British values are promoted, upheld and demonstrated daily within Tewkesbury School. In 2014 the Department of Education made it clear that all schools must promote fundamental British values to ensure young people leave school prepared for life in modern Britain.

Those fundamental values were identified as democracy, the Rule of Law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

At Tewkesbury School, these values are promoted in many ways including through assemblies, the school’s personal, social, health and economic education (PSHE) programme, subject lessons and through student representation. In short, school values reflect those values that are evident in British society and the school promotes an understanding of these among its young people.

With a referendum in June 2016, local government elections in May 2017 and a snap General Election a month later, adults have had several opportunities to exercise their democratic right to have their views represented at various tiers of government. This has been reflected within Tewkesbury School with the establishment of the Student Parliament. Representation of pupils can be seen across four ministries including Teaching and Learning, Justice and Wellbeing, Business and Employment and Environment and Community. Already, this student representation is impacting positively in many areas including the use of Class Charts, homework expectations, feedback on pupil work and the appointment of staff.

Claire Conn Keller

The Student Parliament provides a mechanism for students to voice their opinion and it looks set to strengthen its representation through student elections in the future. By promoting participation in the Student Parliament, the school is promoting democracy and students are learning that they have the power to influence their school community.

In the same way that citizens must follow laws for the benefit of society as a whole, pupils, in addition, must follow classroom expectations so that learning can be effective. Currently, within school, pupils and staff are being trained in restorative practice techniques as an approach to resolving issues. This involves bringing conflicting parties together, establishing in a non-judgemental way what happened from each person’s perspective and then encouraging individuals to listen to each other. The aim of this is to promote understanding and empathy and therefore reduce the likelihood of further conflict. This approach supports the school’s behaviour expectations and importantly gives students an opportunity to express their concerns and feelings. It upholds two key principles within the Rule of Law in that it is transparent and applies to all.

So long as individuals behave within the law, they are free to make decisions about how they live, who they live with, what career they choose, their friends, their sexuality and their gender. The school protects individual liberty by ensuring that its young people are accepted for who they are so that they can learn within a tolerant environment. This means that they are free to make decisions about their friendships, their relationships and their identity.

Tolerance or, preferably, acceptance of the differences between individuals is the norm within developed societies. As the late Jo Cox MP commented with reference to her diverse constituency, “... we have far more in common with each other than things that divide us.” A profound statement on co-existence which now has even greater significance in the current climate. In school we celebrate such differences and promote inclusion so all pupils regardless of their cultural background or religion, their gender or sexual orientation or their ability or disability can access the same opportunities to learning, extra-curricular activities and become who they want to be. The promotion of this acceptance can be seen in assemblies and moreover in many subjects such as PSHE, philosophy and ethics, history, geography, health and social care and English which inform young people about diversity, migration, historical events and anti-discriminatory approaches.

These values, identified by government as being British, are equally important to other European nations and to other countries around the globe. It is, therefore, reassuring to know that in schools throughout this country, Europe and much further afield, young people are learning how to use their voice through correct processes, how to respect the law and how to be accepting of differences between themselves and others.
HEADTEACHER’S MESSAGE

Mr G M Watson
Headteacher

With good news stories at a national level and hard to come by I hope this edition will help lighten your mood and take your thoughts away from the national doom and gloom which seems to have been engulfing us for some time.

Students and staff have been incredibly busy during the exam season, preparing and completing tests of their academic progress but also representing the school in many arenas both home and abroad. Year 7 students returned with many stories to tell from the Paris trip that saw them, amongst other things, cruise down the Seine, climb the Eiffel Tower and take advantage of Paris’ vast shopping opportunities. Year 12 students managed to win the Rolls Royce Trophy for Excellence in the Engineering Education Scheme fighting off all the competition in the Midlands with their innovative drone design product designed with the help of local company L3-TRL. This is a truly outstanding achievement and the first time we have taken a trophy at the awards ceremony.

Younger students put on some amazing performances at the annual Pep Toons contest, Year 10 students are reading themselves for work experience and some lucky young people are enjoying the long-awaited Biodiversity trip to Mexico and sports tour to the Caribbean. It was a privilege to give out so many awards at our Celebration Assemblies at the end of June for academic and sporting achievement as well as service to the community.

Our rewards programme, introduced only this year, has proved to be a great success and we hope to build on that in the new academic year. Earlier in July our top 100 students on Class Charts were taken to Dayton Manor for a fun day to recognise their outstanding academic achievement. This term also saw numerous events to welcome our new Year 6 students in September. Around 90 families joined us on Saturday 1 July for a fun morning of activities. I have thoroughly enjoyed visiting several of our feeder primaries to speak to the Y6 students and look forward to attending their Leavers’ Service at the Abbey. The weather was kind to us on Sports Day (well done Keller House) and even the staff relay race proved to be tense and closely contested.

Our Business Studies students sold out of ‘Whizz Shakes’ at the Malvern Show which also saw Beth Plummer and Catherine Hughes demonstrating their culinary skills with celebrity chefs and Bridget Morris showcasing her pie pop. Geography field trips have been enjoyed by all and the Duke of Edinburgh students are preparing themselves for summer expeditions. Art and textiles remain very strong at the school with quite superb examination pieces being presented for external moderation.

Sports teams have excelled this year both boys and girls with some fantastic team and individual performances. Minority sports stars have also been celebrated this year with new Sporting Excellence pin badges.

With new building work over the summer, new tennis courts and additional covered outdoor seating we are set for an exciting year. Our technology block will benefit from a £1.3m refurbishment and our new tennis courts will be ready for school and community use in the autumn.

Finances remain very tight and I really appreciate the recycling of nearly new school uniform. I recognise the financial burden on families and am delighted that our sales of second hand uniform are not only providing a cheaper option but also raising money for the school which is being ploughed into new library books and additional rewards for students.

As we end the academic year, I would like to thank all staff for their dedication and commitment and with all those leaving us the very best for whatever the future holds.

On behalf of the Governing Body and myself I wish you all a very pleasant holiday.

NEW CAREERS COORDINATOR APPOINTED

Ms de Glanville
Assistant Head (Teaching & Learning)

The 2016-2017 academic year has heralded a much sharper focus on Careers Education at Tewkesbury School. A new post of Work Related Learning and Careers Coordinator has been created in order to improve the provision of careers advice for our students. Mrs Whiting joined the school in September 2016, having returned as a maths teacher following a successful career in banking. Though only appointed to the new careers role in May, Mrs Whiting is already heading up several enrichment projects in conjunction with the Gloucestershire Aspirations Programme, has organised student work experience placements and summer school places at large national and multi-national organisations and additionally, she has worked with local business organisations to provide a suite of careers skills and apprenticeship talks for Year 12 throughout this term.

She is also linked to the Student Parliament Ministry of Business and Employment that has been formed, ensuring that the careers education, information, advice and guidance we offer our young people is enhanced using their thoughts, ideas and feedback. Through the Ministry’s attendance at business breakfasts, the wider student body is represented at meetings with local employers. As well as Mrs Whiting’s student-facing role, Mr Thomas and Mrs Whybrew are working hard to strengthen business links with the school and wider community. Thanks to their efforts, many local companies are already sponsoring the school for a number of projects and this school-business partnership is set to grow even stronger over the course of the next year.

SUPERDRY EXPERIENCE

Maddie Messenger and Hannah Daly
Year 10, Hodgkin

Many teens will tell you that Superdry is a much-coverted clothing brand, but not everybody who wears the brand realises that it is a British company whose founders Julian Dunkerton and Ian Hibbs are from Cheltenham. Keen to share their business knowledge with young people, Superdry offers a variety of work experience days for students from Gloucestershire schools. The days are aimed at encouraging pupils in Year 10 and above to explore different career paths and consider taking up an apprenticeship with the company.

We were offered the opportunity to take part in one of the work experience days and our session started with some fun icebreakers to test our (somewhat embarrassing!) drawing and memory skills, followed by a quick quiz on how one of the world’s most famous fashion brands began – all at a market stall in Cheltenham. It was interesting to learn that the Japanese graphics that are so often used on the items are in fact nonsense words and a sort of tongue-in-cheek fashion retaliation for the way that the Japanese clothing market smatters items with inane English phrases. After our quiz, we were then given a tour around all the different departments that ranged from IT services, finance management and human resources, to the more hands-on groups that made up the clothing design team, shop floor designers and clothes testers. Everyone was amazed at the scale of the business that was spread out amongst Tardis-like warehouses. It was interesting to see how many associate departments are required to support the shop front that we are all so familiar with in retail. We felt especially privileged when we were allowed to see the upcoming releases for Autumn/Winter 17/18 and also the 2018 Summer range. But no spoilers in this article as we were sworn to secrecy! Later in the day, we spoke to members of staff and found out more about what life was like working in the interior design and clothing design departments and got a chance to see the ‘mock shop’ of the upcoming sport range. Then followed the opportunity to take part in a design competition where Hannah won all sorts of goodies with her great designs! As well as all that excitement, we thoroughly enjoyed a delicious lunch and a frantic 10 minutes in the staff discount shop where all the sample clothes were 75% off!

The day was a great insight into a world-renowned business that began with 5 t-shirts being sold locally, and was amazing inspiration for us as to what can be achieved with determination and hard work. We had never considered a career in this field of work and one of the things that surprised us the most was the sheer number of roles that make up a company like Superdry, going beyond the shop floor. There really is a job for everyone to enjoy, and the HQ had a welcoming, friendly vibe to it. We were also surprised by the informality of the company. As school we are used to a very formal environment where all adults are referred to by their surnames, but at Superdry, all of the employees at all levels used first names and even referred to the company director as ‘Jules’. We would hugely recommend this experience to anyone as it was an unforgettable day out. Thank you very much to Ms Whybrew for putting us both forward and thanks once again to Superdry HQ for hosting us.

‘...I would like to thank all staff for their dedication and commitment...’
BUILDING EMPLOYEES OF THE FUTURE

Mrs Whiting
Work Related Learning and Careers Co-ordinator

Providing excellent career advice for young people has never been more important. With the increasing pace of technological change and a dynamic labour market, it is vital that we inspire and motivate our students to consider how their education in school will relate to real life career opportunities later. No longer are there guaranteed 'jobs for life', our students will have the chance to experience varied and interesting working lives. Building their adaptability and creativity now will ensure they are well equipped with choices when entering the labour market. Employers value more than qualifications and here at Tewkesbury School we are helping students to build a wide range of employability skills through enrichment opportunities.

This term has seen our Year 9 students enjoy a practical and engaging day with Young Enterprise, supported by a host of volunteers from industry. Students were challenged to come up with a fledgling business idea. They developed key employability competencies such as team working and communication whilst learning about branding, marketing strategies and the importance of enterprise skills.

We are working in partnership with Gloucestershire-based universities and a range of local businesses to provide opportunities for encounters with the world of work, bringing employers into the classroom to help young people see the links between the curriculum and 'real life' jobs. The predicted future growth sectors for the South-West labour market include: Advanced aerospace, Business Administration, Construction, Creative and Media, Engineering, Finance, Health and Social Care, ICT (High Tech and Digital), Low carbon and renewables.

Next academic year, I am looking to increase the number and variety of employer talks that our young people can experience. If you feel able to come in and speak with a small group of students (15-20) then please do get in touch at vivienne.whiting@tewkesbury.org. Having the chance to share your valuable insights into your career, whatever it may be, is a hugely rewarding experience. Indeed, my own voluntary work with young people several years ago, whilst working as an Area Manager in banking, was so enjoyable it prompted my move into maths teaching. Our students benefit hugely from visits such as these and we rely on parents and businesses volunteering their time. Similarly, if you work for an organisation that can offer the chance for our students to visit your workplace and engage in some practical learning, then please do get in touch.

EXPLORING HIGHER EDUCATION

Emily Farrington
Year 9 Keller

As computers change the world with their unprecedented power, a new science is flourishing: Computer Science. Computer Science uses computers to solve problems and allows us to push machines to their full potential. As a consequence, we are achieving crazy, amazing things.

Is computer science for me? If you want to smash problems with efficient solutions, Computer Science is for you!

Computing power is abundant, but people who can use it are scarce. Local organisations like GCHQ are encouraging young people to build the skills they need to work in cyber security and a running a range of courses this summer. I am delighted to say that several of our Year 10 students have signed up to take part in this August in the GCHQ CyberFirst Defenders Programme. A course that aims to introduce all the tools, knowledge and skills cyberists need to build and protect small networks and personal devices. It complements the GCSE computer science curriculum and takes it a step further, offering practical methods to help protect and secure everyday devices, apps and software.

Someone who works in cyber security is known as a Cyberist. A Cyberist is someone who is intrigued by unexplored technology and who is dedicated to fulfilling a bigger role in society, protecting friends, families, communities and commerce. Cyber security roles are constantly evolving, consistently challenging and crammed with potential.

Amy Curtis Year 10 computing student said, “Computing is great because workplaces value it. I chose to participate in the course because I thought it would be a good experience and I will learn new and exciting things”. Anna Nicholas added, “I chose to go to this course because I thought it would be important to gain experience in this area, as I am interested in it as a possible career”.

BUILDING THE CYBERISTS OF THE FUTURE

Mr Doherty
Computer Science Teacher

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It was really interesting to visit a University Campus as it is nothing like a school environment. We went also advised on how you can fund your studies and the variety of additional financial support available for people. Many of us are now determined to go to university and get a degree. Our visit to university was really fun! I would like to thank Mrs Whiting for organising the visit and the opportunity it gave us.

‘It was really interesting to visit a university campus as it was nothing like a school environment.’
CALCULATING SPACES

Mr Whitehead
Enrichment and Ethos - Mathematics

Trigonometry and Pythagoras were brought to life when Ben Ruxton of Ruxton Surveys, explored with our students how these fundamental formulae are leading the way in cutting edge surveying technology.

Cliona Vaughan-Spruce said, “The lesson started by him going over some fundamental trigonometry and Pythagoras, rearranging the formulae to check that we knew about it. He interacted with the class, getting us involved with equations and putting them into real life situations.

He then showed us the technology he used in his job and how he utilised trigonometry in architecture, for example with scanners, drones and lasers. He demonstrated how the 3D technology could be used in surveying, drones and lasers. He demonstrated how the 3D technology could be used in surveying, drones and lasers.

He explained how every day is different with jobs involving maths and gave a very engaging talk.”

It was fantastic to have Ben come and give our students his personal insight and experience of utilising these GCSE staples and inspire them to consider the career paths that are available to them.

ENGINEERING EDUCATION SUCCESS

Miss Pearce
Science

Our Year 12 students did exceptionally well at the Education Engineering Finals (EES) awards day held at the end of June. At the event our students were awarded with their certificates from EES, their Gold Crest Awards and also beat all of the schools in the Midlands to be awarded the Rolls Royce Trophy for Excellence in their project which was on the detection and prevention of drones. We were thrilled to receive this award and all the judges praised the efforts of the students in both the project itself, their teamwork and the presentations they delivered. This was a fantastic second place and the first trophy we have won for EES.

The students involved were: Kieran Guizze, Sam Kelly, Sam Gilchrist, Alex Teague and Alexander Winterbottom, with a special mention for Hannah Charter who began the project back in September but who sadly was unable to complete the project for reasons beyond her control.

STUDENT PARLIAMENT APPOINT STAFF POSTS

Maddie Messenger
Year 10, Hodgkin

The Student Parliament has been very busy this term getting involved in the appointment of staff. On each interview day, between 4 and 6 members of the Student Parliament, representing a variety of year groups and Ministries form a panel and interview candidates. There are usually about 8 questions that encourage the candidate to reveal their character, their educational beliefs, their pastoral and subject knowledge and their ideas about how the school can be improved.

Following the interview, the panel discuss the performance of the candidate against the job description and criteria. Candidates are then ranked and then feedback is given to Mr Watson who collates the results from other panels such as the safeguarding panel, the teaching and learning panel, the lesson observation and the in-tray task so that the post can be offered to the person who performs best across the spread of activities.

This term the Student Parliament has been involved in the appointments of:

- Ms Georgina Littler: Deputy Head, Pastoral
- Mr Rhys Adams: Deputy Head, Curriculum
- Mr Clive Patterson: Inclusion Manager
- Mrs Kirsty Vallender: Pastoral Support Officer
- Mrs Kathrynne Newcombe: Head of Priestley House
- Miss Amy Wright: PE teacher (maternity cover)
- Mr Ian Dawson: Head of Year 7

It is great that the Student Parliament has been able to be involved in the appointment of staff as it gives students a voice and we can have our say and contribute to how changes are made in the school.

I felt pleased to be asked to take part in the interview process because I knew that my decision would have a big impact on so many students at the school. I wanted to do my best at interviewing the candidates. As I was interviewing I was looking for confidence, clear ideas and evidence that the candidate perseveres with what they want to achieve.

Successful candidates are those who let their personality show through and who have clearly not created a fake persona just because they want the job. They also have a clear goal and steps to success about how this could be achieved.

It’s great when they ask the panel questions at the end as well as it shows that they are interested in the students’ opinions. Sometimes it is really easy to see which candidates to take forward but if there are candidates who are similar then it can be tricky to decide and sometimes you can feel a bit mean choosing one over the other. If that is the case, we have to go back over the job title and description and consider who would be the best fit. The personality of the candidate and the job description and roles go hand-in-hand and both should be considered carefully.

It has been a great experience taking part in the interview process — not only to give input into who works with us at Tewkesbury School but also as a way to prepare myself for the many interviews I will have in the course of my own career.
CREATIVE CLUB

Neve Cox and Jade Wilson
Year 10

This term we have been selected to attend a Saturday Creative Club at the University of Gloucestershire in Cheltenham. We were picked by our art teachers, Mrs McLeman and Mrs Dutton, because of our love of all things artistic. The club runs over seven weeks and is led by lecturers and students from the university. We and three others from Tewkesbury School are attending along with students from schools across the county. We are meeting people who work in a variety of different creative industries, learning all about future careers for people like us.

So far we have worked on different projects each week, starting with sketching music and then moving on to designing and building structures large enough for people to fit inside. This is a unique chance to spend time in a higher education establishment and see how creative people can continue their studies and learning after leaving school. Not only will our attendance at Creative Club look good on our future CVs and job applications, it is also loads of fun!

IMPERIAL WAR MUSEUM

Florence Strawford
Year 10, Elgar

On the 11th of May 2017, a group of Year 9 students travelled to London to visit the Imperial War Museum and see the Holocaust exhibition. We were filled with awe as the coach stopped next to the grand building, and, as we went in, we were completely amazed by the sheer scale and we marvelled at the aeroplanes, guns and artefacts that were enough to spark any history enthusiast’s interest.

Before long, it was time to be transported to 1939, when the Second World War had begun and Europe’s Jewish population was suffering from prejudice more than ever. Needless to say, we were unprepared for the emotion that hit us when we entered the exhibition. As we made our way around the display, it was incredibly moving and gut-wrenching to see how appallingly millions of innocent people were treated. With images and survivors’ stories, the exhibition showed us just what it was like being a Jew when the Nazis were in power. For me, the most upsetting thing was a miniature model of the Auschwitz-Birkenau camp. It put everything into perspective and showed just how desperate Hitler was to eradicate an entire population, simply because they were different.

Ever since Year 7, I have learnt about the persecution of the Jews in history lessons by reading through textbooks, but seeing it all brought to life in a heart-breaking exhibition like this one made it very real. Seeing the possessions, ordinary household items, such as spoons, saucepans and dolls, of the millions of men, women and children who were murdered displayed in the museum was a very poignant thing. The horrific and sickening images are ones that I will never as bad as they may seem.

If I learnt one thing from my experiences at the Imperial War Museum, it is that your history textbooks are never as real as when you see it all with your own eyes. I was so impressed by their manners, their quick wit and their excellent conduct. Some teachers also decided to give it a whirl and regretted it later! As the pupils described the daring loops, turns and twists in raised, excited voices, those shaken members of staff were trying to erase their roller-coaster experience from memory!

In a city where style is important, our pupils conducted themselves with great style by displaying wonderful manners and excellent conduct. I was so incredibly proud when they each in turn thanked the shopkeeper in a very small souvenir shop for their purchases using polite English and French and smiling all the way. Our driver, Krystof, and staff at the centre were also impressed by their manners, their quick wit and excellent humour.

Thanks to Miss Germain for her significant effort in organising the trip and to Mrs Newcombe, Miss Turner, Mr Doherty and Mr Minnear for all their hard work. As for me, Paris is always a pleasure, so I was glad to be there too.

JOIE DE VIVRE!

Ms Conn
Keller

The annual Year 7 trip to Paris in June was an absolute joy this year. In glorious weather, pupils spent a weekend away enjoying all the sights that the river cruise had to offer including views of the Eiffel Tower and the beautiful Pont de Alexandre III with its amazing golden statues and Art Nouveau lights.

The Olympic Park on the banks of the River Seine had been officially opened only the day before our arrival and pupils were intrigued watching athletes and amateurs of all ages test their skills on the tracks. The Olympic Park is part of a bid to have the Olympic Games return to Paris in 2024, exactly 100 years after those famous 1924 Games, later immortalised in the film ‘Chariots of Fire’; when Eric Liddell and Harold Abrahams made their mark on the world!

The river cruise was re-routed because of the Olympic Park and it certainly did not disappoint as pupils became extremely excited when the saw the Statue of Liberty at Pont de Grenelle and asked teachers to explain the links between this beautiful statue in Paris and its more famous and larger predecessor in New York. Both statues were gifts. One from the people of France to the USA and the other, merely a couple of years later, from a grateful American community living in Paris to their French hosts.

As theme parks go, Parc Asterix has been particularly exciting! In the USA and the other, merely a couple of years later, from a grateful American community living in Paris to their French hosts.

In a city where style is important, our students conducted themselves with great style by displaying wonderful manners and excellent conduct.
MISS WILLOUGHBY
Well, here I am at that point that I never thought would actually arrive at, leaving a career that I have absolutely loved, after 34 years of teaching. My philosophy since making the choice to leave can be summed up in this lovely quote from the Iranian writer Azer Nafissi:

“You get a strange feeling when you are about to leave a place, like you’re not only missing the people you love but you’ll miss the person you are now at this time and in this place, because you will never be this way again.”

It is without doubt, through experience and natural instinct that good teachers are made. My first memory of teaching was in an English lesson with Year 8 and a girl stood up as I was reading Huckleberry Finn. It was obvious from the strange green colour of her face that she was going to be sick. Instinctively, I grabbed the bin and held it in front of her while she was violently sick and I didn’t know what to do as a naive 23 year old, so I kept on reading! The rest of the class stayed quiet and I think were quite surprised you and teach you new things.

So this brings me back to my double-life analogy at the start. In my ‘real’ life, Holly Willoughby isn’t my niece but somehow that relationship I have with pupils (and with colleagues too). I do pride myself on the relationships I have always been able to forge with young people, their parents and other people in the community.

I hope that one legacy I leave behind is that you all firmly believe it is very successful about the change to vertical tutoring but Undoubtedly, this has strengthened his desire to be at the helm and I am delighted he has secured a Headship in Swindon from September 2017. Andy’s creative writing skills and work on the school bulletin will be amongst those things we miss the most. His love of Everton FC, on the other hand, is something that we could have done without after a long time ago! I am sure you would like to join me in expressing thanks and best wishes for his extensive contributions at the school.

Tewkesbury School is my third school and my happiest...
GOODBYE & GOOD LUCK (CONTINUED)

MR POWELL

I came to Tewkesbury School in 1973, a year after it opened following the joining of the four original secondary schools on the site of Elmbury Girls’ School — that’s why the oldest part of our school is called E Block. I taught biology and science in the days before GCSE. Pupils in Year 11 (then called the Fifth Form) took exams called O level and CSE. Working in the science department was great fun. S block was brand new. We had gleaming labs, a huge greenhouse with a potting shed, and an animal room where pupils looked after gerbils, mice and rabbits. We even had a goat house complete with a pet goat! Later on I taught ICT and computing as the school moved into the digital age.

As Examinations Officer I’ve been responsible for entering pupils for GCSE, A level and other sorts of exams. I’ve always tried to make exams as stress-free as possible so that boys and girls can do their best to achieve results that reflect their true potential. It’s always rewarding to see happy pupils celebrating on results days. It’s been a privilege to serve as a governor of the school for the last few years.

Over the years I’ve taught with some truly inspirational teachers and associate staff and made lots of friends. There have been many changes as the school has addressed new educational initiatives and become more and more successful.

I wish everyone at Tewkesbury School all the very best for the future.

WELCOME TO OUR NEW DEPUTY HEADS

Ms de Glanville
Assistant Head

In September, we will be delighted to welcome two new Deputy Headteachers to Tewkesbury School. Ms Georgina Littler, currently Assistant Head at Cotswold School in Bourton on the Water, is going to be Deputy Head (Pastoral). Mr Rhys Adams, currently a Deputy Head at Nuneaton Academy, is going to be Deputy Head (Curriculum and Standards), replacing Mr Steele as he moves on to become a Headteacher in Wiltshire. Brandon Clarke from the Student Parliament asked his Tutor Group, 9 Hodgkin what they wanted to know about the new arrivals and they came up with the questions below:

INTERVIEW WITH MS LITTLER

Why did you want to become a teacher?

I didn’t want to do a job where I had to sit still! Teaching has also given me the opportunity to work with lots of bright, funny, talented young people and to travel to different countries, working in International Schools. I feel very lucky to have a job where I never look at the clock to count the time down during my working day and I love my job even more now than when I started.

What difference do you hope to make at Tewkesbury School?

Tewkesbury is on a really exciting journey and I am looking forward to being a part of a team of staff who is committed to ensuring the best outcomes for every student. I am very excited about joining the school.

What sport do you play and do you support a team?

My favourite activity is scuba diving but there isn’t so much of that in The Cotswolds so I make do with a run most mornings before school.

Quick fire questions:

Batman or Superman? Wonder Woman!
Curry or Chinese take-away? Curry.
Love Island or Big Brother? Neither. Scandi Nordic Noir drama like The Killing or Borgen instead.
Late night or early morning? Early morning

INTERVIEW WITH MR ADAMS

What do you most enjoy about teaching?

The chance to work with young people on a daily basis. I absolutely relish working with young people and helping them to achieve their goals in life. I think schools are exciting vibrant places to be and working with young people helps me to stay sharp and young at heart. Not that I’m particularly that old by the way! Those light bulb moments when you can see students begin to develop their knowledge, skills and understanding are priceless and these are the things I cherish most about the job. I cannot see me wanting to do anything else with my life other than to teach and be in a leadership role within a school.

What inspired you to apply for the job at Tewkesbury School?

The staff and the students had me at hello! The students I met on my first day on interview were outstanding. The initial meeting I had with Mr Watson had me hooked and I spent 2 days on interview here working with some of the nicest and most inspiring people I have ever had the pleasure to meet. My entire experience whilst I was here on interview only proved to strengthen my desire to work here.

Is there a teacher who inspired you when you were at school?

Yes, I had many inspiring teachers whilst I was at school. I suppose the biggest influence whilst I was at school was my PE teacher Clive Shortman. He was a huge influence on me and one of the main reasons I became a teacher. Also my mother was a teacher and I really looked up to her and continue to do so. Mel Bambro

What music are you into?

I have a quite broad musical taste: I like everything from Foo Fighters and Nirvana to Stormy and Oasis. I try to listen to as much up to date music as I can though.

What is your greatest achievement to date?

My greatest achievement to date is definitely being a father to my 8 year old daughter. I am getting married this summer to my amazing fiancée though, so that has to be up there too!

Quick fire questions:

Batman or Superman? Superman but Batman has some pretty cool gadgets. being able to fly has to pip it for me though.

What sport do you play and do you support any teams?

I used to play a lot of football at a decent standard. I also used to play a lot of volleyball and table tennis. I am told that Mr Watson is a Liverpool fan, so it may pain him to learn that I follow Manchester United. My local team Shrewsbury Town are the team I support though.

What do you most enjoy about teaching?

The chance to work with young people on a daily basis. I absolutely relish working with young people and helping them to achieve their goals in life. I think schools are exciting vibrant places to be and working with young people helps me to stay sharp and young at heart. Not that I’m particularly that old by the way! Those light bulb moments when you can see students begin to develop their knowledge, skills and understanding are priceless and these are the things I cherish most about the job. I cannot see me wanting to do anything else with my life other than to teach and be in a leadership role within a school.

What inspired you to apply for the job at Tewkesbury School?

The staff and the students had me at hello! The students I met on my first day on interview were outstanding. The initial meeting I had with Mr Watson had me hooked and I spent 2 days on interview here working with some of the nicest and most inspiring people I have ever had the pleasure to meet. My entire experience whilst I was here on interview only proved to strengthen my desire to work here.

Is there a teacher who inspired you when you were at school?

Yes, I had many inspiring teachers whilst I was at school. I suppose the biggest influence whilst I was at school was my PE teacher Clive Shortman. He was a huge influence on me and one of the main reasons I became a teacher. Also my mother was a teacher and I really looked up to her and continue to do so. Mel Bambro

What music are you into?

I have a quite broad musical taste: I like everything from Foo Fighters and Nirvana to Stormy and Oasis. I try to listen to as much up to date music as I can though.

What is your greatest achievement to date?

My greatest achievement to date is definitely being a father to my 8 year old daughter. I am getting married this summer to my amazing fiancée though, so that has to be up there too!

Quick fire questions:

Batman or Superman? Superman but Batman has some pretty cool gadgets. being able to fly has to pip it for me though.

What sport do you play and do you support any teams?

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ENTERPRISING STUDENTS RAISE MONEY FOR TEWKESBURY SCHOOL

Mr Gardner
Head of Business and Economics

In times of austerity, with rising costs and shrinking budgets, schools must find innovative ways to fund their activities in order to continue to serve their local communities. When hearing of the campaign to raise money for new Design and Technology equipment, enterprising students at Tewkesbury school came up with a simple idea... Milkshakes.

A group of eight Year 12 students; Sam Gilchrist, Matt Alonso; Harry Morris, Irem Bykil; Katie Taplin, Tom Lane; Oliver Dare and Oli Monks set up ‘Whizz Milkshakes’. Meeting once a week as part of a school enterprise club and after much testing of flavours, sourcing of local suppliers and securing the consent of the environmental health inspector their business was launched. The budding entrepreneurs managed to negotiate discounts from suppliers and even sponsorship deals (Packwood Printers, Red, Cotteswold Dairy, Woodys, Christine Atwood Catering, G W Morris & Son). The business really took off when they secured a contract to sell shakes at the Royal Three Counties Show. In excess of six hundred milkshakes sold and the group are proud to offer a cheque to the school for £550.

The students have grown in confidence through this experience and have realised that, with the support of friends, families, and sympathetic suppliers, they can achieve success. Emboldened by this, the students are keen to carry on with their business after enterprise club is wound up at the end of the term. If you are going to Lakefest at Eastnor Castle in August then look out for them and get yourself a milkshake!

RARE BREED SURVIVAL

Bridget Morris
Year 9 (Hodgkin)

I keep Gloucestershire Old Spot pigs as a hobby which has now become a small business. Gloucestershire Old Spots are a rare breed which need preserving. They are pinkish in colour with black spots and large ears finishing at the end of their snout. They are quiet pigs and are in the top 10 intelligent animals in the world. This is very helpful when it comes to training them for showing.

I took four of my pigs to the Royal Three Counties Show in June to compete against the best pigs in the county. There is a lot of preparation to get them ready for the show. I have to start to train my pigs around two months before the show to walk in a clockwise direction. I do this using a stick and board. They also have to be washed when they arrive at the show and before showing they are brushed and have their spots and hooves oiled. This year I won two seconds with Acorn who was in the ‘sows over two years’ class and one first and one third with Bella who was in the ‘gilts born after the first of July’. I also won a first and second place with Eric my February boar and a third with my February gilt, Dede. Finally, I won a reserve champion and two firsts in young handlers. Overall it was a very successful show for me and my pigs.