

The magazine of Creative Education Trust schools

Issue no.29 July 2022

Connected

The future of STEM

The latest of our cross-Trust events celebrates excellence in science, technology, engineering and maths

Leading the way

Our first Ebacc Subject Leader Conference

Plus

Alumni in the Spotlight, Jubilee celebrations, Songfest and more

An Ode to Poetry

Our primary poetry prize finalists at the first live final since 2019



NEW FRONTIER

Year 9 students from across our schools gathered at the National Space Centre in Leicester for an exciting day of science, maths, and rockets, and to compete to become the first recipients of the Creative Education Trust STEM Prize.

The National Space Centre is a fantastic place to discover that a future in STEM can be a thrilling prospect. With artifacts from exploration, two actual rockets, and a lunar lander it is perhaps easy to get lost in space, but our day also served to remind students that there are plenty of options down here on Earth with representatives of our Alumni Network on hand to answer questions about studying and working in STEM. **Quincy Bastow** (ex-Abbeyfield) was able to talk about their Laboratory Science apprenticeship and **Zainab Fadhal** (ex-Thistley Hough) about her medical degree at Leeds University. Our maths and physics teaching interns of **Lynn Grove** and **Wrenn** (read more about them on page 6) were also on hand to answer questions about university life and study.

Hosted by Trust leads for science and maths, **Pav Aujla** and **Craig Latimir**, and supported by science and maths teachers from our participating schools, the competitive elements of the day ran in three parts. The first challenge was the science quiz, with questions from biology, chemistry and physics, and even picture and music rounds. This truly tested all teams, but it was **Caister** who won out in the end.

Next up, a practical contest. The education team of the National Space Centre stepped up to challenge each school to design and make a rocket, to be launched using compressed air. Fired at a moon-shaped target, points were awarded for accuracy but, with a strict budget for materials and fuel, students were forced to make hard decisions and compromises which would affect the performance of their projectiles.

The teamwork was evident, with teachers lending a hand to support their students from the moment the engineering brief was issued. Once all ten rockets had been launched and the points totted up, it was the **Caister** team who took the second event win for their school.

The final challenge of the day was a maths quiz: forty minutes of tricky questions, delivered relay style, with a new question only issued after completion or forfeit of the previous one. The competition was fierce, with the last 2 minutes being a blur of pencils and hurried sums. It was **Milton Keynes** who were awarded the most points and won the maths challenge – an outstanding achievement for a team of just three students.

A special Spirit of STEM Award was presented to **Thistley Hough** for consistent results across all three competitions and an overall second placing in the competition. But with just one overall prize to present, it all came down to points – at the end of our day out, a very proud **Milton Keynes** team carried the Creative Education Trust STEM Prize trophy home with them. Congratulations to **JC, Kasparas** and **Kaydie**, and the maths and science team at school who coached them.



Kasparas, JC and **Kaydie** of **Milton Keynes** are the first team to receive the Creative Education Trust STEM Prize.



An Ode to Poetry

The fifth annual Primary Poetry Prize returned for an in-person gathering for the first time since 2019.

Our guest judge for this year's competition was writer, translator, and editor of *Poetry London* magazine, **André Naffis-Sahely**. André was joined by Trust Lead for English, **Samantha Davey**, to judge the original poetry submissions, and Chief Executive **Marc Jordan** for the poetry recitalists at the live final.

First stop on our schools' trip to London for our ten finalist recitalists was a visit to Voiceover Soho, a professional recording studio in the heart of London, to record their performances.

[Click here to listen to the resulting audio](#)

When it came to the prize final, held at the Foundling Museum, this year's competition was fierce. The judges announced Highly Commended results for two runners-up: **Sam, Three Peaks**, whose recital of *Reading* by Jacqueline Woodson was praised for adding drama and expression to a complex text, and **Leah, Woodlands**, whose writing created wonder in *An Ode to the Forest*.

The winning recitalists were **Harley-Kaite, Three Peaks**, whose rendition of *Young and Old* by Charles Kingsley conveyed both the enthusiasm of the young and the slowing down of age; and **Lily, Harpfield**, who gave movement and optimism to Kae Tempest's *The Point*.

Our writers were charged with submitting an ode: poems in praise of an event, person, or thing. This year's finalists chose to write about subjects as wide-ranging as feelings, midnight, and chocolate cake. Our winners of the original poetry prize this year were **Jaxon, Wroughton**, for *An Ode to the Forgotten*, a poem of two quite different stanzas held together by the fantastic atmosphere he crafted; and **George, Woodlands**, who tackled a big subject and explored it expertly with his *Ode to Space*.

Caption: Poetry Prize 2022 winners: **Lily (Harpfield)**, **Leah (Woodlands)**, **Harley-Kaite (Three Peaks)**, **Jaxon (Wroughton)**, **Sam (Three Peaks)** and **George (Woodlands)**

An Ode to The Forgotten by Jaxon

A word, a whisper,
A wispy wind whips through the unremembered valleys,
A breath, a murmur,
Each quarter of neglected land tells dire stories.
A shout, a screech,
The distant memories of disregarded relief,
A yell, a speech,
The ghostly shadow of the moon absorbs the grief,
Discreet on his feet,
The remorseless memory thief,

The sunlight seeps in, yet, still dark,
No flickers, no streaks, no spark,
The bitter air like the bite of a shark,
It's morning still, yet no signs of dawn,
The moon shines, yet the sky is forlorn,
The hollow trees screaming out in pain,
The death, it is all in vain,
The light may be its bane,
The fulgor is their nemesis,
The land descends towards the abyss.

An ode to The Forest by Leah

The air as fresh as can be,
Leaves falling down from the tree,
As the tree smiles down at me,
I run in my happy place.

When I feel sad,
I go to my calm place,
To hear the birds sing,
To the rhythm of the wind.

As the trees get chopped down,
All I can do is sit there,
As more get chopped down,
The air starts to melt.

I shouted for them to stop!
But they wouldn't listen,
Now our world is nothing.

Ode to Space by George

Space, a pitch-black void covered in discoveries,
Large boulders surrounding a hot fiery light bulb,
Eight worlds all which have mysteries,
One about to break, on the brink of extinction,
Scared atmosphere its lungs full of gas,
Big chunks of metal sent to explore the void,
The eerie-silence scares humans who are braver than bears,
One trip to a red boulder is equivalent to an unlockable door.

Trapped in quarantine, trapped in the void,
trapped in space...



Discovering teaching

In June, we welcomed seven maths and physics undergraduates to our three-week internship programme at **Wrenn** and **Lynn Grove**.

The programme offers the opportunity to experience school life as an educator rather than as a student and is a fantastic way to explore teaching as a future career. Trainee teachers and Early Career teachers explained the next steps in that process and were able to share their personal experience of training to teach in our schools.

In the classroom, interns are learning how to prepare and present short lessons, work together to explore diversity in the curriculum, and compare teaching across specialisms and age groups. They have also helped their school teams to prepare for our Creative Education Trust STEM Prize at the National Space Centre and joined them as they competed to reign champions of the day. Department for Education representative, Claire Skinner, joined us at the Space Centre, and interns had the opportunity to discuss with her their experiences in our schools.

We hope to offer internships each summer and would be particularly keen to support our ex-pupils. Interns **Nichola** (an ex-pupil, herself) and **Lula** have shared their motivation for applying for the programme.

"I have just finished my second year at the University of Birmingham studying Physics with Astrophysics and wanted to explore future careers. I have experience in tutoring and working in summer schools, so I knew the GET teaching internship would be enjoyable and help me decide if this career was for me. I also want to bring more diversity to teaching, as disability tends to be under-represented in this field – I want to prove that anyone can pursue a career in STEM. As an ex-Wrenn School student, I knew this would be the perfect place to take up this challenge, as the staff have always been so supportive and encouraging. It will be interesting seeing school from a teacher's perspective, as well as finally getting to see what's on the other side of the staff room door!"

Nichola Charlton, Wrenn Intern



"For as long as I can remember, I have loved maths. I've thought about becoming a maths teacher for a while and this internship has provided me with the experience and opportunity to explore teaching and confirm whether this is the path for me before I begin teacher training. I was also motivated by the idea of giving back to my local community and trying to encourage a love of maths for young people. I hope that my time at Lynn Grove inspires and helps young people to feel the excitement that I feel about maths. I also hope to gain valuable teaching experience—learning what it takes to be a good teacher, the different roles a teacher has within a school, and the tasks they carry out every day. I think my time at Lynn Grove will be really useful for helping me to make decisions about my future, while learning the skills that I will need to pursue a career in teaching."

Lula Smith, Lynn Grove Intern



Shiny and new

Celebrating Qualified Teacher Status!

In issue 25 of *Connected* we introduced you to new colleagues joining us on their journey to train as teachers in our schools.

There's been laughter, tears and a fair few late nights along the way, but we can now proudly feature two of those colleagues who successfully achieved Qualified Teacher Status; proving that hard work and resilience really does pay off!

They have been supported in schools by our mentoring teams who are a source of guidance, expertise, and inspiration, as trainees make their initial foray into the classroom. The appreciation of this contribution shines from the lovely statements provided by some of our qualifying trainees.

Congratulations to all, we wish you well in your future teaching careers!



"My time at Bulwell has been literally life changing. When I look back on recordings of the first few lessons I taught, I see a different person. The support I have received from my mentor, the science department and the staff in school has been uplifting and pushed me to develop my teaching practice every day. I have thoroughly enjoyed

my first year of teaching. I can't wait to continue to develop my practice as a qualified teacher, thank you to everyone who has supported me throughout the year!"

Rosie Lee, Science Trainee Teacher, Bulwell



"When I reflect on my time at Caister, I shall have overwhelmingly positive memories. The PE Department have been incredible, especially my mentors Zoe and Adam. I've enjoyed working with all my colleagues at Caister, who have been super helpful and supportive. I've enjoyed this time so much that I am staying within Creative Education Trust! "

Emily Berry, PE Trainee Teacher, Caister

Emma Pratt

ALUMNI IN THE
SPOTLIGHT

In this issue of *Connected*, we speak to **Emma Pratt**, Weavers alum, who works as a Higher Assistant Psychologist for the NHS.



Emma attending her MSc graduation in Clinical Forensic Psychology with her parents at Guy's Campus, King's College London.

After leaving Weavers in 2015, Emma went on to complete a degree in Psychology at King's College London. Emma enjoyed her course so much that she decided to extend her degree to include a year on placement with the NHS, and continued studying at King's through a master's course in Clinical Forensic Psychology. Her studies led to full-time work with the NHS, first as an Assistant Psychologist and now as a Higher Assistant Psychologist: "I was nervous about working full-time initially, but at university, I always preferred placement time and putting the learning into practice".

Reflecting on her current role working on an acute mental health ward, Emma discusses how "my favourite part of this role is how every day is different – I could have my whole day planned and within an hour it could all change!" Emma's responsibilities include offering one-to-one therapeutic interventions and group sessions, developing research projects, and liaising with families and community services: "I love working directly with my patients and being a small part of their journey to recovery. It's definitely not an easy role but I've grown so much as a clinician and a person through it". Outside of work, Emma volunteers with Marie Curie as a Bereavement Support Volunteer, helping clients experiencing grief through regular phone calls.

However, Emma's role will soon be changing as she has been accepted to do a Doctorate in Clinical Psychology. From September, Emma will be a Trainee Clinical Psychologist with Teesside University, which means she could become a qualified clinical Psychologist within three years.



University!

We hear from **Pippa** at Weavers, who has now completed the University programme. The programme aims to raise aspirations and attainment by providing an authentic experience of highly selective universities. Pippa's experience included a residential visit to Jesus College at the University of Oxford.

Thinking back to her time at Weavers, Emma felt it prepared her well for university work. Emma studied psychology, history, photography, and physics at A level. Choosing A-level psychology was particularly useful in providing a foundation for what she would later learn. However, Emma describes the change from a small school bubble to a large university and living in London as challenging: "I really threw myself into everything, especially in the first couple of years, which really paid off. I kept my head above water and found my feet".

Emma's time at Weavers also helped her to grow in confidence before starting university: "I wasn't someone who spoke up and volunteered answers. However, one teacher in particular (Mr Wallace) encouraged me to answer in lessons and build my self-confidence. It helped a lot, particularly in my master's where I'd find myself leading discussions". Outside of lessons, Emma also played piano at school and joined the Volleyball team: "It was a real highlight for me. It was great to find a sport that I enjoyed, and something I still do now".

Emma's advice to students considering their next steps is to really take time to think about what they want to do: "Try not to rush or compare yourself to everyone else – you need to be happy with your decision. You'll also be getting lots of advice from different people which is great, but remember that you know yourself best. It's also OK if you don't make the decision that's right for you straight away – you can make changes and learn from mistakes!"

What did the Easter programme involve?

We stayed in dorms within the college and went to revision sessions and lectures. I went to one on the history of language and how it develops. The lecturer then connected this to the literature that we are studying in class. He gave me feedback on one of my short stories that he really enjoyed – I was told to not put "all" the adjectives in and to try to say the most impactful thing. We had a quiz night and big game nights, and we went to the Bodleian where we had a talk on archaeology which included botany and zoology. I got to hold a cockroach. The punting got cancelled though.

Did the experience meet your expectations as to what university is like?

It demolished them. I thought it would be just like a school. The teachers were excellent and really made sure we understood. The dining area was really old and I wasn't expecting the chairs to be from the Middle Ages! I was surprised there weren't more libraries but from what I could see, they were massive. It really made me certain that I wanted to go to university. They gave me tips on applications and I've now applied to the Lucy Cavendish Summer School Programme which will give me more tips on getting ready for A levels and university.

Did anything surprise you?

The food was amazing and there were loads of ancient pictures hanging in the food hall. The leaders were really nice, I wasn't expecting them to spend so much time with us, but they really made us feel welcome.

Has the programme changed anything about what you'd like to do or study in the future?

It's made me more relaxed about the A levels that I need to do – I can have more choice than I realised without limiting what I can study in university. I did want to study Creative Writing but now I'm not sure. The experience has also made me more confident about going to university and being away from home. I would really recommend the programme.

Two new students from **Weavers**, **Frey** and **Gabriele**, will be taking part in the 2022–23 University programme – including a residential at Somerville College, Oxford. They shared what they're expecting from the programme and what they're looking forward to.

Frey shared that "I expect it to be academic with some lectures; I don't see it as a holiday! I think it will be a good learning experience. I'm looking forward to being on the campus and seeing the buildings and being away from home doing my own thing for a while. I'd really like to learn more about what it's like to be at university and to have an experience I won't forget." Meanwhile, Gabriele was "nervous but now really excited" for the programme. Gabriele is looking forward to "being in a new environment and trying new things. Usually I'm a bit shy but I need to experience this and come out of my comfort zone".

Leading the way; from the middle!



Luke Bowers, Director of Performance, reports back on our first subject leaders conference.

This July I was excited to welcome over 80 middle leaders from across the Trust and beyond, for the inaugural Ebacc Subject Leaders Conference. This was the first of many face-to-face events for middle leaders across the Creative Education Trust family.

I was delighted to bring together a programme of research-informed and inspirational speakers to provoke thought and conversation. Among the highlights: Catharine Driver, EAL consultant, discussing disciplinary literacy; Daisy Christodoulou, Director of Education at No More Marking on formative and summative assessment; Bennie Kara, author of 'A little guide for teachers: Diversity in schools' joining forces with our Curriculum and Research Lead, Nimish Lad, to present their vision of diversity in the curriculum; and, on day 2, a keynote speech from Peps Mccrea, Dean of Learning Design at Ambition Institute, on understanding learning.

In addition to this, our subject leaders were exposed to high quality subject specific CPD to provide detailed and relevant support for our school leaders. This CPD was facilitated by key colleagues from awarding bodies and Ofsted.

This event was also "mission critical" for creating the right culture amongst middle leaders across the Trust; many of whom had never met in person until this event. The feedback was overwhelmingly positive for all aspects, and congratulations must go to the team at Bulwell for winning the first Creative Education Trust middle leader quiz!

It has been an astounding event, which has opened my eyes to what it means to be a future middle leader starting in September. Every speaker spoke with passion, enthusiasm and openness; in order to inspire us to then inspire our teams and students.

Emilee Harris, Ash Green School

Epic two-day event that allowed me to really strengthen my understanding of concepts and to introduce some more powerful future concepts.

Louise Smith, Lynn Grove Academy

Excellent! Best CPD in 17 years of working in education - both general and subject specific.

Donna McMillan, Caister Academy

Ash Mudaliar, Head of IT, gives an update on the move to Arbor MIS across all Creative Education Trust schools from 1 September 2022.

COMING SOON



I'm excited to update you on the positive progress that we are making with the roll out of Arbor MIS across Creative Education Trust. As school staff will be aware, we are moving to Arbor MIS to help modernise and transform the way we store, access, and use school data. The move to Arbor MIS will enable staff to access the data they need more easily, and enable us to streamline our processes and systems. All of these benefits from moving to the new system will ultimately save staff time; whether it be from no longer having to log into multiple systems where the same tasks will now be done within Arbor, or where we are now able to automate manual processes; for example, by using powerful features within the system such as dynamic groups, workflows, and scheduled reports.

Our three early adopter schools successfully transitioned across to Arbor MIS over May half term. We all benefit from the lessons learnt by these implementations to ensure the smoothest roll out for schools going live with Arbor in September. We know that it can be daunting when moving from an established system that has been in use for several years to a new one, but we hope the

testimonials from the Arbor implementation leads in our early adopter schools (Wrenn, Bulwell and Three Peaks) will help reassure you based on how the roll out of Arbor went at their schools along with some of the benefits they are now experiencing.

Watch this space for the launch of our Arbor Learning Hub that we will be releasing in the coming weeks to support the transition to Arbor MIS. From here you will be able to access recommended Arbor help guides and how-to videos to supplement the training that you are receiving.

The move to Arbor is a huge undertaking and there may be some snags along the way, however Arbor have a wealth of support on offer to help deal with any issues effectively and they regularly improve the system based on feedback from schools and Trusts.

And finally, a big thank you to everyone involved with supporting the move to Arbor, especially to staff at our early adopter schools that made the move mid-year, and to all other staff for your patience as we gear up to making the move over the summer break ready for the new academic year!

Laura Parker, Vice Principal at Wrenn

"After initial worries about changing mid-year, it has been a really smooth transition. Arbor is much more intuitive to use than SIMS: the Arbor Community, help module, and the online chat functions mean that it is easy to solve any problems that arise, or simply to find out how to get the information you



The move to Arbor MIS will enable staff to access the data they need more easily, and enable us to streamline our processes and systems

Ash Mudaliar

require. The search box on the homepage is great and data just feels more accessible.

Workflows have reduced the amount of work that staff need to do, with automated emails going out to parents as soon as a behaviour or achievement point has been logged. The *Custom Report Writer* means that you can have whatever report you want to run emailed to you weekly, without having to remember to run it yourself!

My Classroom has been a hit with teaching staff; it's easy to use and room layouts are remembered so any member of staff teaching in the same room can access one template and not have to recreate their own. Selecting students is straightforward and you can even take the register or add achievement/behaviour points on the seating plan rather than having to navigate back to the register.

Overall, it's an extremely user-friendly MIS and I'm glad we made the leap!"

Laura Woffindin-Taylor, Vice Principal, and **Paul Watson**, Data Manager, at Bulwell Academy

"Student facing staff are finding that the system is much easier and faster to use than the one it replaces, and the school office staff are finding the features they need to use much easier such as the communication module when needing to contact parents. Any teething problems were quickly resolved by Arbor Support.

We're really looking forward to using Arbor to its full potential from September!"

Linda Barrett, Office Manager, and **Richard Penn-Bourton**, Headteacher, at Three Peaks

"Going live the week after May half term went much smoother than anticipated and the system is much clearer and intuitive than the one it replaces. The Arbor Help Centre and Support team are very helpful when you get stuck with something.

The DiE return process was a dream to do in Arbor, a process that took several hours to do in the previous system now just takes a few minutes."



Not all heroes wear capes



This year, our school mentors have proved themselves to be the heroes we know they are, generously giving their time and expertise to support 200 new colleagues in the early stages of their teaching careers. In recognition of this immense commitment, we invited mentors to join us at one of three regional summer events so that on behalf of those new colleagues, we could say **“Thank you, you make a difference!”**

Director of Education, **Nicole McCartney**, welcomed mentors to our events where they enjoyed the opportunity to meet colleagues from other schools and to exchange their experiences over the course of the last year. This included the introduction and delivery of the government’s new Early Career Framework (designed to support CPD for newly qualified teachers) and the complexities arising from the conclusions of the Department for Education’s initial teacher training market review. We also discussed opportunities for mentors to gain related qualifications should their aspirations lie in progressing further on this professionally supportive career pathway.

The events were well received with **Kit Betts-Masters, Abbeyfield**, encapsulating the feeling amongst colleagues: “I really appreciate the kind and thoughtful gesture for us as mentors. It once again shows the type of Trust that we are, and I’m glad to be a part of it!”

We would like to add a huge thank you to our Early Career Framework delivery partners, Teach First, who sponsored welcome drinks at each of our events and who joined us in praising the commitment shown by our mentors in this challenging year.



Songfest

This year’s choral project culminated in a fantastic performance from our cross-Trust senior choir, performed in the theatre at Abbeyfield and livestreamed to parents, teachers and friends back home.

The choir, comprised of both long-time members and new voices, provides the “combination of energy and experience that makes for a great choir” says Charles MacDougall, Choral Director of Voices Foundation and our choir master. This is evident in the performance, but it’s not just choral work that makes up this activity. Chosen by teachers and coached as soloists by Voices Foundation tutors Camille Maalawy and Richard Robbins, our Singing Ambassadors of 2022 performed classical pieces by composers such as Schubert, Scarlatti and Ireland.

Singing Ambassadors 2022

Noah Hall, Abbeyfield

Tahlia Greensmith, Bulwell

Elle Pendle, Caister

Isabelle Walker, Ellis Guilford

Charlie Bird, Hart

Harriet Collingwood, Lynn Grove

Chennai Pink, Weavers

Cristhian Noite, Wrenn

Taking us on a journey around the globe in song, the choral pieces included the touching Ani Ma’amin, a traditional Jewish song about belief, and the rousing and emotional Three Native American Chants. We also heard two songs in praise of mothers (Thula Mama and Bele Mama) and the moving ‘Yonder Come Day’ – a spiritual from Georgia, USA. The concert finished with the appropriately showstopping Zadok the Priest by Handel.

Watch the full concert:

<https://knowledgeconnected.org.uk/Songfest22>



We take a look at how students across Creative Education Trust celebrated the Jubilee.



Cherishers, a charity based in **Rugeley** town centre, held a Jubilee street party and asked local schools to produce portraits of the Queen to display in their shop. They received over 40 entries from **Hart** students, many of which are now part of a mural that can be seen in Rugeley.

Students at **Harpfield** learnt about the Queen and her role over the past 70 years. Their day of fun activities included dancing, decorating biscuits, making sandwiches, baking cakes and scones, completing writing tasks, and drawing portraits. The celebrations finished with whole-school games led by years 5 and 6.

Veronica, year 12 at **Ash Green**, took part in the Queen's Platinum Jubilee Pageant on 5 June 2022 in London, representing Coventry with her dance school, Godiva Academy of Performing Arts. Neve, year 11, also took part with her dance school, Rhapsody Academy. Both students had the fantastic opportunity to perform for the Queen. They joined the procession down The Mall, followed by corgis, horses, swans, and boats in a celebration that highlighted the Queen's reign and the ingenuity and industry of the West Midlands.



Wroughton held a community event including Jubilee-themed stalls, a tractor, fire engine, police car, donkey rides, and the local radio station. The event was featured on the local news by BBC Look East, who joined the celebrations on the school field.

Caister's Our Town project group, Caister Kids Care, invited members of the community to a student-run event in Allendale Park. Students served tea, and jelly and ice cream to residents, and gave out picnic bags. The event included games, a quiz, and a raffle.



C E L E B R A T E

Back in March, **Lynn Grove** planted an oak tree to contribute to The Queen's Green Canopy initiative with the support of the then Mayor of Great Yarmouth, Cllr Adrian Thompson. To mark the Jubilee, pupils and staff enjoyed afternoon tea and games in the library, and year 10 Food and Nutrition pupils created fantastic hampers.



Students have loved seeing the development of the **Weavers' "Superbloom"**. Weavers are one of 50 partner schools who were invited to the Tower of London on 12 July as VIP guests for the Queen's Platinum Jubilee celebrations, and will also be part of the legacy project next year continuing their work on a Wellbeing Garden with the Thrive charity. Pictured are Katie, Poppy-Anne, who, with Will, have been working on the bloom from the very start.

Children in Reception at **Woodlands** made decorations and crowns, read lots of stories about Queen Elizabeth, designed stamps, and made some Jubilee shortbread. The whole school celebrated the Jubilee with cakes and lawn games on the field.



Successes and special commendations

Students



Winners!

Congratulations to the winners of our first Creative Education Trust debate competition, the Hart School!

On 13 July 2022 we hosted the final of the debate competition at Conway Hall in London, involving teams of year 9 students from Abbeyfield, Lynn Grove, Milton Keynes, Ellis Guilford, Hart, Thistley Hough and Weavers. Prior to the day over 1000 students participated in 'Introduction to Debate' classes. The teams selected from each school went on to receive debate coaching from barristers through our partnership with the Kalisher Trust and took part in two virtual rounds before the final event.

At the start of the day students heard inspiring words from Marc Jordan, Chief Executive and our guest speaker Sir Robert Buckland MP before the day of debating began. The two top-scoring teams, Thistley Hough and Hart, competed in an additional debate to determine the winner, debating whether academic attainment or creativity should be prioritised in schools. A full report of the competition, featuring photos from a team of Key Stage 4 photography students, will appear in our printed autumn edition of *Connected*. Thank you to all staff and students involved, and to the Rt Hon Robert Buckland QC MP, Kalisher Trust and Debate Mate.

To **Katie**, year 10 at **Hart**, for achieving two gold medals for artistic gymnastics at her club in Staffordshire.



Ellis Guilford staged its first full-scale musical for over a decade. The musical, which was performed to over 1000 parents, staff, students, and primary schools during show week, was extremely well received and has inspired many others to join the school's Performing Arts clubs. The entire cast gave a compelling and believable performance; however, a special shout-out must go to **Isabelle** (year 10) and **Emilia** (year 9) for their first-time lead roles.



To **Sarah Taylor**, deputy Designated Safeguarding Lead at **Hart**, for taking part in the Longest Day challenge to raise awareness and support for Walking with the Wounded. Sarah completed 200 lengths of the Rugeley Leisure Centre pool – 5km! Her aim was to raise £82, the cost of a counselling session for a veteran, but instead, she raised almost £600.

To **Ellie**, year 11 at **Abbeyfield**, for competing in the 2022 Trampoline European Championships in Rimini, Italy. Great Britain went on to secure gold in the team event, making Ellie part of the first British junior women's trampoline team to win gold in 20 years!



To **Jessica**, year 4 at **Wroughton**, who has been awarded a Musical Theatre Scholarship by the DPA Academy of Dance and Performing Arts in honour of her hard work and dedication to her regular dance and singing classes. Jessica hopes to become a professional dancer and to perform on Broadway when she's older.



To **Taylah** and **Olivia**, year 9 at **Ash Green**, for being finalists in the national Young Enterprise 2022 competition. Olivia and Taylah have shown remarkable entrepreneurial talent in developing and launching Tayola Crystals.

To the girls' football team at **Ash Green**, for all their hard work playing as a team.



To the students and staff at **Milton Keynes** for celebrating Diversity Day on Thursday 23 June. The purpose of the event was to give students the opportunity to reflect on, recognise, and respect their own and the school's diversity. Students had the opportunity to wear non-school uniform but were also welcomed to wear clothes that represented their cultural background. Everyone embraced this day wholeheartedly, demonstrating empowerment and equality at Milton Keynes.

To all the students at **Ash Green** who participated in the school's production of *Matilda*. Following a successful production, Principal Umbar Sharif has awarded the cast, crew, and staff involved with a complementary trip to the West End to watch a professional production of *Matilda the Musical*!



To **Theodore Hughes**, year 8, for showing a real passion for cooking, and winning MasterChef 2022 at **Ash Green**.



To the **Weavers** alumni, who returned to support year 12 students considering their possible career pathways. Alumni who returned are enjoying successful careers in a range of fields such as England Football, medicine, software engineering, and psychology. Thank you to all alumni who have been participating in workshops and talks, acting as role models for current students.

To **D'marie**, year 6 at **Wroughton**, for excelling in dancing this year.



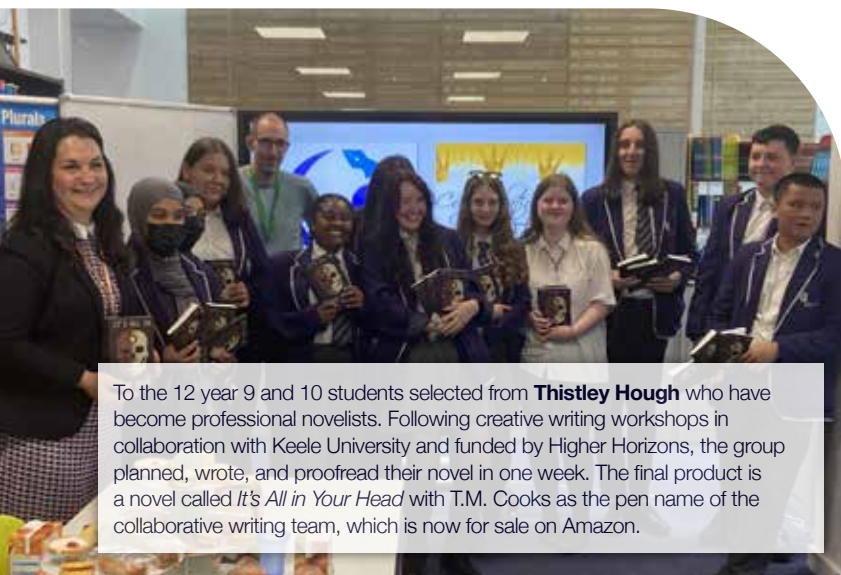
To everyone at **Ellis Guilford** involved in producing over 180 SATS survival packs for their 39 feeder schools, ready to support the year 6 students who will be joining them next year. Inside the pack were bath bombs, sweets, stationery, and a personal message of encouragement from one of the teachers at Ellis Guilford.



To the year 8 football team at **Ash Green** who have not lost a game this season!

and staff

To the year 12 International Oratory Festival winners at **Weavers**, all of whom achieved a Distinction in at least one category. Special congratulations to **Eadie-Rose** who was awarded Best in Category for her acting, an excerpt from the play DNA.



To the 12 year 9 and 10 students selected from **Thistley Hough** who have become professional novelists. Following creative writing workshops in collaboration with Keele University and funded by Higher Horizons, the group planned, wrote, and proofread their novel in one week. The final product is a novel called *It's All in Your Head* with T.M. Cooks as the pen name of the collaborative writing team, which is now for sale on Amazon.



To the **Bulwell** alumni, **Aimee, Charlotte, and Jess** who supported year 12 workshops on decision-making and next steps, the labour market, and transferable skills, and shared their journeys since leaving school.

To the year 9 students at **Bulwell** who took part in the Nottingham Poetry Festival, contributing to a creative poetry workshop and receiving inspiration from award-winning poets **Joelle Taylor** and **Jamie Thrasivoulou**. All of the students behaved brilliantly, produced some fantastic poetry, and were remarkable representatives of the Academy.



To **Lea**, year 7 at **Hart**, for being the overall winner of the 2022 photography exhibition at Rugeley and Armitage Camera Club. Lea also achieved second place in the nature category. The judges and club members said her standard of photography was beyond her years.

Rowen-Lilja
Year 8

To **Rowen-Lilja**, year 8 at **Bulwell**, whose sculpture has been selected to feature in the Royal Academy of the Arts Young Artists' Summer Show.



To the year 9 scholars at **Hart** for their exhibition focusing on the representation of diversity and LGBTQI+ through time. The curator at the V&A Museum who leads on this topic wants to showcase the group's work as part of the museum's celebration of Pride.



Out and about

This summer has seen a return of school trips, residentials, and performances. In this issue, we celebrate the activities and events that have been happening across our schools.



Year 6 students at **Harfield** demonstrated "The Harfield Way" during their residential to Stanley Head. Students enjoyed campfire songs, s'mores, reflection time around the campfire, and the opportunity to develop essential life skills. The school was very proud of the students for pushing themselves out of their comfort zones and displaying excellent attitudes and behaviours.



Year 10 Art students at **Ash Green** attended a major exhibition by the critically acclaimed artist, Daniel Lismore. Raised in Coventry, Daniel is an artist, designer, perfumer, stylist, and human rights activist. Students were given a guided tour of the exhibition and took part in a printing workshop inspired by sketches they had recorded throughout the day. Students had the extra surprise of the artist making an appearance at the gallery and speaking to the students about his work.



Year 11s at **Ellis Guilford** attended a residential at Conover Hall in Shrewsbury, which was a combination of revision masterclasses and team-building activities. All of the students had a wonderful time. Year 11 behaved impeccably and Ellis are sure that their dedication will result in a high set of GCSE grades overall. Thank you to Elliot Smith for organising the event.

Year 5 students from **Woodlands** headed off to Kingswood, West Runton, for a three-day residential in April. The main goal for the trip was to develop students' confidence, teamwork, and problem-solving skills. They certainly saw amazing examples of this during their action-packed stay. Activities included archery, buggy building, blind-folded walks, and an exciting "leap of faith".



Hart has been working with local primary schools alongside professional artist Jennifer Collier to produce a mass participation installation that will be showcased in Rugeley town centre. The project is in conjunction with Cannock Chase Cultural Education Partnership, celebrating the Commonwealth Games and the Queen's Baton passing through the town. Jennifer is a local artist who remakes household items from found and recycled papers. The art installation will be based on 'a sense of place', protecting Cannock Chase for future generations.



During the first week of the summer term, **Wroughton** took all children from Reception to year 6 to see the "Pirates Live!" action water show at the Hippodrome Circus in Great Yarmouth.



Fifty-two year 6 children from **Wroughton** camped at Whitwell Hall near Norwich. They enjoyed a range of activities including creating natural art, orienteering, river dipping, and den building.



Fifty-six year 12 students from **Abbeyfield** went to the University of Leicester for a university taster and careers insights day. The programme included lectures on a range of topics including volcanoes, films that changed the world, and laboratory drop-ins for those wanting to do biology and chemistry. Students also attended a "fighting talk" drama workshop and found out more about different routes into careers.



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Front cover image:

Participants of the first Creative
Education Trust STEM Prize,
photographed outside the
National Space Centre.

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