in a Viking long house teaches you, if nothing else, you can’t storm out to your bedroom after an argument - there is only one room for eating, sleeping and working!”

Right: Jessica Baker dressed as a Viking

William travels to the House of Commons
By Caitlyn Edwards

In February, Year 10 student William McCullon was voted for by the young people of North Lincolnshire to be the area’s Member of Youth Parliament. This means that he holds many roles such as campaigning issues and attending events to make many different decisions.

When interviewed, William said “I basically speak to young people around North Lincolnshire and attend UK Youth Parliament events all over the country.”

“Ultimately I do my very best to improve young people’s lives.”

Earlier this year, he went to Exeter University to have his say on which topics he thought should be included on the Make Your Mark ballot.

The Make Your Mark ballot topics were what was going to be available to be voted for when the ballots were distributed around secondary schools and colleges in North Lincolnshire.

Young people who received a ballot form were to tick one of the five topics which they felt the most strongly about or what they thought needed improving within the area.

On the morning of Friday 13th November, William travelled to Westminster to the House of Commons.

Whilst there, the five topics voted by almost one million young people were debated to find the one which was, overall, the most important to North Lincolnshire’s young people with the most valued opinions.

The five topics consisted of the living wage, mental health services for young people, public transport, tackling racism and discrimination and curriculum for life.

Two topics were decided upon, improving mental health services for young people as the devolved topic and tackling racism and discrimination as the UK wide topic.

The devolved topic is just for England alone and the UK wide topic is for the whole of the United Kingdom.

I asked William what was going to happen now that the UK wide topic had been chosen, he said, “For the following year all of the UK MYP’s will be producing material for schools and colleges, running social media campaigns and holding various events to raise awareness and to promote peace and unity”. William described his experience as being wonderful and exciting and well worth the hard work prior to the event.

C’était magnifique!
By Daisy Butler

On Friday 6th November, a lucky handful of students were chosen by Mrs Spencer, Head of Languages, to see the Langages Theatre Company show Onatti Productions in action, presenting “Les Garçons”.

I had no idea what to expect but the performance was impeccable throughout the play, the colourful scenery complimented the vivid costumes and they never failed to make the audience laugh. I left impressed and eager to see more, but there was one problem... it was all in French!

However, if you don’t speak French, there is nothing to worry about. The way the performance was set out and the great costumes brilliantly explained what was going on was enough to keep the audience clued up.

An action shot from the show

Blake Ackerlontie, Year 9, shared his thoughts on the show, “I enjoyed watching the show because they were amazing. They were both entertaining and educational, so I could definitely go and see them again. I think they should’ve made the show a bit longer though.”

Chloe Darley Year 9, also gave us her opinions on Onatti Productions, “I thought the show was hilarious, however I wouldn’t go again because it wasn’t really my cup of tea. I wish it could’ve been in English, too.”

Miss Spencer, Head of Languages, also said, “I would love to see them again and would be interested in getting them in for a performance with us.”

If anyone is thinking about going to see Onatti Productions in the near future your knowledge of the French language won’t matter because I can assure you that you will not be disappointed.

The way in which they presented the play with lots of gestures and movement, was very accessible to allow our learners to experience language in a real setting. It was very entertaining, too, which helped the students to engage with the subject.

Above: Students ready for battle
By Caitlyn Edwards

On Friday the 25th September approximately ninety pupils from four of our partner primary schools came to the academy to take part in the yearly celebrated event of European Day of Languages.

Since 2001, every year in Europe around the 26th of September this day has been celebrated! A great amount of pupils from Althorpe and Keadby Primary School, Crowle Primary Academy, Eastoft Church of England Primary School and St Norberts Catholic Primary Voluntary Academy were invited to come and have some fun whilst learning about the European Day of Languages.

All the children, in turn, performed their rehearsed piece of work which consisted of either songs or poems to everyone (some even including dances and actions!).

A great amount of effort was put into organising and performing the children’s creations which were presented in a variety of different languages!

Many Year 9 students who attend the academy voluntarily helped run the event and hosted the activities that the primary pupils took part in! The activities were organised in a rotation system so it was certain that all of the children got to take part in every single brilliant activity being held!

A game of French boules was held on the grass of the front yard in the glorious sunshine and games of French bingo, bookmark making and a European map research activity were held in the main hall.

The pupils created their bookmarks using a variety of different vocabulary from the different spoken languages of the European people and had great fun colouring their impressive work in.

Miss Spencer, the Head of the Languages department, along with Miss Patrick, another teacher of MFL (Modern Foreign Languages), together organised every aspect of the much celebrated day.

Their aim was to help students learn about the cultural aspects of the continent we are citizens of, especially the language of France to prepare the pupils who will be moving up to The Axholme Academy in years to come as French is the main language they will learn!

Overall, a brilliant day was had by all and without a doubt, all pupils are sure to of gone away with some new knowledge of Europe having been interactively educated, with many thanks to Miss Patrick and Miss Spencer.

By Eve Jones

On 20th November 2015 students from across the school took part in Takeover Day.

Takeover Day gives students a chance to work with members of staff for the day and be involved in doing part of their job. One or two people are paired with a teacher for the day and shadow what they do; for example they may help teachers prepare for lessons or help them do jobs. In form students volunteered themselves to work with certain teachers and names were then pulled out of a hat.

On the day students arrived at school and attended form as usual and then when it was time for lesson they went to their paired teacher to start the day.

I interviewed two Year 9 students to find out what they enjoyed about the day. Sophia Jaques worked with Mrs Childs in the Art department, she said, “I had a really enjoyable day my favourite part was not doing any work all day! I did jobs alongside Mrs Childs such as re-designing boards and fixing things.”

I also asked Tyler Gomery who I worked with alongside Miss Whiting in the Technology department to see what he enjoyed about the day, he said “I had a great day with Miss Whiting, we helped two classes cook which I really enjoyed.”

Then I asked Miss Whiting what she enjoyed about the day she said, “I really enjoyed having help from the students on Takeover Day. They were very good at assisting me and it was also very good for them to see exactly what I have to do on a normal school day.

“It was nice to see two students take on my role as the teacher and teach a lesson, mark ILT and help prepare resources. They were also very good at supporting other students throughout the day with verbal feedback stamping and highlighter marking.

“I really think it will benefit the students as it gives them an insight to what a job involves. Eve wants to be a teacher and I think she benefits very well from activities like these. It enhances her passion and also gives her early experience in the job role.

“Tyler on the other hand was very helpful and enjoyed have the extra responsibility and authority which make help him make future decisions with his career path.”

Above: Tyler Adams teaching Maths
Below: James Ferguson fixing a computer.

Above: Primary pupils gather for an afternoon of fun
**Axholme North sports centre update**

**BY Lewis Vipurs**

As some of you may know, we are soon going to start construction of our own sports centre on the school grounds.

The plans have been changed since we last published an update on the sport centre in the summer edition of the AX NEWS.

The school website has been updated with the latest maps and drawings of the centre and blueprints are currently being displayed in the foyer. Parts of the centre have been relocated.

The entrance to the sport centre includes widening the entrance and adding a car park where the ATC hut and grass verge is, giving access for non-school vehicles much easier without causing congestion.

The centre will bring benefits to the school and the local area as people will not have to travel so far for leisure facilities. During school hours use of the sport centre is free for students.

The sports centre will include a swimming pool and gym area with weights and treadmills; it will also have a cafeteria which can be accessed by students and the rest of the community.

The sports centre will be run by North Lincolnshire Council and will charge for the community no matter whether it’s during school time or not, and it will cost students outside of school time also. The cost is not decided at the moment.

Mia Cheeseman says she thinks the sports centre will benefit our school because people who live in Crowle can walk to the facility without using transport. She thinks others will use it and it will be a success.

Lewis Fowles says it will benefit the school and the community will use it, he says it will be a positive contribution to the area.

We are very excited to have the sports centre on our school site. The planning permission to build it has gone through and we expect a reply by late January.

We hope to start work in March 2016.

**Remembrance and Armistice day**

**BY Lewis Vipurs**

On the 11th November The Axholme Academy held a two minute silence to commemorate the 97th anniversary of the ending of the First World War which started in 1914.

Our local cadets known as the 300th Axholme Unit turned up in full cadet uniform as a further tribute to the lives lost over the 4 years of the First World War.

Students went around the academy in registration time selling poppies on behalf of the Royal British Legion Trust Fund.

The Royal British Legion provides lifelong support for the Armed Forces community - serving men and women, veterans, and their families.

The war ended in 1918 when the countries involved agreed to end the war at the 11 minute of the 11th hour of the 11th day of the 11th month in 1918 and the poppies we wear are to commemorate one of the deadliest battles in WW1 history, Flanders Fields. This is supposedly because poppies grew there.

Remembrance Day is the Sunday nearest to Armistice Day and members of our local cadet force attended a Remembrance March in further commemoration. Among the group of cadets were Bradley Cram, Emily Armitage and Josh Ball.

In total, 8 of our cadets attended to hold a two minute silence. Bradley said it's always nice to be part of the community and has already been to two services in the last few years.

The red on a poppy symbolises the blood of Christ and they were first used as a symbol of remembrance by the Americans, not the British. Poppies grew in Flanders Fields as the fighting took place.

Above: Our local cadets alongside Mr Brooks

A poem was made to describe and commemorate the field and battle by John McCrae, a Canadian officer and a physician inspired by the poppy.

Here is an extract from Flanders Fields...

“In Flanders fields the poppies blow
Between the crosses, row on row,
That mark our place; and in the sky
The lark, still bravely singing, fly
Scarce heard amid the guns below.”

**Dahlicious Day**

**BY Daisy Butler**

October 15th was an exciting day for the Year 7s of The Axholme Academy for it was that time of the year again; it was Dahlicious Day!

If you don’t know what this special event is all about, Dahlicious Day is a fun-filled day in aid of Roald Dahl’s Marvellous Children’s Charity.

It’s also a great way to begin the school year, welcoming the new Year 7s and introducing them to The Axholme Academy.

During this annual event, normal lessons are transformed into Dahlicious learning experiences, educating students about Dahl and his work. Lessons like PE, Tech, Art, Geography, History, Science and English were changed to fit in with the theme of Roald Dahl.

For example, PE lessons were made into exciting throwing lessons with Miss Trunchball.

At the end of the day, the students got the opportunity to watch Puffin Live, the live show all about Roald Dahl.

James Ferguson, Year 7, said “Art with Miss Childs went well because we painted like Quentin Blake, the illustrator of Roald Dahl’s books.”

Also, Darcey Ford, Year 7, said “There was nothing to improve on the day because I really enjoyed it.”

The Axholme Academy raised £67.64 towards Dahl’s Marvellous Children’s Charity.

I think it’s safe to say that Dahlicious Day 2015 was another successful day. The activities were fun and educational, the students learnt more about Roald Dahl and it was all for a good cause. Until Dahlicious Day 2016!

**School Direct**

**BY Mrs Thirsk**

September saw the very first of the NLEC’s (North Lincolnshire Education Consortium), a company formed by 7 secondary schools and 2 colleges including The Axholme Academy, School Direct trainees starting their year long teacher training programmes.

It is important to all schools in the NLEC that we develop and recruit high quality teachers and running our own School Direct programmes is a key part of this.

This year we have 2 trainees for English and 2 for mathematics, all who have made a really great start to their training.

We have worked with Hull University to develop programmes which are slightly different but both make the most of what the NLEC has to offer.

Our secondary schools are big, small, rural, urban and our diversity creates a vibrant learning community. Some of our schools are in the middle of towns and others at the end of the village lane.

We are now a well-established, strong, collaborative partnership with great subject and pastoral networks joint training events, inter-school peer reviews, joint staff development activities and an already excellent track record in working with other providers to support teacher training.

Having now made a fantastic start to developing and running our very own teacher training programmes we are looking to the future.

Recruitment is already under way for our 2016/17 School Direct programmes and we are building on the success of the last year.

We are offering places for a much wider range of subject:cs: English, mathematics, biology, chemistry, physics, design & technology (food/ systems & control), geography, history, MFL (French with Spanish/German) and PE.

We have received many excellent applications already and in actual fact we have fully recruited to our PE course with no further places available.

We are looking for individuals who share our vision of providing a great education for all of our children including both recent graduates and those who are ready to change their career.

If you are interested in training to teach or know someone that is then look at the School Direct section of the lead school website www.theaxholmeacademy.com for more details.
Mable Evening for top students

BY Megan Hornsby

As the GCSEs are changing and The Axholme Academy has set up a new ‘MABLE’ system, it was the perfect time to call students and parents in to a KS3 and KS4 MABLE evening.

MABLE students (Most Able) are students who have plenty of potential and can reach the top of the scale if they try their hardest.

On the 10th September, MABLE students from KS4 and their parents were invited to an evening which explained the term ‘MABLE’.

Teachers explained the term and started to give the Year 10s and Year 11s some advice on career options they could take and which college courses you could do.

They had several colleges shown to them, where they could go and students were given some insight into what they would learn throughout their last year here and were given lots of encouraging advice about what they could achieve.

When asked about the help the evening gave her, Rebecca Savage, 10A, said “It helped me in learning about the colleges and the options I’d have to take.”

She later stated “It has given me confidence in certain subjects because I used to think I wasn’t that good but now I know what I can achieve.”

Paired with the KS4 event, KS3 also had a MABLE evening however the information had changed. This time on the 8th October, the students and parents were invited to a talk about the new GCSE system and what MABLE means.

We were first told about the grades and levels changing as now they are altering from letters to numbers. Later, we were also told about MABLE and the potential we had during GCSEs.

Head of Science at The Axholme Academy, Mrs Seaman, organised this event for the school.

When asked, she said “KS4 MABLE evening prepares students for studying GCSE courses at the highest level (A*-A) and advises parents how to assist and support their children. It also advises the importance of GCSE results in terms of college entry to A Level courses and apprenticeships as the benchmark has moved from a C to a B in some subjects. JLC also attends and supports this evening with their Aspire programme and staff.”

During the evening, students and parents visited all option and core subjects to receive information on a subject by subject basis, we call subject workshops.

Subject specific revision guides are also available to purchase and top tips for revision techniques and on line websites are communicated.

Students who left The Axholme Academy also attend to answer student’s questions as they are currently experiencing A Level study and college life.

KS3 MABLE evening advises students and helps to support parents in relation to reaching the highest GCSE grades in Y11. Maths, English and Science heads of department deliver this session.

We communicate the importance of staying on track throughout Years 7, 8 and 9 as well as giving tips for revision, including resources and online support tools.

MABLE students and parents have been advised about the new GCSE grading system and how the highest grades will be translated to the numerical grades.

All students at the academy have received an assembly that informed them about the new numerical grading system and when they come into force for core and option subjects.

Consequently students feel informed about the changes and how the reforms apply to them. Therefore they feel confident about the changes to GCSE qualifications.

MABLE evening was not only informative for the parents experiencing these new situations, but also for the students. So, overall the successful night left the students and parents confident for the future ahead of them.

College Roadshow popular with all

BY Megan Hornsby

On the 10th November, Year 9 students at the academy were visited by the North Lindsey College with a roadshow. During Period 5 for 9A and 9L and Period 6 for 9B and 9S, the year group went down to the main hall to take a look around at several different courses we could take if going to North Lindsey.

When walking into the hall, we were greeted by many different opportunities.

Each table was representing a different career they which was an option after leaving school.

On each stall, there was a fun activity, a booklet giving some information and advice on the course and some small cards telling useful information about the jobs you can go on to do after the course.

This was very helpful in seeing certain information about a job like the average wages and whether people are self-employed, full-time or part-time.

One stand which was very popular was a stall which was home to digital technology. There was a computer with a fun, playable game on, another laptop where you could control a robotic arm, and there were two pieces of technology which clipped onto a phone, giving you a look into virtual reality.

There was also a popular travel and entertainment stall which was giving away balloons animals and an animal care table where you could hold a stick insect. All of them, however, had plenty of advice to give.

When asked about what he thought about the roadshow, Blake Auchterlonie, 9A, said “I found it very fun and exciting and it was a great help in finding out what I can do with each course at the college.”

Daniel Booker, 9A, also stated “I found the session really interesting and fun as you could play games like Connect 4. I also think it helped greatly when thinking about what I want to do after school.”

So, it seems like the North Lindsey College Roadshow was a great success in helping the students of Year 9 gain some ideas about what careers they would like to enter.

Introducing classical music

BY Megan Hornsby

The Year 7s at The Axholme Academy were in for a spectacular treat when they visited the Vue Cinema in Scunthorpe on Wednesday 7th October 2015.

They went to watch a film titled BBC ‘Ten Pieces’ which was a film comprising of ten pieces of classical music.

There were famous guests including Christopher Eccleston introducing the pieces and visuals. They paired them together to give you something to watch while listening.

When asked, Samuel Walker, 7B, said “I found the show interesting and it got me a little more interested in classical music. I think it will definitely make me look at classical music in a different way.”

Along with the film which gave them an exciting look into classical music, the classes changed the minds of some of our younger students.

Potential A/A* science students (Left to right: William Allen, Jamie Crane, Eve Jones, Megan Hornsby, Cailyn Edwards and Lewis Vipurs)

Firstly, the school received a DVD of the film which they watched again after the performance in their next lesson.

They then went on to think about the show deeper and began to create pieces of artwork and poems inspired by classical music.

Miss Hardiment, the school’s music teacher, hopes that it will encourage our younger students to look into classical music more as each piece has a story.

She also hoped that the year would be inspired by the genre and they will look at it in a different way than some do now.

Overall, the Year 7s’ event was an exciting yet an informational film which has really changed the minds of some of our younger students.
Overcoming Challenges

Trip of a lifetime

By Alice Lidgard

In the six week holidays, when you were sitting at home lazing around, Miss Franklin was embarking on a great journey to China. Miss Franklin, an English teacher, visited Qinhuangdao and taught in its school. Before doing this, Miss Franklin visited Beijing for a few days, facing many new challenges. Her first obstacle could not be overcome; the air in Beijing was thick with smog, making it more difficult than usual to do simple everyday tasks.

The next task was eating - an essential skill. She struggled with using chopsticks and said, “I found it hard but the food was delicious, altogether a new experience.”

Today, she took a little lucky guess. Thankfully she did not manage to encounter any yellow dust snail! When reaching the school, Miss Franklin was overwhelmed by how dedicated, hard-working and persevering all the students were. The school in Qinhuangdao was the top school in the area, obviously being very popular and extremely large.

The children started at 8am and finished at 4pm; this excludes the compulsory two hours after-school study they have to do each day. These students were set on the goals they had to achieve in the future, they were scared of failing and were extremely shy. One of the goals Miss Franklin had to achieve was to make the students feel comfortable and confident in her class.

After doing this, she pursued with many other tasks; she had to complete. These included teaching for seven days with only one day off then starting again with another six days’ hard work. This was exhausting work for teachers, especially those not used to it. She was also unable to use the internet, which is essential for a teacher, and she also suffered from illness but carried on regardless.

However, despite these challenges and tasks that Miss Franklin had to overcome, she left with the feeling of success from making memories for life and the pride of achieving other people’s lives positively. It proves the greater the obstacle the more glory in overcoming it!

Looking back, Miss Franklin feels she has achieved a lot and is looking forward to her future. She is looking forward to returning to the people she has worked with and is constantly thinking about China.

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Let’s talk about Nightclub

By Aidyn McGuigan

What was Nightclub? A question to which the answer has been known for weeks!

Scattered around school were posters advertising some sort of event which happened on the 2nd of December this year. The only clue given in the mystery of the Nightclub was the picture of a black and white man, with the clue given in the area, obviously being very popular and extremely large.

The school in Qinhuangdao was the top school in the area, obviously being very popular and extremely large. The children started at 8am and finished at 4pm; this excludes the compulsory two hours after-school study they have to do each day. These students were set on the goals they had to achieve in the future, they were scared of failing and were extremely shy. One of the goals Miss Franklin had to achieve was to make the students feel comfortable and confident in her class.

School Council is Frederick Gough’s way of listening to pupils’ ideas about how to improve school life.

It has listened to many ideas from students and teachers and debated them at meetings which are held every half term.

Recently, issues around food have been debated. Students responded with helpful suggestions. Some problems related to canteen food, time needed to order food, prices and vending machines with healthy options.

The School Council has addressed these issues, come up with solutions and explained how each one would affect the school.

The time for ordering food will stay as it is - students have until 10am to order their meal (students have until 10am to order their meal on the machines).

Students are urged to use all machines in each block so there isn’t a long queue for one machine. More machines will be bought and placed around the front of the school.

Lowering lunch prices could mean quality being affected. The canteen gets a £97,000 school subsidy per year, so paying less could mean quality will be compromised.

Nick Parker (in charge of food orders) will keep a close eye on the machines.

Healthy option vending machines will be trialled in the canteen soon. They will offer healthy snacks and water.

These are just a sample of complaints that have been addressed. There are many other areas of school life that have been discussed alongside these main issues.

The School Council welcomed feedback from students and teachers about Nightclub.

Could Frederick students be running new big businesses? That’s the question. A group of Year 10 students has joined together in the hope of being the next big business and taking the world by storm!

Young Enterprise is the UK’s leading charity that empowers young people and their business skills. It aims to make business relevant to the lives of young people, sparking their energy and enthusiasm and helping them discover their individual talents.

Frederick Gough’s business, made up of year 10 students, is split into two sections: one promoting small businesses on Facebook and Twitter and one selling handmade hamper baskets.

Not only does this group earn their own money, it also means they have great skills to add to their CVs. By participating, they use

School Council. Millie Van Gils, a member, said: “It’s important we have a School Council so the pupils’ voices are heard, and we can improve the school by letting members of staff know what’s good or bad in the school.”

Other members agreed with this, adding that the School Council is a vital part of our school. Mr Stiles raised an interesting point about School Council:

“I don’t think it is public enough. For it to be known who’s on it and who’s actually working towards making the school better.

It has vast potential, but it isn’t using that potential yet!” He believes that if students are more aware of what the School Council does and has done, then it would have a huge influence on the school to improve it.

Above: Miss Franklin with her number one class of Qinhuangdao.

Climbing the business ladder

By Alice Lidgard

skills such as self-time manager, independent inquirer and team worker, which put them ahead of their peers. They also learn to solve problems, be organised and manage money.

This group is dedicated, giving up free time once a week and also outside school time. On Wednesday 9th December, they visited John Leggott College to learn how to manage finances and construct business plans, helping them to be more professional and thorough.

The bus ran from Tenby Taxis, is opening a trade stand in Asda Sumithope next Sunday, hoping to sell their very own homemade gift baskets. You can help this business to strive by buying a gift basket. Not only are you helping a small local business, you’re buying a great present your family will sure love!

So don’t delay, buy today.

Freddie’s Student Voice

By Lois Rumbles

areas of school life that have been discussed alongside these main issues. Some School Council members have spoken to their peers during form time, explaining other issues discussed and the outcome.

Pupils have been keen to ask interesting questions after the speech. Year 11 student Emmie Grice said afterwards, “That was so good!”

Following the activities, students were treated to pizza, chips and curry served to them by their teachers!

For that day, everyone will be talking about Nightclub!

Mr Dalton refused to reveal the secrets of Nightclub!

By Lois Rumbles

Looking back, Miss Franklin feels she has achieved a lot and is looking forward to her future. She is looking forward to returning to the people she has worked with and is constantly thinking about China.

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**A Christmas Cracker!**

Frederick Gough School always makes sure to have the students and staff in a festive mood around Christmas time.

There are many activities and events that the school arrange, like the Christmas concert, drama productions, the Old Folks' Party and of course the Christmas dinner!

The Old Folks' Party has been a longstanding tradition at Frederick Gough. Every year in December the school invites retired people from the community to a Christmas Party, hosted by eager Year 11 volunteers. So far, 56 Year 11s have volunteered and the year group has raised over £20 for the afternoon. Those invited usually come from residential homes and the local community via transport provided by the school. This year, many grandparents have been invited. Year 11 volunteers tend to their needs and entertain them with singing, dancing and (the best part) a game of bingo. Retired party goers are treated to food prepared and served by year 11 food technology students and even a cheeky glass of sherry! The school band provides music for their time there and also a selection of jolly carols, which staff students and guests alike love to singalong to. Guests are then transported home full of Christmas cheer!

On the 15th of December, the Christmas concert arranged by the music department will take place in the auditorium after school. Many music groups will take part in the performances: Taiko drumming, Choir, Lads Aloud, Jazz band, Senior band and so many more! There will also be a raffle with amazing prizes. Adding to this there will be a drama production performed by the year eighties arranged by Miss Newsum.

This year, Frederick Gough is also introducing Christmas Jumper day where pupils and staff alike will put on their most embarrassing Christmas jumpers to raise money for charity and spread the cheer!

**Merry Christmas!**

**By Millie Van Gils and Lois Rumbles**

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**Gangsta Granny Grooves In**

On the 18th November, a coach-full of year 8 students travelled to the recently refurbished Baths Hall in Scunthorpe to watch the pantomime performance, Gangsta Granny. Students assembled at school at 6:15pm to board the 6:30pm bus.

Gangsta Granny is about a young boy, Ben, who visits his grandma every week. She is so boring, or so he thinks!

But the boy has a rethink when his granny turns out to be a treasure trove of secrets.

The book was very detailed and, of course, some changes had to be made to turn it into a play, but still staying as realistic as possible!

For example, in the scene where the pair were climbing through the sewerage, the water had to be replaced with a blue ribbon, which still gave the effect of water.

**By Aiden McGuan**

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**What To Watch Out For**

**Adventures In Amalfi**

Mr Lawrence joined teachers and students when they visited the Bay of Naples this October. It turned out to be an exciting and wonderful experience for them all.

On the first day they travelled to Sorrento, a popular coastal town in Southwestern Italy. Next day they visited Herculaneum, a town overshadowed by Mount Vesuvius. Herculaneum was an ancient Roman town, destroyed by pyroclastic flows from Mount Vesuvius, so it was an exceedingly interesting place to visit.

On the 23rd October and landing in Naples hours later, they stayed in Piano de Sorrento Hotel.

Mr Lawrance joined teachers and students an insight into speaking and listening to people in a different language.

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**By Lois Rumbles**

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**Gangsta Granny is about a young boy, Ben, who visits his grandma every week. She is so boring, or so he thinks!**

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**By Millie Van Gils**

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**The plays were a great experience for the students an insight into speaking and listening to people in a different language.**

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**By Millie Van Gils**

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**By Lois Rumbles**
Freddie’s Sporty Students

Cross Country Success

By Danny Bell

On Wednesday 2nd December, the best 8 runners from years 7, 8, 9, 10 and 11 will compete against all the other schools in the district at Central Park. Years 8 and 9 will run together and years 10 and 11 will run together.

In the students’ PE lessons, a course was set out around the school field and students had to run the 2 mile course in the quickest time possible. The fastest people in the year were chosen to represent the school and the county in a cross country race around Central Park. The top 10 runners in each race will go on to represent North Lincolnshire and race against other counties in the next round of the competition, for which the venue is still to be chosen.

However, Frederick Gough School is not lacking in cross country success already! Olivia Burton (Year 11) came 3rd in the 4 mile, under 17, Scunthorpe and District Cross Country race earlier this month. Also, Olivia ran in the Cleethorpes Cross County in October and finished the 3.5 mile course just outside the medals, in 4th place. She also ran in the English school’s race last year and hopes to do the same this year.

Luke Stonehewer (Year 9) has had massive success in his running and going from strength to strength, so don’t be surprised to see him in the GB Team or crossing the line in first place in the Olympics in the near future! In the Lincs League, which included 4 races, Luke came in 1st place, winning all four of the 4.5k races. He had similar success in the West Yorkshire League, coming second in all of these 4.5k races. In the National League last year, he came in 18th place against the best of the best in the country. Finally, Luke participates in the weekly 5k Parkrun around Central Park, every Saturday morning at 9.00am and it’s just you against the clock. All you have to do is register online and run around the park, whatever your pace, and it’s absolutely free. Luke’s fastest time for the 5k course is 16 minutes 50 seconds.

Both Olivia and Luke are members of Scunthorpe and District Athletics Club and train on the track of Quibel Park to build their speed and stamina, preparing for the big competitions. Good luck to Olivia and Luke in their upcoming competitions and to those running for the school team!

Cheers for Tennyson and Wesley!

By Alice Lidgard

Cheerleading is originally an American tradition, but Frederick Gough decided to embrace a new event offered to students. On the 16th November, students joined together in houses to create a winning routine. They rehearsed for nine days, giving up all their break times to spend their time with their houses, building skills, great dances and most importantly having fun! This event proved to be a great success!

On the day of the competition, the cheerleaders had one more run through and sat down ready to perform. Marianne Berry (Tennyson) and Elizabeth Blain (Newton) said, “I really enjoyed working in our teams; it’s fun to work with different people and different types of dancers. On the day we performed, there were a lot of people there but that didn’t scare me I’m used to performing with crowds.”

After working up to this day the cheerleaders were rather excited and nervous about performing but they went out there with smiles on their faces, performing tricks, spins, stunts and motions. When each team had performed, most teams sat down with adrenaline running through their veins waiting for the results.

Esteemed judge, Mrs Curry, placed Harris 1st, Newton 2nd and Tennyson and Wesley in joint 1st. The two winning teams performed again with great enthusiasm, pleasing the crowd.

Could this cheerleading event being the first of many?

Table Tennis Tournament

By Danny Bell

On Friday 27th November a group of Frederick Gough students travelled over the water to Hull to participate in a table tennis tournament.

The competition, which was held at St Mary’s College, had age group categories of under 13 girls, under 13 boys, under 15 girls and under 15 boys, with the best players from around the area coming together to battle for the title of best table tennis county.

There were players at the competition who have played for England and are training for the Olympics.

Frederick Gough took eight students to play against several rival counties from the area, with a chance of progressing through to the next round of the competition. The team of students who went did a great job at the event, considering the stiff competition they were up against, but unfortunately didn’t do enough to advance to the later stages of the competition.

With an increase in popularity for the sport, the school is doing more to get people interested. Table tennis is sometimes the subject of PE lessons and every Thursday after school, from 3:30pm to 5:00pm, an England national coach sets up in the new auditorium and teaches budding table tennis players all the shots, serves and tactics necessary to become successful at the growing sport.

Football Round-Up

Year 7 won their League and are currently undefeated in the District Championships.

Years 8, 9 and 10 all won their respective Scunthorpe and District 6 a side tournaments.
Years 7, 8, 9 and 10 went on a trip to Spain in the Easter holidays of 2015. The trip was led by Miss Hyslop, the girls’ PE teacher.

We went by coach and ferry which took around 25 hours; the excitement meant that it didn’t feel that long, although some wouldn’t agree. Once we had got there, each one of us found our room and started to settle in and embrace the warmth and the beautiful landscape Spain had to offer and we took ourselves to the hotel’s beach. For the first night, we went exploring the village that our hotel was in with our representatives, ending up at an arcade.

On the first full day we had the first two of our netball training sessions, led by two netball coaches. It was 2 hours and intense, as it was mainly fit netball training which was the most enjoyable session so far, playing matches against one another. The last of our four training lessons was the most nerve racking as it was the last one before the tournament.

The tournament day, where each year group tried their hardest to succeed against the opposing countries, was highly anticipated. Whilst we didn’t win every match, we all had a great time playing as a team in a beautiful place.

We finished our netball tour by going back into the village where we spent our first evening. Early the next morning, we headed home from an unforgettable trip.

### Girls’ Spanish netball tour

Art can open many doors

Art at Huntcliff School opens doors for the future, from a detailed still life to a simplistic linocut print.

Art develops your creativity and gives you the tools for thinking outside the box. The challenging GCSE art course starts in Year 10 with an intricate still life topic as an introduction to the course ahead.

Art also has its peaks, which involve an array of educational trips abroad. Venice and New York are two trips that are available to you as an art student, and the joys of these trips will entice you further into the eternal pathway of art.

This course also expects an incredible amount of dedication and perseverance – two skills which can benefit you greatly within tasks in future jobs. You can adopt appreciation of your work, which can develop confidence throughout life as well as pieces and writing as the creativity required develops the way you think and how to think outside the box.

The course involves a large amount of coursework, which requires you to complete at home. This chunk of work heavily contributes to your final grade.

The 10 hour exam has a range of 14 questions to choose from and requires 8-12 transcripts. The exam is stretched over 2 days, so time is of the essence and every minute counts.

School updates and other new additions

Recently, we have made a few changes within our school to make it a safer and happier place.

**Lockers**

We have had lockers fitted in our English and Media Centre; this will benefit students greatly as it can be a safe place for their bags and belongings to be stored!

**School Times**

Also at Huntcliff, we have made slight alterations to our school times and extended Periods one, two and three by five minutes, however to some controversy as it meant students lost five minutes of their precious lunch break.

**Security**

Another new addition is to protect our school even more! We have had protective security fencing put around the school to make our premises feel extra safe! Newly installed are our locks on the doors to each building entrance! We now require a key fob to enter our extra safe and secure school!

Teacher interview with Miss Barbato

When did you start working at Huntcliff school?

June 2006

What school did you work at before coming to this school?

Markworth College, Derby, for 2 years and Cleethorpes.

What qualifications did you need to become a teacher?

Nine GCSEs or more involving English and Maths.

Why did you specifically want to become a teacher at Huntcliff school?

Huntcliff had great reputations, pupils seemed happy, the life and atmosphere was good.

What advice would you give to students wanting to become teachers in the future?

It is a challenging job, but worth it when the pupils achieve.

Why do you enjoy your job?

I love art and love it when pupils create something they never thought they could do. Also, when they have the light bulb moment when all their learning falls into place.

Why do you enjoy the field that you are working in?

I love everything about it, textures, emotions and getting weird in paint makes me happy.

Where were you born?

Scunthorpe

Where did you grow up?

Scunthorpe and in Italy

What’s the naughtiest thing you did in school?

Nothing, I was an angel.

What did you want to be when you were growing up?

Fashion designer or art teacher, I have done both.

What do you like to do in your spare time?

Spend time with my twins and draw.

Where do you like to go on holiday and why?

Malta and Italy to go see my family and eat real pizza!

What do your parents do?

Mum is a health care assistant, my dad is a retired steelworker.

What’s your best talent?

Talking and drawing.

What do you think you were worst at?

Singing and if someone tells me I can’t do something I will do the opposite!

What item would you take if you were marooned on a desert island?

A knife.

What do you want for Christmas?

A giraffe, a real one or go to DisneyLand in Florida.

What is your favourite thing about Christmas?

Lights, hot chocolate and cuddles with the family.

What do you like to eat on Christmas day?

Cornettis cones filled with cream.

If you were in a Christmas pantomime, which part would you play and why?

I would play the Wicked Witch of the West so that I can be evil.
Variety is name of club game

At Huntcliff School they have a variety of clubs running at lunch and after school to encourage students to develop different interests and learn to stay committed to activities. The school regularly checks that the clubs they run interest the students and regularly add more clubs that the students would enjoy.

The most regularly attended clubs are the chess and scrabble clubs held in the resource centre at lunchtimes. Mrs Finch, the librarian, holds chess and scrabble tournaments every year; this keeps the students interested and gives them the sense of competition that they like. Having the tournaments also encourages students to go to the clubs every week and practise in hope that they will win. The scrabble club is a great idea because it improves the students' literacy skills, therefore it helps them with their school work too.

A new club that has just been introduced is a football club held at lunchtimes for years 7, 8 and 9. Mr Hammerton is running this club with two year 11 students. Football is a well loved sport and the new football club will attract a lot of the students who will most definitely bring along their friends. This club will help them stay fit and active and it will also help the students make new friends and it is guaranteed to be great fun.

Teachers have recently come up with a club for this term: a Christmas Knitting Club. I know, strange right? But it is surprisingly popular amongst the younger years, especially the girls. It is held in ICT 3 every Thursday lunchtime and is open to everyone in the school. Teachers will teach the students how to knit and cross stitch and all materials are provided. This is a wonderful idea because being able to knit is a skill that one learns, is never forgotten and it’s also an age-old skill to have.

Student praise

By Chloe Foster

At Huntcliff, teachers love to give students as much praise as they can. At the end of every term, pupils have awards ceremonies, that families can attend, where they are able to go and collect certificates and small trophies as a way of the teachers telling them they have worked hard in a particular subject. Not only that, but if a pupil has done particularly well in a subject, the head of that subject can send a postcard home. If you have done something to impress a teacher during class, they are allowed to put a merit on the system. Parents and other teachers are able to view how many merits a particular child has. Then, during the award ceremonies, the students with the most merits on the system will win an award. This is another way of teachers telling students and their parents just how much they appreciate their hard work.

However, the praise doesn’t stop even when pupils leave Huntcliff. During November 2015, a special evening of celebration took place to recognise the achievements of past students. Every year, a special GCSE awards evening is held, which is an opportunity for the Year 11 students who have just left, to meet up with their friends and former teachers, and come see all the achievements that were made by the pupils who completed their GCSEs over the summer.

Charity Christmas tree

By Jamee-Leigh Barker-Fraiwald

At Huntcliff School they do a lot of charity work all year round, especially closer to Christmas.

All charity work is done to help support multiple different charities all over the world. By donating money to different charities, the school is teaching the students how much a small amount of money can affect different people. It also teaches the students how to be generous and kind towards others.

The students and teachers at the school recently took part in Operation Christmas Child where they filled up and sent shoeboxes full of different necessities and toys to the less fortunate children in the countries who have been involved in natural disasters or war. Every form in the school put together as many shoeboxes as they could before the 26th November when they were collected and then distributed around the world.

Also, this year for Christmas the students at the school are going to be donating money to local cancer charities instead of sending Christmas cards to their friends. The way they are going to be doing this is by putting money in an envelope and attaching it to a tree in reception. At the end of the term, all the money on the tree will be donated to a cancer charity.

Huntcliff also had a non-uniform day to raise money for Children in need. All pupils needed to do was come in non-uniform and pay £1 (or more if we wanted). Both teachers and students participated in helping to raise money for Children in Need.

New school security system

By Chloe Foster

This September as the students returned to Huntcliff School, a whole new security system had been implemented to make sure all the students and staff were as safe as possible.

The new system, implemented to heighten security, also ensures that all the pupils get to their lessons on time. If children are late, they won’t be able to get onto the Huntcliff site without going via reception in the first; this encourages every child to get to school on time.

The security that has been implemented includes six-foot gates, key fobs, door release buttons and key pads. The large gates go across the front of the school. This makes sure that no one can get in and no one can get out unless they have permission. The gates get opened every morning ready for the students to come into school and every night after school they get opened so people can get out of the school grounds. Apart from that, the gates remain closed.

However, not everyone is in favour of this action. Some students feel that they are imprisoned, but other students feel happier as it makes them feel safe because no one can get into the school and wander around as they please.

Most parents/carers feel that the new security is a good idea; they know that the gates would open if the fire alarm was activated and that the school has taken these measures in order to increase the safety of their children...are in safe hands.
A day in the life of a JLC student
Experience a day in one of the best colleges in the county

BY Zack Leader

They say your school days are the best days of your life, and when you get to college, you agree. We expect A Levels to be a step up from GCSE, but we didn’t realise how big a step we were going to take. It’s such a big step, we’re practically doing the splits. Yet we college students fight through in a desperate attempt to get good grades.

A good college always helps; it makes that step a little easier to take. John Leggott is, without a doubt, one of the best colleges in the county. The students are happy, and it shows in their grades. So, you’re probably wondering, “I wonder what a day in the life of a John Leggott College student is actually like?”. Well, wonder no more.

It’s Monday. Probably the worst day of the week. You have 3 lessons and a free. Your alarm disturbs the silence of the morning and you reach to turn it off in a sleepy haze. You force yourself out of your cozy bed, which is always more comfortable in the morning than it is at night. Stomping like a zombie through the hallway, you make it to the bathroom, tromping in hand and flop onto the toilet. If you can stay upright in the shower without leaning against the wall for a rest, you know today won’t be so bad.

Your shower is complete, and your teeth are brushed. The pre-shower stumble is now replaced with the casual cold feet stroll. Stepping out of a hot shower is like sunbathing in the Antarctic: it’s freezing. You return to your room, only to find your friends have a brief glance at the relic that is your old school uniform. The blazer hangs waiting for the day where it is worn again, and the clip-on tie still hangs proudly. You smirk as you choose your attire for the day ahead. Nice shirt, jeans, smart shoes. College certainly has its benefits.

You make your move down the stairs, lanyard hanging around your neck and bag dangling from your shoulders. You shout goodbye to your parents as you walk out the door, slice of toast still being crunched in your mouth. The short walk to the bus is enough to remind you that you have homework to be handed in, and you go through a master plan on how to get it done over lunch. You reach the bus stop in the nick of time, and simply step on to the bus, waving your card at the driver as you stroll past. Another benefit of college: free bus travel.

You plop down on your semi-comfortable seat and place your earphones into your ears, obviously Earphones aren’t going to be placed into your nostrils, are they? As the bus pulls away, your music gets louder so you can actually hear the song you’re trying to listen to, instead of the loudest Mouth 3 rows in front. You arrive at college and make the short walk to reception, where you take a seat, flick through Facebook on your phone, and wait for the appropriate time to go to your lesson. 30 likes and 5 shares later, it’s time to go to lesson. A fantastic feature of John Leggott, nothing is too difficult to find when you first arrive.

You arrive at your lesson, ready and prepared to be taught by some of the best teachers in the county. When you tell somebody who’s still in secondary school that when they get to John Leggott, their lessons will be an hour and a half instead of just an hour, they’re probably put off for life. But, oddly, they go just as fast as the lessons in secondary school did. Probably because you’re actually interested, and having a good time in the lessons at JLC.

Two lessons later and it’s time for lunch. With not one, but two canteens to eat in, there’s plenty of space. With a variety of foods to choose from, you can’t go wrong, and will never get bored of eating the same old stuff. Unless you’re like me, and just feast on chicken and chips. With plenty of time to catch up with mates, you feel refreshed and ready to go back to lesson. Unless, of course, you have a free. Free periods are what college students crave. A whole hour and a half off to study by yourself or with friends, and with a few breaks in between. There are so many places to study, but my selected area is The Portal. It’s basically just one big computer suite, and is relaxing and a pleasant place to study. A system that JLC has is Study Plus. This is a session, or two, selected by yourself that must contain study, and you must sign into that session in a dedicated area, chosen by you. An effective way to get you studying.

The day ends at 4pm and you are able to make the journey back home, where you can either do more study, or do what I do and play on your XBOX and watch TV. It’s up to you.

Leggott Students aim higher in 2016

Jockey, Anna Stacey (17), and Gravity Bike racer, Zack Leader, are aiming for wins in their respective sports in the 2016 season.

Anna Stacey from Market Rasen, riding Mowcastle Mickey, take part in ‘Showing’ competitions at international level. In 2015, Anna qualified for the Royal International Horse Show and placed 9th and 5th at the final. She also qualified for the Horse Of The Year show and placed 10th at the final, and also for Olympia, the London International Horse Show for the third year on the trot. Olympia takes place on 21st December.

Gravity Bike racer, Zack Leader (16), lives in Kirtlin in Lindsey. He races in the unique sport of gravity bike racing, which is also related to soapbox racing, which was given a boost when road racer, Guy Martin, featured the soapboxes on his TV series ‘Speed’. A gravity bike is a purpose built bike, that is made to race down hills relying on just gravity, and reaching high speeds.

Zack races for his own team, Ellison Gearbolt Racing, and is sponsored by British Superbike ace, James Ellison. Zack is competing in the 2016 British Gravity Bike Championship & British Junior Gravity Bike Championship, and has the opportunity to become the first national champion in the UK, both in the senior and junior class.

BY Zack Leader

Both Zack & Anna are aiming high in 2016, with Anna saying “I’d like to better my results next year, and would definitely like to improve on my 10th place at the Horse of the Year show.” Zack says “I will be giving it my all next year to become a british champion. I’m focusing more on the junior championship, but am not ruling out the senior championship. I want to win, simple as”.

Creative writing? Never heard of it. But I wish I had...

BY Kieran Johns

I know what you’re thinking. Creative Writing? What’s that? Is that an A-Level course? Well, if you’d asked me a year ago, I could honestly say that I’d never heard of it. Not until now.

As a year 11, I’d always planned to go to John Leggott, Scunthorpe. I studied hard, revised until my eyes were physically repulsed by the idea of words. I, shiver thinking about it. But after making it through my exams and struggling through the average teenager troubles – love, parties and casually crying in a corner over my GCSE results, but regardless, I made it.

Now, here I am living the dream! Or at least as much as I can until I become a multi-billionaire with wads of cash to burn. But until then, John Leggott will do. I came to Leggott with a view. A vision. A goal. My aim was to leave Leggott with top grades and go on to become an English teacher. The subjects I chose were English Literature, English Language, Psychology and History. After a month, the only lesson I was still doing was History. Kind of realised that the two English subjects were far too much pressure and work and I didn’t have enough time to focus on my other subjects. I decided to take English Combined instead for a nice mixture of the two. Nice try was all I was, but my mind-reading as I expected so that went out the window too. In came Creative Writing as a random choice.

I had been right in a Creative Writing class, nor had I ever known it was an A-Level. But on the advice of my gut, I went for it. What’s the worst that could happen? And as it happened – nothing really? The group was insanely friendly, full of laughs, hard-working and extremely non-judgmental. Creative Writing quickly became my favourite lesson, and slowly, my passion. It helped me realise that my talent lay not in English Teaching, but perhaps in journalism. As the weeks went on, I became more involved and made more and more friends with some of the weirdos I grew to call a second family. It’s amazing how college helps you to mature and grow close with people you maybe wouldn’t have in secondary school.

In conclusion, enjoy your secondary school, study hard, try not to cry on results day (it’s not attractive apparently), get prepared for college and then embrace your choices. Don’t make the mistake I did – try get them right first time. Oh, and do Creative Writing at John Leggott!
Teaching the Truth
Learning religion at JLC

BY Anna Stacey

We live in a world where Christianity not only dominates the population's faith, but also their education in terms of religious studies at school and college.

What many people don't realise is that, as of 2010, 23% of the global population are Muslims, and this is estimated to increase by 73% by 2050. So, why do the majority of students know almost nothing about Islam as a religion? At John Leggott College, this is not the case.

Stereotypically, non-Muslim Religious Studies teachers in schools and colleges tend to stick to the age old tradition of teaching Christianity in their schools and colleges. Though this has its advantages, for example the majority of students will be Christian themselves or for example the majority of students to the age old tradition of teaching Christianity in their schools and colleges. This is not the case.

Leggott College this is not the case.

What many people don’t realise is that, as of 2010, 23% of the global population are Muslims, and this is estimated to increase by 73% by 2050. So, why do the majority of students know almost nothing about Islam as a religion? At John Leggott College, this is not the case.

Though this has its advantages, for example the majority of students will be Christian themselves or for example the majority of students to the age old tradition of teaching Christianity in their schools and colleges. This is not the case.

So, why are we at John Leggott College different? Dave Wood, the religious studies teacher, said "I wanted to do something a bit different, something topical, so I chose to do Islam as opposed to Christianity. I believe it’s relatively straightforward in terms of its complexity; for example when you look at the Qur’an and how it was revealed it’s much easier to understand in contrast to the Bible with all the different testaments and gospels."

Learning any new subject is a difficult task, but learning a completely new religion has its own challenges. Dave says “The most difficult aspect of this subject is perhaps the similarities it has to Christianity, all coming from the same source and I think students often get mistaken with Christian versions of the prophets, the angels and the messages. Add to this the translations of words from the Arabic into English which students have to learn as well.”

He added “But of course the other side to that is that there’s also a lot to discuss and debate. In Islam there are ideas that perhaps in Christianity we overlook or dismiss, for example the belief in angels or evil spirits so it’s very interesting to talk about and it becomes very enjoyable.”

Unfortunately due to recent events around the world, Islam and Muslims are receiving some extremely bad publicity.

There seems to be confusion of the essential and different differences between extremist branches such as ISIS, as opposed to the true form of Islam. Learning about the origins of Islam and the ideas, messages and teachings of Allah helps students to understand these differences.

Thankfully John Leggott College is different; here we’re working to beat the stereotypes that are surrounding Muslims today... even if it is one subject at a time.

"The School of Hard Knocks" or University of Hard Knocks is an idiomatic phrase meaning the (sometimes painful) education one gets from life’s experiences, often contrasted with formal education." - From Wikipedia.

"I’m sure you’ve had that thought before, that nagging question in your mind of "What the heck am I doing?" You could be staring at a blank screen, watching that cursor blink in and out of sight, mocking you. "Come now," it shouts. “You have words to write, you have expectations to fulfill, you have things to do!”

And if you haven’t, I’m sorry to say you almost certainly will at some point. This is what I’ve been struggling with recently, though don’t think it’s been limited to my ability to write words. No, this goes way beyond.

I’m talking about life. All of it. More specifically, life during college – especially the transition period - and how it’s changed things for me; my outlook, my goals, my friendships. It’s all been a bit of a shambles.

The thing is, that’s okay. Life is chaotic, that’s how it works. Despite that I think it’d be useful for people to know how things have gone for me, because in the end it has all straightened out to something vaguely positive, and it’s nice to know that things do work out in the end when you’re immensely stressed.

So sit back, get a nice glass of champagne (or your preferred beverage) and enjoy as I regale you with my tales of adventure and misery. That wonderful atmosphere of life commonly referred to as ‘college’. No matter where you are in life, whether

Life in the school of hard knocks

BY Christian Demaude

You’re already finished college, still are in it, or haven’t quite reached that point yet, I’m sure you’re aware of the dreams, of what people tell you. I spent most of comprehensive being told “everything gets better at college!” To an extent that’s true.

When you walk through those doors and enter a lesson things are distinctively different in a great way. The teachers feel a lot more like peers, actual people who you can relate to. The fact that you call them by their first names goes a long way, but there’s more.

The fact that you can joke with them, and talk to them as you might a friend, makes everything so much more comfortable.

But it’s not all sunshine and roses. College is a totally different beast to comprehensive, one with matted fur and sparkling eyes, slathering at the mouth with words like homework, exams, expectations, and that most horrifying one, ‘future’. It’s that last word which really got me.

My future. Youch.

This was a major sticking point for me. I’m not sure how it was for everybody else, but progressively I began to realise I’d lost my purpose. I no longer had any clue what I wanted, who I was, what I was going to do. It was all a mess of half-ideas, fears and dreams. Not only that, but the massive amount of teen drama which will inevitably blow up throughout your time doesn’t exactly help.

I have a friend who ended up in a similar situation to me. One day he’d woken up, put on a shirt, stared at the ceiling and said “I’m lost.” I get the impression this has been true for a lot of people. You may or may not leave comprehensive with a totally clear vision of who you are, and by the time you leave college you might still have that same vision.

But I can promise you there will be times when you question who you are, and it’s not fun.

It doesn’t have to be all bad. One of my major problems were my grades; I’d been having major difficulties with them for a variety of reasons. The worst one was probably the transition you’ve got to make from GCSE to A Level. Having left comprehensive with straight A’s-Bs I’d been feeling pretty confident in my abilities, but when you get your first A Level paper back and see a D or C, it can be pretty disheartening.

But this is the thing you need to understand, which I didn’t. That D or C? It pretty much is an A or A*, it’s just that now we’re at A Level things are way harder and the grades swap about.

As you can imagine this took a pretty big chunk out of my confidence. Not a good position to be in, because if you can’t be confident in your own abilities then naturally you won’t be as good as you could be. This is where the story gets slightly more positive though, dear reader. You see, that thing I mentioned about teachers being a lot more on your level than in comprehensive? That’s what saved me (yes, dramatic, I know).

I’d talked to a lot of my teachers about these problems, the confidence issues, the stress, all that jazz. Rather than telling me to just try harder or something like that they helped. Just one meeting with my immemorably immobile understanding and helpful mentor and things were changed - my timetable was shifted about, they did everything within their power to make things better for me.

And it’s worked.

Here I am, staring at my laptop, as the cursor blinks, not mockingly in one place, but shooting across the page as words stream from my head. I may not be entirely certain what I’m going to do yet - heck I barely have any idea what I’m going to eat tomorrow - but that’s okay. Because certainty is a luxury most don’t have, and now I think about it, I’m not sure I want.

There’s a certain degree of excitement, adventure in being slightly lost. Not so lost that you feel like the world is crumbling around you. But lost enough that you’re not sure where this path you’re on is taking you, yet you have enough confidence and support from your friends and colleagues to be sure that wherever you do end up it’ll all be okay.

So college, eh? It’s good. You learn things, about who you are, about the things you study. A whole host of information is thrown at you, and you can handle it. Honestly I think that this is one of the most important parts of life. You’ll forgo connections, lose some too, and all throughout evolve as a person for - hopefully - the better.
What Will You See at JLC?
The sights and scenes of the best college in North Lincolnshire

BY Kieran Johns
What Will You See at JLC?
The sights and scenes of the best college in North Lincolnshire

BY Kieran Johns

HUNGRY?: Zest (pictured above), the John Leggott Canteen with Starbucks

WELCOME: The entrance to the college

BONJOUR!: A collection of our international students along with David Vasse (Principal)

NEED A MAP?: Our dedicated destinations team will ensure you make an informed decision on where to study after JLC

STRIKE A POSE: One of our budding Photography Students

SOLID: Part of our top class rugby team

STRIKE A POSE: One of our budding Photography Students

NEED A MAP?: Our dedicated destinations team will ensure you make an informed decision on where to study after JLC
No wonder last year’s Performing Arts students are jumping for joy, 2014’s graduates achieved 100% A*-B grades!!!

Members of our Student Leadership Team (SLT) here at John Leggott College who work to make sure every student’s voice is heard.

Fantastic 13-1 win for our hockey team against Wyke College!

Fabulous facilities, the ARC is where students can go to study.

For more information please visit us at http://www.leggott.ac.uk/
Ground-breaking research is underway between the Psychology and Chemistry departments at North Lindsey College, all in aid of making revision easier for students.

By Jozef Ashley

Confined to Austria, Sweden and other continental countries, but nothing could be further from the truth! Right here at North Lindsey College, a trove of budding psychologists are racing to go with several experiments under their belt and have even more yet planned. Granted, toilet experiments are ethically off limits, but investigating a link between mood and food is not! The psychology team carried out an experiment where groups of fellow students like you watched either a sad or happy film clip with an array of healthy and unhealthy foods to snack on. They found students watching sad clips ate far more unhealthy food unless they read the nutritional information first. So maybe you should read the back of those biscuits before you gorge.

To spearhead learning, the psychology and chemistry departments of North Lindsey College often team up to create a tantalising atmosphere of ideas fusing like ancient Greece at the birth of philosophy. An exciting new venture is underway between these faculties to reduce student anxiety around exam time by discovering if the length of words affects their recall. It’s hoped that with these departments are again pooling their resources; revision techniques can be bolstered across the A-Level team – making learning yet more accessible at North Lindsey College.

Recently STEM students at North Lindsey College went even so far as to test whether swearing like a sailor made any difference in pain felt; hoping to find a way to negate the pain of revision. You’ll be happy to know that participants rated the pain much lower when able to swear while elbow-deep in icy water. Brilliant! Or should that be ‘bloody brilliant’?

By Amanda Williams

This time though I am finding that I have to do two days of work placement. The classes helped to prepare me for my re-sit exam and my night class teacher was not only extremely helpful but he also had a good laugh and put me at ease about my revision. I am hoping to pass my maths and my English this year though was different because I had night classes instead. I was put on a placement scheme and was away one day each week at Grange Lane Infants. It was there that I worked in a year one and a year two class. It was exhausting. Sometimes it was so busy, we had to make sure the children where behaving as well as helping with work. If the children were stuck and you had to do loads of jobs at the same time, it could be really intense. I loved the challenge though and it was well worth it! Being at placement meant that I was not only doing something that I loved outside of my normal college environment but I was also an ambassador for the college. I would love it!

This is my story from last year and how I’ve got to what I am doing at the moment.

I started North Lindsey College last year on a Level two childcare course and I loved every second of it. Being at North Lindsey College especially on the childcare course is amazing. They offer you the chance to experience what it is really like working with children. It’s something that I’ve always wanted to get into and I love it!

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Physical Attraction, Chemical Reaction!
Solemn Silence
for Servicemen

In spite of deadlines looming, students at North Lindsey College came together in solemn vigil

Today’s remembrance commemorations at NLC struck at the hearts of all that attended this pivotal occasion with nearly three hundred students standing in the Atrium at the front of the college.

Today was the day that marked the end of the hostilities overseas when the Treaty of Versailles’ armistice came into effect over a hundred years ago.

It ended all of the sorrow and grief on the battlefields of Europe, bringing loved ones home. This day though isn’t just for the brave men and women of the past who did their part to uphold our society; it is in fact also a day to remember all of the people who helped us overseas, risking life and limb for the safety of everyone now.

Here at North Lindsey College, we represented the occasion well.

Masses of students flocked to the Atrium with many of them donning the familiar red poppy, a sign of respect to all within the armed forces.

At ten to eleven, any student who was willing to was asked to attend the ceremony. They did so in droves.

All of this led up to those two minutes of quiet contemplation for what this day meant in times past and what it stands for in time looking forward.

Stood inside the crowd, you could feel the intense, sombre atmosphere as everyone looked up to the wall mounted TV.

On it was a slideshow of apt images rolling by. They stood as a stark reminder of the attendees that didn’t fight in World War Two but of all conflicts of the past.

Even before the silence had started, the background noise was very quiet for a room densely packed with three hundred or so students. It then rolled in, the silence was seemingly deafening compared to the idle chitchat that was occurring beforehand.

The two minutes of silence were of complete silence, with nary a peep from the students who formed the usual hustle and bustle of the Atrium.

As the event ended, without prompt, all the attendees started to clap, completely to the surprise of the organiser of the event. This represented the deepest respect to all of the serving soldiers out there, then and now.

By Chris Nixon

Super Student Support

NORTH LINDSEY COLLEGE offers a wide range of support to young students and adults, of which they input one-hundred percent.

The support they have given me has been brilliant, any problems people have are dealt with straight away and in a professional manner too. They operate in a safe environment too. North Lindsey College really care about the welfare of the students and they make you feel like your time here is genuinely worthwhile.

Some of the support services they offer include additional learning support, customer services, progression and achievement advice, safeguarding, counselling and a health clinic too. All things considered, where there is help and advice to give, they are always at hand.

In my experience, I have received financial services to help me with additional money to pay for school dinners. Student Services also gave me one to one support for lessons such as English and Maths whereby they helped me to gain more from lessons. This has really helped my studies and I can see genuine progression in my work. I feel much more confident in my abilities and I feel that, because of their help, I will pass my courses and achieve my overall goals. I want to personally thank the college for being there for me whenever I have had problems. They managed to make a difference not just to my personal educational experience but to that of hundreds of other students too.

By Lucy Connah

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Above: North Lindsey College Atrium Building
**Work Placement for the Soul**

By Jodie Hemsworth

Health and Social Care has many professional opportunities and is a good starting point when pursuing your future Career. These opportunities range from Care Workers to Nurses and even Social Workers.

As you can see, Health and Social Care professions play an important role in our society. They manage the running of hospitals in towns and cities and range right through to residential homes too.

From the few years I’ve studied health and Social Care, I have learnt a lot. The most helpful module of all has to have been going on placement; it was a rewarding experience. It helped me to decide what I wanted to do for my future Career and it helped me to get experiences that I wanted to experience too.

During my experience at Lincolnshire House in Scunthorpe, I learnt so much about Cerebral Palsey and how it affected a specific individual. As well as this, I managed to meet so many remarkable people, all of which had different disabilities and this allowed me to see how much spirit they have. It was overwhelming but was amazing to see.

During my time there, I got involved in so many activities. English classes for instance helped some of the residents gain a qualification in English. Arts and Crafts, similarly, showed residents how to make stuff and sometimes what they made would be sold to raise money. The money that was raised by selling to members of the community would help the residents to make improvements to their living areas. Some of the money would also help ‘Muse’, something which helps the residents to move their bodies.

Aside from this, I also got involved with group sessions like the ‘guess what music it is’ group which was always a delight to attend. Most of all, I loved helping out in the kitchen where we got to help the residents cook their own meals and bake delicious cakes; it was always great to see how much they all enjoyed it. Following this, I then helped out in the activities hall where we would play a range of board games. Dominoes was a favourite. Everyone always got involved with the residents that lived there. The other day care staff seemed to enjoy it too. The team were always so helpful and kind.

As well as this, we could travel all over to help by working in Care Homes, Dentists, Day Centres and the Hospital too. Aside from these, there was always so much more to do too; you could experience the Health and Social Care professions in their setting for example. Anyone is welcome to come and volunteer at these places in their spare time, so, why not you? Come and try it out. Give something back to your community.

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**Life Changing Animal Magic**

**Animal Management at North Lindsey College Changed My Life**

By Bailey Howe

FOR ANYONE who wants to go on and work with animals, Animal Management at North Lindsey College is the place to be!

I am currently enrolled on the Animal Management Level 2 Course at the college and I love it. The course is great for anyone wanting to work in a kennel cattery, pet shop, grooming parlour, animal sanctuary, stable or even a wildlife park.

As for me, I want to go on and work with the RSPCA. I want to help animals who are in need and help animals that have no-one else to care for them.

For people who want to start from scratch, the Level 1 Diploma in Animal Care Course gives people the chance to gain a vocational qualification needed for working in the modern animal care industry.

Students at this level get to cover animal handling as one of their first units. They also get to feed animals and get a feeling of the everyday care that is needed to look after mammals, reptiles, birds and more.

The Animal Management Building at North Lindsey College has lots of mammals, reptiles, birds, invertebrates, amphibians and aquatic life to look after. The College now has marmosets too.

After learning what you need to know, you are tested with written coursework and observations as well. If you pass, you get to move on to the Level 2 Course, which is what I am now.

The Level2 Diploma in Animal Care has less practical work to do and is more theory based. Level 2 gets us to look more at managing the animal’s habitat. It gets us to think about animal breeds, grooming and understand more about the different parts of animals too.

I like this course because, like on Level 1, there are trips to go on and work experience too. The trip to Crufts for example is £25 and the trip to the Yorkshire Wildlife Park is only £15.

The trips give us lots of useful information and let us see what life in the animal care industry can be like as well.

The trips help people to find out what careers they would like to do. The work experience part of the course helps with that too.

I think the Animal Management Course at North Lindsey College is great. It is a unique experience. I would recommend it to anyone who is like me, wanting to work with animals.

The course is also a good experience for people who are quiet or stressed because working with animals can be relaxing. Animal Management made me want to work with animals and the RSPCA more.

Depending on what I need, I might even consider doing the Level 3 as well.

Bailey Howe
St Bede’s hockey tournament

Victorious against four different schools!

St Bede’s Catholic Voluntary Academy girls hockey team; Fionnuala McHale, Orla McDaid, Leah Hamwell, Louise Burnows, Phoebe Finnigan, Lucy Soulby, Ami Davis and Ruby Glynn have won the Scunthorpe Championship.

The St Bedes’ Girls’ Hockey Team played against four different schools. These were, Vale, Sir John Nelthorpe, South Asholme and Outwood Academy.

They won against Vale, South Asholme and Outwood Academy to be able to advance onto the final against Sir John Nelthorpe.

On 19th October 2015, the St Bedes’ hockey team played against Sir John Nelthorpe for the final of the hockey tournament. St Bedes’ won! It was 0-0 but at the last minute St Bedes’ made a lucky goal and the score ended up being 1-0 to St Bedes.

Fionnuala McHale said “I am very proud of the girls and I’m sure Miss Edington is too! I am particularly impressed with how much the effort has gone into this game. Well done girls!”

By Sophie Stringer - Wood

Celebrations all around after St Bede’s win

Commemoration Pupil’s reflection

By Chloe Sephton

On Wednesday the 11th November at 11am, St Bede’s Academy, in a mark of respect, assembled in the courtyard/quad area of their newly opened building.

Everyone came to pay their respects and in unity, shared two minutes of silence.

The students were wearing poppies, some the traditional red, and some hand-knitted so as to raise money for the families and soldiers currently involved and affected by war and conflict in all parts of the world. This was shared throughout the school by staff and students alike.

All bore witness as the two music teachers, Mr Fields and Mrs Bishop, played the tune that has silenced the nation for over 100 years and has caused a different kind of reflection come to be observed by everybody young and old in Britain. The students were all moved by this event and as the readers recited the “Lest we forget” poem and the last chord of music was played, the school never has felt such unity amongst them.

A year 9 student told us “I love being at St Bede’s. It is like one big family and today was no exception. Although it was a very solemn occasion it was beautiful to see us all united as one, as our school community.”

Now a part of the school’s tradition and mission statement of Love, Respect and Serve; they will continue to love one another, respect days like this and serve the community in and out of school forever on all Remembrance days (or armistace days) and every other day in between.

By Chloe Sephton

(Above left) the whole school gathering in respect and reflection for 2 minutes.

(Above right) Symbol of hope and remembrance in our nation.

Scunthorpe Utd encourages girls from St Bede’s to play football

By Sophie Stringer - Wood

Recently, Scunthorpe United Football Club (SUFC) have been paying visits to St Bede’s Catholic Voluntary Academy, getting girls into the football game.

Every Monday SUFC come into St Bede’s and do an after school club with girls of all year groups. They do after school for an hour, 3:05pm till 4:05pm.

SUFC want to encourage years 7 to 11 girls to enjoy and play football more often. They want to make girls love football because lately girls haven’t been wanting to play the sport and SUFC want to change that.

One girl, Megan Burns-Stow, who is in year 8 had this to say, “I really enjoy doing this football club. Since I regularly play football outside of school, this only lets me play football more. I think it is really fun for girls that don’t normally play football, who can really get into the fun and enjoyment of the game. I don’t think I would play football as much if this club didn’t go on, thank you!”

By Sophie Stringer - Wood

Scunthorpe United Football Club (SUFC) have been paying visits to St Bede’s Catholic Voluntary Academy, getting girls into the football game.
A blessed visit
St Bede’s makes history

The new Bishop celebrating the occasion after the service and official opening

Travers told us her thoughts on the occasion afterwards. “The opening of our new building by Bishop McKinney was a momentous event! I was delighted that it was at St Bede’s that the Bishop had his first formal occasion as Bishop. How special is that. We’ve made history! I was so proud of our students. The choir was outstanding, the readers read beautifully and everybody was so attentive. All guests said what a wonderful occasion it was. I am a very proud Head teacher.’

The school is now enjoying their official building and a momentous slab has been erect outside so generations of students can learn and remember about this day for every day to come throughout the years and treasure the school’s amazing and historical past, present and future and all the students that have ever walked through the school.

Our school (St Bedes) decided that they were going to do their bit for our community, which was to help the homeless by doing The Rucksack Project.

The Rucksack Project is where you can go to charity shops and buy a rucksack and fill it with everything a homeless person would need to enable them to live on the streets in the best way possible. For example a sleeping bag.

We are doing this to ensure that homeless people are able to survive life on the streets. Homeless people are so grateful for what we see as so little. By doing this as a school community we are putting a smile on many homeless people’s faces.

Mr Dent is the organiser of The Rucksack Project at our school. He is the one ensuring that the homeless get the rucksacks before winter hits. Mr Dent said it wasn’t until recently that a friend of mine asked me if I would like to help out with raising donations for the homeless. I thought he was going to ask for money but instead asked me for my time to help in a small team and collect items to put in a rucksack. I was amazed at such a simple idea, that would help those in genuine need of help. He told me about The Rucksack Project and how the ‘movement’ was slowly gaining ground. We are not a charity so we can’t accept money. We have a dedicated team of volunteers who will give the rucksacks to people who really need them.

Do you ever think about the homeless or do you just walk past them in the street? They’re always there. Do you think that when you are all tucked up in bed, that there might be someone out there trying to get to sleep in the freezing outdoors? Are you going to help someone who is out on the streets? I’m sure you agree this is a worthwhile cause and hopefully together we can make a huge difference.

Help the homeless - students help to make someone’s Christmas memorable

The rucksack project making a difference above

BY Chloe Sephton

As a school (St Bedes) we have five houses, each house has a dedicated charity. We raise money for our house charity by doing various fundraising activities, for example by doing a tuck shop. Each house will raise money throughout the year and then they present their charity with a cheque of how much they have raised.

Our school (St Bedes) decides that they are going to do their bit for our community, which was to help the homeless by doing The Rucksack Project.

The catalysts of change

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Puppy power

St. Bede’s raises money for Guide Dogs’ Association

At St Bede’s Academy in 2014, Year 7 students decided to raise money for the Guide Dog Association. Every hour in the UK a person goes blind and the Guide Dog Association helps thousands of people to find their independence again by providing a fully trained guide dog.

The students decided to raise money by organising a number of fundraising activities including tuck shops and selling sweets at break times to fellow students with all of the profit going towards the guide dogs’ puppy training. Guide Dogs get the training they need so that they can make 1000s of new dog partnerships in the world.

Also they decided to plan a Valentines Disco for all Year 7 students. We transformed our Drama Studio into a Valentines Disco and the DJ and snack bar was set up. As the children walked in, the dancing started and soon there was no stopping the party.

That was until the smoke machine set off the smoke alarm at school and we all had to walk to the playground and get registered again to make sure no one had forgotten to go outside. It made us all feel like the party was stopping and we wouldn’t have any more fun but that did not stop the dance battle at the end of a great night.

To finish our adventure we travelled to Lincolnshire Show to hand them a cheque for £550.50 for Guide dogs and in return, we hear information about our sponsored dogs – Ava Zeb and Lilly every term.

STEM day success

St Bede’s regional champs at STEM

Following their success at the STEM (Science, Technology, Engineering and Maths) event held previously at St. Bedes’ on the 19th November, a team of 9 children travelled to Grimsby to take part in the grand finale. The competition at the school had been called the Oil Rig Challenge. Each team was set the task of building a pipe line in the most cost effective and efficient way possible, whilst also taking in consideration the protection of the area wildlife. Though our pipe was not built in the quickest time, it was the cheapest and we took special consideration with our building material to avoid destroying Puffin Island.

The top three teams in the school competition proceeded through to the final along with participants from 3 other schools in the area. The St. Bedes’ representatives were split up into two separate teams each consisting of 4 or 5 team mates.

The challenge that was set was to make a claw / grabber to collect glow stick rods and move it to the other side. The teams were judged on the overall cost, the structure, presentation and how many rods in total were carried over not crossing the width restriction. Our idea involved designing a long rectangular tube as a base with a grabber arm constructed from another tube and a paperclip to hook the end of the rods. Each member of our team had a job and tasks to be responsible for, with mine being the project leader.

We successfully managed to move seven glow rods over and as project leader, I was responsible for delivering the final presentation about our project. Although nervous, I knew that I couldn’t let the team down after all our hard work and efforts. Our team was praised for our inventive presentation and the individual jobs we had allocated each other.

Finally, at the end of a very tense evening, we were crowned REGIONAL STEM CHAMPIONS. Team work had paid off and each of us had contributed to the victory! I was absolutely thrilled and the mood on the bus as we travelled home to Scunthorpe was one noisy celebration as I kept hold tight of the winning cheque.

Our editing team form left to right; Charlotte Williams, Sophie Stringer-Wood, Chloe Sephton and Annabelle Binns
Meet the School Governors

By Oscar Townsley

The Governors are a group of people that contribute to run the Academy; they are a specialist, democratic faction that is the most crucial overseer of the Academy and its progress. It is important to mention that they are here purely to establish the best possible quality education for the children of our community.

The Headmaster has a role to advise them and make sure they are notified about any major points in the Board of Governors. The Parent Governors are exactly as suggested by the name; they are parents that are voted for by the other parents of students and can join and attend all the meetings if accepted by the Governing Body. Any parent can apply to become a Governor although there is a limited amount of spaces.

The Staff Governors are people that have applied, much like the Parent Governor, once there is a vacancy and also have to be voted in. Except this time they are voted by the staff of the Academy as to represent the voice of the teachers so they get a say in which direction their Academy takes.

Finally, this leads us to the concluding Governors, the External Governors. The External Governor is someone who may be interested in helping their local community and applies, or occasionally the Board sees a gap in the spectrum of skills and decides to bring someone with the appropriate ingenuity to join them. However, all of these people have a link to the community and further-more, to the Academy.

The Governors in general evaluate everything. If for example the Headmaster says ‘It’s a good year! 97% of our students have passed their exams.’ Then it is the job of the Governors to ask further, where is the evidence; could it be inaccurate, have you considered this, and so on. They are the imperative minds working behind almost every decision to reveal and terminate any flaws in the system.

Parent Governor Paul Townsley says: ‘We set the strategic direction of the Academy, hold the Headmaster to account for the Academy’s performance and ensure it remains financially viable by making sure the Academy’s budget is managed properly.’

Paul Townsley School Governor

I further inquired what is the top reason to suggest the Governors are a critical addition to the Academy rather than having one person run everything, his reply is as follows:

‘The Governing Body can provide an aspect of accountability and support for the Headmaster at the same time. It also allows for a broader spectrum of skills to have a positive impact to ensure the Academy effectively navigates the ever-changing educational environment.’

The Academy is very proud of its strong body of Governors and their commitment. It also thinks that they have a lot to bring to the Academy. This is clearly evident on the Academy’s website where it states that ‘The Academy is fortunate in having a very strong governing body made up of local people who not only have a real commitment to the young people of the area, but also bring with them a diverse range of skills, interests, expertise and experience.’

On the website they are praised further as it is elaborated that ‘They are all committed to providing excellent governance…’

You can see from where it is the following quote that the Academy completely agrees that the Governors have met everything mentioned previously. ‘Governors are all committed to using their individual strengths to contribute to the corporate role of setting extremely high expectations around the educational performance of the Academy, ensuring that every penny in the academy budget is used efficiently with maximum impact on standards and asking challenging questions to hold senior leaders to account for progress on identified improvement priorities.’

I can conclude that the Governors have provided the Academy with everything pertinent to the Academy needs.

Wobbly Wednesday!

In November, Winterton Community Academy celebrated Wobbly Wednesday because it is all about raising awareness of Nystagmus.

Around 60,000 people in the UK (one in 1000) have Nystagmus, so it’s more common than most people think. Someone else in your circle of family or friends will either have Nystagmus or know someone who does. The more people that know a bit about Nystagmus, the better. It’s easier for those of us who have it. This is otherwise known as Wobbly-eye syndrome because it can cause the eye to wobble.

As part of showing our community spirit we threw jelly at teachers in stocks. We also had a chocolate tombola and in total raised on amount of £210 pounds.

She says ‘Wobbly Wednesday was a success! As a school we do a lot of work for local charities to raise awareness and money for events like this and this charity was no excep-

Paul Townsley School Governor with every New Year, a new generation of peer mediators appears. This year a group of year sevens join the peer mediator program with high spirits, ready for the responsibility.

New peer mediators

With every New Year, a new generation of peer mediators appears. This year a group of year sevens join the peer mediator program with high spirits, ready for the responsibility.

This new group of candidates has been picked by Mrs Davey because these pupils have past experience with programs such as playground buddies and playground helpers.

Last year, a group of year 8 students (who are now in year 9) took a trip to London to take part in the Diana anti bullying week showcase at Arsenal FC stadium. The year 8 pupils took part in two workshops which were run by celebrities who helped to host the event. Winterton was chosen as one of the three schools across the country to present our idea of tackling bullying once and for all, giving us the amazing chance of winning £200

By Grace Williams.

Cross country 2015

On the 19th November 2015, the entire school took part in the annual school cross country event which places every student running against each over a total of two miles through harsh winds and muddy fields.

The course makes the students exit the school grounds from the back gates and run through a snippet coming onto the street near the Winterton’s Rangers, the students run down the street past the primary school and the gazebo, before they take a left and keep running until they cross the road near Harrisons Barn. The students run through Harrison’s wood until they reach the “kissing Kate” they run up the cemetery road till they reach the top of the road and then take a right to reach the finishing line.

To prepare for the event, students take two practice runs instead of their normal PE lesson to train and prepare for the main event. To be fair on the new students, the year seven competitors are given a shorter course whilst the other year groups take a slightly longer course due to experience and age.

The top boy and girl from each year group get chosen by the PE staff to take part in the district cross country where the students compete against several other schools with their best pupils running the course. The winners of each year group were:

Yr7 - Alisha Ogg Yr7, Millie Weaver Yr8 and Alicia Donnelly Yr9

Above: Alisha Ogg Yr7, Millie Weaver Yr8 and Alicia Donnelly Yr9

By Jed Venter

The students successfully pitched their idea of “Free line” winning the £200 and 12 free bikes, donations of one of the events backers. Since then line has grown and is ready to start and visit primary schools.

Recently another trip to London took place for another group of year 8 students to visit London to take part in different workshops hosted by even more celebrities who say it was a great success.

By Jed Venter

The peer mediator program is a great way to gain additional social and educational skills in and out of school whilst making friends and having fun. Hopefully the next generation of peer mediators can receive the same type of opportunities that the other groups had before them with the same amount of success.

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Yr7 - Alisha Ogg and Samuel Blackburn Yr8 - Millie Weaver and Harry Baker Yr9 - Alicia Donnelly and Lewis Rush Yr10 - Hannah brown and Jonty Jackson Yr11 - Lauren Gallagher and Jamie Leigh

Samuel Blackburn Yr7, Harry Baker Yr8 and Lewis Rush Yr9

 couldn’t be possible without Winterton’s very own P.E. staff who put in precious hours of time to make this event possible like they do every year. Although let’s not forget the brave teachers that stood in the freezing cold wind on the main event to guide the students in the right direction and cheered them on till the finish line. Ever since the house system arrived, Newton has won two years straight! We’ll done Newton! Let’s see if they can keep the title of victory for a third year straight.

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Year 9’s raise “big issues” in the Debate Club

By Jessica Lawrence and Erin Nicholson

Held on Wednesday nights, 3:30-4:30, a debate club, led by Miss Bartlett, is on offer for students to practice their debating skills. A range of topics are covered such as: speed debates; knockout debates (including ‘which colour is the best?’) and debates on how criminals should be punished. If you win your debate you may be in for a sweet treat!

During the annual opening evening, the ‘Big Issues’ debates took place, arguing whether abortion should be allowed and if capital punishment is necessary. This was an occasion for the debate club to voice their opinion on some of the more controversial issue we are faced with today.

Some debates are not as serious such as ‘waffles vs pancakes’ and ‘English vs Maths’ Here, the teams were divided based on their opinions and within minutes the debate took place. Each person had a teacher who was specialist on the subject, and the two battled against each other. They came to the conclusion that English was far better than Maths!

In addition, a courtroom-style trial took place over several weeks. This allowed all pupils to get to grips with the law system. Over a four week time period we watched the case and studied it in depth. Then finally we had a trial, putting points for and against the case. This was particularly interesting, however it was also fairly serious too.

Furthermore, at debate club, we tackle less serious matters too. A few good examples of these are ‘the speed debate’, the colour debate and ‘Just a Minute’. The ‘speed debate’ allowed each one of us to think on the spot about issues and to be able to quickly combat the argument. The colour debate was a shorter debate using various colours. We all picked a colour and immediately had to argue why it was the best. And finally the ‘Just a Minute’ debate: in this debate we used buzzers and repetition was not allowed. A subject would be picked off the pile and you would then have to see how long you could talk about the subject. With no hesitation and a lot of pressure, it is harder than you think! Especially when somebody buzzes you at, and when the pressure gets too much to handle!

The debate club is on offer to anyone that would like to prepare their debating skills, give their opinion on issues and challenge other people’s ideas and opinions.

Erin Nicholson, in year nine, is the debate team captain, so she leads debates and shows new members the correct way to structure them. So all in all debate club has been a real success and has boosted confidence and self-esteem in all who attend.

As I have previously mentioned, Miss Bartlett leads our debate club each week. She is a teacher who is currently studying for a degree in English Language & Literature. As a learning mentor at our school, she supports all year groups in all areas of English, including spelling, extra curriculum help and English intervention, especially helping year eleven with exam course work. Also she helps to run and organise the mentoring scheme in school for those who need extra support.

A Huge Success

By Jessica Lawrence

An annual open evening was held for Year 5 and 6 pupils in order to give an eye opening opportunity for potential future pupils and their families to experience a taste of school life and the amazing array of activities that are on offer for all ages.

On Thursday 8th of October 2015, beginning in the school hall, the open evening was an opportunity to meet the new head teacher Mr Morris, and address parents and future pupils about Winterton Community Academy's vision to be outstanding and to strive to give the students the best education possible.

The opening evening proceeded at 6:30pm with a short talk from Mr Morris, explaining some details of school life, rewards and opportunities to grasp.

Further on in the evening, the opportunity was given to families to walk freely around the school buildings and to ask any unanswered questions, queries or find out extra information.

The evening was designed to provide a chance for parents and pupils to discover what life is like here at Winterton before you make that all important decision that contributes to the pupils’ futures.

Winterton believes that high aspirations for pupils are underpinned by high expectations of all members of this school.

“I found the open evening a great success and it ran extremely smoothly and provided lots of information about the school. I will definitely consider sending my child to this school,” said a parent that attended the open evening.

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“I found the open evening a great success and it ran extremely smoothly and provided lots of information about the school. I will definitely consider sending my child to this school,” said a parent that attended the open evening.

The morning commenced with the head teacher's remarks, proceeding with Mr. Bunyard kindly presenting a variety of awards and then addressing the gathering.

Awards were presented for attainment and progress in both years 7 and 8 for subjects including; English, Mathematics, Science, French, Geography and Music. Awards were also presented to students that had achieved 100% attendance in one year.

In addition to the attendance awards, tutorial certificates; merit certificates for music and merit certificates for Peer Mediators were also presented to students.

To recognise their ability in sport, two special awards were presented to two different students. The Andrew Budby Trophy was awarded to Oscar Lawrence for his contribution to Junior Sport and the Marshall Trophy was awarded to Harry Baker for the highest points achieved by a boy on Sports day.

A quote by a parent that attended the speech day told us “It's great to see the students rewarded for their efforts during the previous year”.

Finally, the morning concluded with a vote of thanks from the staff and a final round of applause for all the deserving students.

ICE DAY

On the Thursday 26th of November, Winterton Community Academy had its first ICE day of the year. ICE day standing for Innovative Curriculum Enhancement.

The aim of an ICE day is to give the pupils – and the staff – a break from their usual day of teaching. This enables the children to have a larger amount of time on different activities in the day. For example, the year 7’s had a Hindu Workshop and an IT day.

In the morning they were in the hall learning about Hindu’s, and in the afternoon were getting tech lessons.

The Hindu workshop can help broaden their understanding of the religion and show them a culture hidden within our country and one with massive membership on the other side of the planet. The workshop consists of a Hindu woman teaching the children the basics of being part of her religion.

The ICE day is an important addition to a child’s education as it can really open up their minds to the concept of how far each subject can go. It gives them a chance to touch at what is the horizon of their potential future.

The year 9 ICE day was based on Technology and Science, In Technology they have to build an elastic band powered race car model. At the end the students get together to race them with the prospect of desirable prizes for three aspects: best design, speed and distance.

The Science consisted of the groups constructing rockets and bavercrafts. They then got to launch them and see who’s won the best.

Rewards and Recognition

Celebrating achievements of Year 7 and 8’s

By Jessica Lawrence

On Tuesday 10th November, Winterton Community Academy’s annual open evening was held to celebrate the achievements of the previous year 7’s and 8’s.

The morning commenced with the head teacher’s remarks, proceeding with Mrs. Bunyard kindly presenting a variety of awards and then addressing the gathering.

Awards were presented for attainment and progress in both years 7 and 8 for subjects including: English, Mathematics, Science, French, Geography and Music. Awards were also presented to students that had achieved 100% attendance in one year.

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What Has Changed?

By Oscar Townsley

I was interested in finding out more about our Academy. To do so I figured the best way to do this is to see what it used to be like and how it has changed.

I dug deeper and found that the Cleaning Supervisor, Sue Astle, had been working at the Academy for 25 years. I have interviewed her and deciphered the following about the Academy’s evolution.

Firstly, I directly asked what had changed the most about the Academy. Sue explained that the biggest change was structural; since the Academy was built it has undergone many major architectural procedures. From having a small body, a swimming pool and eight tennis courts it has transformed the courts into an area for gym equipment and many additions to the main infrastructure of the Academy.

Once asked, Sue could name these following examples: the main office has been converted into a science classroom now used by the Head of Science, an extra art room was added, an area with restricted access to pupils has been built and finally many rooms have been built on different floors with the purpose of supplying space for the Information Technology classrooms. This suggests that the Academy has come a long way and can go even further.

Secondly, I asked if she thought all the changes sustained by the school is a sign of large progress. She was very affirmative with her answer and explained that the school is progressing especially with tech. There never used to be any computers, and blackboards were primarily used in class as opposed to almost every classroom having an interactive whiteboard and projector. The school has progressed massively even from the installation of plentiful carpets but most importantly is closer than ever to being outstanding. This means the school is keeping up with the times and can help children flourish in modern ways and teach what is important to know in and outside of lesson; whereas now we have many teachers that hold clubs after school to help advance the skills of those who come and all teachers are happy to help the children with any queries they have or any advice they need.

I wanted to know more about what she thought about the school did today so I asked her what was her favourite school activity and she answered that as a Cleaning Supervisor she loved it when there are no children, it is quiet and peaceful and she can scrub away and once done stand back and admire her work and feel a sense of accomplishment. This can also relate to the feeling of many teachers that may look back at students that have been taught by them and feel that same sense of achievement.

Seeing as the Academy has always had the goal to become Outstanding I asked Sue if she thought the Academy could become Outstanding. She was quick to reply ‘Definitely,’ she is very positive about the school’s performance and went even further to say that in her eyes it already is. This really show the progress of the school and how close it is to attainment its biggest triumph!

I asked her what she was most fond of in terms of experience and she answered that as a Cleaning Supervisor she loved it when there are no children, it is quiet and peaceful and she can scrub away and once done stand back and admire her work and feel a sense of accomplishment. This can also relate to the feeling of many teachers that may look back at students that have been taught by them and feel that same sense of achievement.

I asked her what was her favourite school activity and she answered that as a Cleaning Supervisor she loved it when there are no children, it is quiet and peaceful and she can scrub away and once done stand back and admire her work and feel a sense of accomplishment. This can also relate to the feeling of many teachers that may look back at students that have been taught by them and feel that same sense of achievement.

I asked a similar question, have you seen any after-school clubs whilst cleaning that you thought were a good option for the pupils? She hadn’t seen many as she is a very busy cleaner but the photography club has been around for a very long time and she thought it was a good thing to have such support from the teachers. This is a big thing as she explains that not so long ago there were no clubs, and teachers didn’t spare much time to support the pupils outside of lesson; whereas now we have many teachers that hold clubs after school to help advance the skills of those who come and all teachers are happy to help the children with any queries they have or any advice they need.

When asked she couldn’t think of anything that could be improved in the Academy meaning that there aren’t any rookie flaws in our system that can be picked at. This is the aim of the Academy: to create a stable and safe working environment or the pupils to thrive in.

Furthermore, I asked Sue if she thought the new Headmaster could drive the Academy into an even better position and Sue was very confident that he could and that he was very enthusiastic and can help the pupils proceed their expectations. This is the hope of everyone and most are confident that he can fulfil his many expectations.

Finally I wanted to know what flaws there were in our school so I asked Sue if there was anything that had been changed that she would have preferred to be back to how it was or if there was anything she would change. The only thing she could pick at was a minor layout of the building in the way that she favoured the cooking rooms better upstairs, she went on to say that the lessons are taught a lot better now and she thinks it is good that the students get to take home and eat their food projects.

I can conclude that from what I have learned the Academy has come a long way and can go even further and we should all look forward to its exceptional future.

Many thanks to Sue Astle who made this article possible.
Christmas Celebrations

By Jessica Lawrence

On the 7th of December 2015, Winterton Community Academy are holding their annual Christmas Celebrations evening in the school hall. Organised by the music department, the students will entertain the audience in a variety of different ways.

The orchestra, wind band, string band, two choirs and a number of smaller ensembles will all be showcasing their talents. Practices have taken place, since the start of September, every lunch time up until the event on the 7th.

Mrs Watson, the music teacher, has given up many of her lunchtimes to make sure the performance is the best that it could possibly be. In addition, she has arranged all of the music for the different instruments including flutes, cellos and drums. Overall, her efforts are always rewarded because of the quality of the performances that never fail to please. Praise is the only feedback that is ever received.

The Orchestra will be performing a variety of pieces including ‘Pirates of the Caribbean’. The wind band will also be performing classics such as ‘Pachelbel’s Christmas’ and a spin on a Bach piece called ‘Rocking Bach’.

The senior choir attended by a number of the staff at the school and the head (Mr Morris), are singing a range of different songs including ‘Scrooge’ and ‘African Gloria’. They are also teaming up with the junior choir for performances of ‘Let It Go’ and ‘Rapping Paper’. Senior Choir is available for students in Year 9 and above and junior choir is available for years 7 and 8.

Some smaller ensembles will be performing including Bash-a drumming group, Cool Hand Ukies-a ukulele group, and the Klangers. Also, a flute group will be performing, consisting of Lucy Langthorne who is currently on maternity leave.

By Erin Nicholson

Here at Winterton Community Academy we have welcomed two new teaching staff, in both Morden Foreign Languages and the Art department. We feel that both members of staff have fitted well into Winterton Community Academy. Mrs Hawley, who is a teacher of French has replaced Miss Neil. She has become a valued teacher teaching years seven to nine, three days a week. Her classroom is well decorated and gives an extremely positive environment for the three years to work in.

Mrs Hawley is part of a three member team including Miss Elliot and Mrs Foster. We have also gained Mrs Purdon: a teacher of Textiles, Woodwork, Cookery and Art. Mrs Purdon teaches five days a week with all year groups in our school. Also, Mrs Purdon has a year seven tutor group, so it has been a time period of settling in for all of them. Mrs Purdon has taught GCSE groups, one of which is a year eleven art and photography and the other a year ten textiles group. As well as teaching, Mrs Purdon has been learning the daily routine and getting use to the idea of school life. She is in two departments: Art and Design & Technology. She works mainly alongside four other members of teaching staff: Mrs Blackburn, who teaches Art, Mr Bradley, Mrs Johnson (head of Art and Design & Technology) and Mr Singleton (joint head of Design & Technology). Before Mrs Purdon worked here permanently, she worked with in our Art department helping all classes throughout 2013.

She proceeded on to another school for a year, before eventually deciding to come back here in 2015. Mrs Purdon has a year nine tutor group and has been able to enhance our learning opportunities and not just in our lessons. Each member of our school is included in our learning support.

He is a teacher of both physics and general science. He teaches year seven to nine. He teaches all days of the week, but doesn’t have a tutor group. We also decided to ask him a few questions.

What do you enjoy most about teaching at our school?

“I enjoy teaching the children and helping them develop not only academically but socially and morally.”

Who is your favourite artist?

“Dina Wakley”

Who inspired you to become a teacher?

“My mum (Mrs Beevers)”

Which year group do you enjoy teaching most?

“I enjoy teaching year ten the most.”

What is your favourite part of being a teacher at this school?

“Everyday at this school is different, and some of the things the pupils say could be made into a really interesting book!”

Mr Buchannan is also a new member of our school life, however he is not a permanent member of teaching staff. He is covering for Mrs Langthorne who is currently on maternity leave.

He is a teacher of both physics and general science. He teaches year seven to nine. He teaches all days of the week, but doesn’t have a tutor group. We also decided to ask him a few questions.

What do you enjoy most about teaching at our school?

“It is a smaller school therefore the pupils receive more attention and have more access to learning support.”

Are the staff at our school supportive?

“Yes, all the staff have helped me settle in to school life. And the senior leadership team have especially helped me and have been extremely supportive.”

So all in all we believe that the two new additions at Winterton Community have really been able to enhance our learning opportunities and not just in our lessons. Each member of staff produces support for each member of our community, and ultimately helps us achieve our goals of being outstanding.

Winterton welcomes three new teachers