

Intouch

Chenderit School **A VISUAL ARTS COLLEGE**



SUMMER 2015

Headteacher's Message

Currently, our Year 10, Year 11, Year 12 and Year 13 students are all very busy preparing themselves for their forthcoming public examinations. Many have taken the opportunity to attend additional sessions after school, at weekends and during the holidays in recent weeks and I know that this commitment will have boosted confidence, honed exam technique and helped students focus their revision in this final run up to the exams. Staff are always looking for ways to help our students succeed, but even more important is that they spend quality time revising for success during the evenings and weekends at home. As Winston Churchill noted: "Continuous effort - not strength or intelligence - is the key to unlocking our potential."



Jane Cartwright

For students in Years 7-10 internal exams will also soon begin and, naturally, good exam preparation is equally important for them. Exam dates are:

- Year 7 exams: week beginning 8th June
- Year 8 exams: week beginning 27th April
- Year 9 exams: week beginning 11th May
- Year 10 exams week beginning 22nd June

Of course, school is about more than exams. Here, at Chenderit School, we offer a wide range of extra-curricular activities through which our students thrive. Besides being fun and enabling students to socialise with peers, extra-curricular activities can enhance students' time management and stress management skills, improving overall productivity. Students who are involved in team sports or school productions, for example, also learn to work more effectively in groups. Weekend or holiday work experience, regular volunteering both in school and beyond, The Duke of Edinburgh Award and fundraising are also examples of activities that are particularly valued by universities and prospective employers. Our ambition for our school community is that we should all Aim High, Work Hard and Be Nice. Our vision is to pursue excellence academically and in all other spheres of school life and next time, I shall write about how we shall strive to achieve this.

I hope our summer newsletter gives you a flavour of what we have already achieved or been involved with recently. You can also read about some of the exciting experiences offered to our students as and when they happen on the school website blog.

I hope you will join me in wishing all students who will be sitting public examinations this summer the very best of luck.

Summer Exams 2015

Students in Years 10-13 inclusive have been issued with their personal exam timetables; it is very important that all details on the timetable are carefully checked, including the spelling of names, as this is what will appear on certificates. If students think there is an exam missing or there are any other discrepancies then they must come and see me urgently.

Back in the autumn term, students were issued with an Examinations Handbook and it would be good practice to refresh themselves with the contents as it contains all the rules and regulations.

If students are absent on the day of an exam, please contact school as soon as possible.

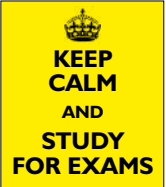
Results are published to students on Thursday 13th August (A and AS levels) and Thursday 20th August (GCSE). If students are likely to be away they can arrange to have their results collected on their behalf, e-mailed or posted. A form is available from me which will need to be completed by the student personally.

As always, please do not hesitate to get in touch if you have any questions about the exams process. Students can contact me via the VLE if they can't find me in school, otherwise I can be reached as follows:

Telephone: 01295 711567 ext 214
Absence line: 01295 711567 option 5

Email: aknight@chenderit.northants.sch.uk
Website: www.chenderit.northants.sch.uk

Thank you, as always, for your support. Mrs A Knight, Examinations Manager



Chenderit School Welcomes Roddy Lloyd-Jones – Our New Deputy Headteacher

My teaching career started sometime ago, it has been extremely varied and very rewarding.

An Artist by training, I studied Sculpture and Photography at the Kent Institute of Art. As a young man I was going to take the Art-world by storm until I discovered teaching. Working initially in Adult Education, I realised that I found greater reward in helping others discover the skills that I love to use. Since that point I have worked as an Art Teacher in London, a Head of Art in Hertfordshire, and a Head of Sixth Form, which followed onto an Assistant Headteacher at a school in Milton Keynes where I worked for 16 years. Most recently I have been a Vice Principal in Saudi Arabia, which provided me with a very eye opening experience to the educational world beyond the United Kingdom.



My teaching philosophy is based upon the consideration of students' individual interests and their needs for the future. I love to interact with young people in as many different educational environments as possible especially beyond the classroom, beyond their normal comfort zones and beyond a typical learning experience. Outdoor and creative education has been a significant addition to my class work. This is where I believe true leadership skills flourish; each demonstrating their potential as young, empowering people. I enjoy seeing students strive to make their own futures and explore the world in a more confident and rewarding manner.

I am greatly looking forward to working further with students at Chenderit School who equally show potential and enthusiasm for learning. Being able to learn effectively and to be willing to challenge yourself are vital ingredients in supporting excellent achievement. It is never truer than 'you earn the most satisfaction when you work the hardest to achieve your goals'. The preparation for learning is as key as the learning itself. 'Identify what you want, discover how to attain it and put in place the mechanisms to achieve it and success is only your motivation away'. 'We are who we make ourselves' and although learning from your mistakes is always a useful tool the most important thing to remember is 'it is a mistake not to learn'.

In my opinion, these can be considered as statements of fact, yet the fact is unless you are willing to learn and approach your learning with enthusiasm and a commitment to do your very best, you will always wonder just how much you may have achieved.

I am looking forward to helping the young people of Chenderit School understand how to achieve their very best.

Aim high, work hard and be nice.

Mr Roddy Lloyd-Jones Deputy Headteacher.

CRAFT FAIR & MARKET

SUNDAY 22 NOVEMBER 10 – 4 PM

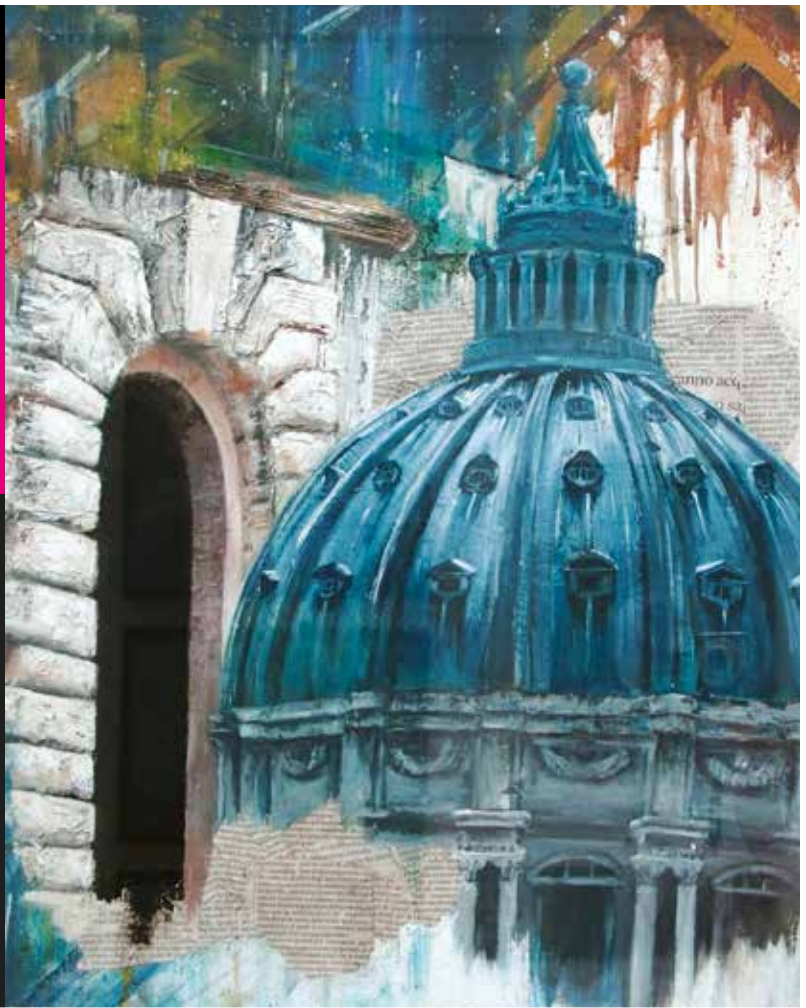
We are now taking bookings for this year's Craft Fair. If you would like to book a stall, please email: csacraftfair@yahoo.co.uk



VISUAL ARTS

CHENDERIT A LEVEL STUDENT ASSESSMENT EXHIBITION 2015

MONDAY 8th JUNE - TUESDAY 30th JUNE



SOUTH NORTHANTS SELECT OPEN ART EXHIBITION

TUESDAY 4TH MAY - THURSDAY 21st MAY

PRIVATE VIEW: TUESDAY 4th MAY from 6.30PM - 8.30PM

OPEN SUNDAYS: 10th MAY - 17th MAY from 11.00AM - 4.00PM



**AN EXHIBITION OF
PAINTING, DRAWING,
PRINTS AND CRAFTS
BY LOCAL ARTISTS**



VISUAL ARTS

A LEVEL ARTISTS VISIT VENICE



At 3am on Thursday 5th March, 45 sixth form art students assembled with four art staff to begin a five day study trip to Venice. By 11.30am, we were at our hotel having journeyed by coach, plane and boat and having read for the first of many drawing sessions.

Tutored by the artist Ian Murphy and the trip leader Mr. Childs, the students were quickly immersed in drawing the grand Palazzo, architectural detail, bridges and canals of this beautiful, decaying, sinking city. The principal sights were explored together with many quiet streets and the Guggenheim, the Academia, Ca' Pesaro and Oriental galleries and the island of Murano.

With bright sunshine the city comes alive with a whole variety of colours, shadows, textures and reflections, and while the wind was cold and strong, the selection of quiet sheltered spots enabled our students to achieve pages of carefully recorded drawings and lots of photographs to support the preparation for their summer examination pieces which will be displayed in the gallery in June. The group clearly enjoyed the visit, worked hard and will undoubtedly treasure the experience.

Thanks goes to the Eridge Trust who supported the study visit with a grant and to Ian Murphy and the art staff whose presence made the trip possible.



LIVE PERFORMANCE REVIEW - 'CAT ON A HOT TIN ROOF' WRITTEN BY TENNESSEE WILLIAMS AND DIRECTED BY JAMES DACRE

I am reviewing 'Cat on a Hot Tin Roof' by Tennessee Williams which I witnessed on the 13th October at the Royal Theatre in Northampton.

At first I was immediately struck by the set. The stark white of the furniture and shuttered walls created a sterile, eerie atmosphere, despite being the bedroom of a supposedly loving couple. The shutters represented how Brick and Maggie are both trapped in their false relationship and they could be viewed similarly to bars on a cage. Furthermore, the gaps between the shutters themselves portrayed how any conversation could be heard, reinforcing a quote from the play "The walls in this house have ears." The whole set was white which portrayed the emptiness of their relationship and how, when stripped down to its bare structure, there is no warmth or emotion between them, only desperation. The only emotion that is immediately communicated through Maggie's costume is her blue shirt and shoes, strewn across the set which appeared to represent her sadness.

The white could further be exploring Maggie's fake innocence that she tries to show to prove that she is worthy of inheriting Big Daddy's estate. Also, there was a mirror and a bed on one side of the stage, and a liquor cabinet and couch on the other. This layout could be exploring the idea of a metaphorical wall between them.

The white also showed shadows clearly throughout. This could represent the darkness within the play e.g. cancer and hidden sexuality. Finally, there were multiple exits and entrances, which I felt put the audience on edge, as it created the impression that anyone could walk into the room at any moment, such as when a child bursts in and disturbs a fight between Maggie and Brick. I think that this helped to create an effective, tense atmosphere, for instance when Big Mama came strolling in to answer the phone, despite Maggie and Brick having a heated conversation.

With regards to costume, only Brick and Maggie wore pale colours that blended in with the set, and the other characters wore darker colours e.g. Big Mama wore a navy dress. This could have represented how, despite all the characters using it, the room is actually Maggie and Brick's, but the only way they are connected to it is by their clothes because the other characters don't see it

as theirs, rather everyone's, reinforcing the idea of there being no privacy throughout for Maggie and Brick. Furthermore, the use of large jewellery accentuated the theme of wealth and the white set helped to reflect it so that it caught the audience's attention.

The lighting was used to show the change from night to day, thus creating the sense that what happened in the home was insular. They rarely saw the world for what it really was due to the constant chaos occurring e.g. the family coming to stay. The use of the lamps added an ironic aura of warmth to the stage, as if the characters were trying to create a false sense of comfort to help themselves deal with how unloving and disconnected this family is; especially since it was Maggie, Brick and Big Mama who turned them on. In addition to this, the warm lighting juxtaposed with the heated conversations that occurred, so this engaged the audience more due to the atmospheric tension created e.g. when Big Daddy yelled at Brick.

In terms of lighting effects, I noticed the fireworks effectively marked significant moments e.g. someone shouting. Another example is how the candles on the birthday cake gave off an eerie yet warm light which highlighted facial expressions, so when the tension built surrounding Big Daddy's birthday, the characters' emotions were obvious to the audience as they were made to stand out, rather ironically considering the cake would normally represent the happiness of the occasion. Finally, to end the first half of the performance the whole family (who weren't present in the room) were silhouetted behind the shutters. I felt that this helped to reinforce the idea that whoever was in the room could not achieve privacy.

I noticed a calm melody playing at the beginning of the performance which I felt created false hope for the audience, which was then crushed

by the immediate neglect from Brick towards Maggie. Furthermore, when Maggie turned the radio on this represented how she was trying to lighten the mood and steer the conversation away from emotional issues and towards her due to her attention-seeking personality, and how she was immediately told to turn it off by Big Daddy represented the change in status to Big Daddy having the dominance. With regards to special effects, I found that the use of smoke from the cigars and cigarettes added to the realism as it created a subtle cloud over the audience, involving them by evoking their senses, thus helping them to relate to the issues covered. Furthermore, it contextually enhanced the performance as it was a typical southern American habit for men to smoke cigars at that time.

I believe that vocal tone was used effectively throughout the performance to create raw emotion and tension. For example, when the child ran in on Brick and Maggie fighting, the frustration was shown by Brick keeping his voice low and monotone and this juxtaposed with the light-hearted high-pitched tone of the child. Furthermore, the idiosyncrasies of characters were portrayed well e.g. when Maggie repeatedly checked herself in the mirror represented her vanity. Also how she represented the cat-like nature by prowling instead of walking. However, I think an aspect that could have been improved on were the scenes where fighting took place, for example, when Brick stumbled over the sheets on the floor, he could have slowed the process so that it was more realistic.

In summary, I thoroughly enjoyed this rendition of 'Cat', although I felt certain aspects could have been improved.

Frankie Connor
AS Drama and Theatre Studies



COUNTY RUGBY COMPETITIONS

Year 7 – County semi-finalists. Lost to NSB
Excellent potential shown

Year 8 – County quarter finalists

Year 9 – Unbeaten semi-finalists in the plate competition

Sibford 7's

Year 7 – Cup semi-finalists

Year 8 – Plate semi-finalists

Year 9 – Cup semi-finalists.

Beat Warwick School 19-0 in the pool stages

Year 11 – 4th overall on a round robin

6th Form

Players with notable representations

Northants Alliance County Squads

Year 8 – George Uzolins, Euan Edwards, Matthew Stuart

Year 9 – Louis Garnier

Oxfordshire County Development Squads

Year 8 – Oliver Farr

Year 9 – Harry Horrocks, Oxon County

Josh Reynolds trialists for Oxon County

Year 11 – Marcus Saar and Rory Shaw, trialists for Oxon County

Harry Horrocks is a member of the Wasps Academy, an outstanding achievement

FOOTBALL COMPETITIONS

Year 7 – District cup champions beating Warriner School in the final

(also made the South England 5-a-side finals)

Year 8 – District plate semi-finalists

Year 9 – District cup finalists (game to be played after print deadline)

Good luck to the boys. Hoping for more silverware!

Year 10 – District plate semi-finalists

HOCKEY

Year 7 – Won their B&D League.

Year 8 – 2nd in their pool of 5, played off for top placings, came 4th overall.

Both leagues out of 9 schools.

Good continued commitment to club from a select group of Year 10 girls and a great group of lads. Number of Year 7/8s grew throughout the year – great commitment.

Megan Hart, Libby Deakin and Milly Ayres went along to the Northamptonshire Hockey Academy training sessions, developed their skills and confidence massively!

Netball

Y12/13 – girls came 3rd in district cup competition

Y11 – girls came 3rd in district cup competition

Y11/13 – 3rd in district cup competition

NEW HEAD BOY AND GIRL APPOINTMENT

After a delightful year as the Head boy/girl team, we are pleased to announce that Verity Babbs (Head Girl), Oliver Marchington (Head Boy), Seren Thomas (Deputy Head Girl) and Oliver Smart (Deputy Head Boy) have been appointed for next year. We wish them all the best of luck.

Article by - Toby Drew and Chloe Burgoyne

hairspray



The musical production of 'Hairspray' by Marc Shaiman bounced onto the stage at Chenderit School in January this year with a triumphant and fully interactive response from their sold-out audiences.

The extensive and talented cast consisted of the full age-range of students from years 7 through to 13 who performed to friends, families and the local primary school students.

We were very keen from the off-set to stage 'Hairspray' as we felt that the issues and themes throughout

were of utmost importance for our students to explore the key message for our audiences was to 'Celebrate Diversity'. 'Hairspray' not only celebrated the racial integration of the 1960s, but also looked at themes of gender equality and body image, where characters come to both accept and celebrate their differences. Our core concept was RED and BLUE to represent the black and white characters within the production, with the cast being mixed for the finale to signify full integration within the Corry Collins Show. We aimed for the audience to feel divided initially with colour-coded seats, delegated entrances and immersive pre-set performances from selected cast-members.



The staging of 'Hairspray' has been a wonderful process, and I feel confident to say that all of the staff involved have thoroughly enjoyed the process, with such a vibrant and enthusiastic cast. It has been fantastic that a lot of the sixth form students

involved have taken on positions of responsibility, with Ellie Rogers (Year 12) choreographing most of the dance numbers, and Jess Hart (Year 12) demonstrating excellent leadership skills through her stage management role.

A big highlight of the process has to be the flash-mob, where the cast burst into song and dance in the canteen. This provided a real buzz and energy around the school and was much enjoyed by staff and students alike.

It has been a truly fantastic and challenging opportunity for all students, where they have demonstrated the ability to work as a large team, showing initiative, commitment, adaptability and dedication throughout the entire process. All students have risen to the challenge and it has been wonderful to see how the production has been so well-received by all, with wonderful comments and praise from those who supported it. The production integrated an array of disciplines including singing, acting and dance, presented beautifully against the chess-board flooring.

Ms Jackson, Mrs. Haywood and Mr. Ledger would like to thank Mrs. Cartwright, fellow teachers and staff for their support, the cast for their hard-work and commitment throughout the rehearsal process, the wonderful band including the professional players, and the excellent production team who assisted with costume, design and lighting.

LIVE PERFORMANCE EVALUATION OF 'OTHELLO' BY WILLIAM SHAKESPEARE

I am going to evaluate the performance of Frantic Assembly's 'Othello' by William Shakespeare and directed by Scott Graham, as seen on Wednesday 22nd October at the Oxford Playhouse.

The acting area changed throughout the performance. It started as a reasonably sized pub room but due to the movable walls it could change size to create different effects. For example, in the scene where Casio was drunk, the walls swayed inwards and outwards which created a nauseating effect for the audience which helped them to relate with what Cassio was experiencing at that time. Another way they were used is when Othello entered by walking straight through them, which demonstrated his raw physical power and authority to the audience.

At first, the set appeared realistic, the interior of a pub with a corner sofa, pool table and flashing slot machine. However, it was soon revealed that the walls were movable, which allowed for the constriction and expansion of the room as well as being removed entirely revealing an outdoor scene. There was also a toilet cubicle which could be moved on to the side of the stage. The colours were muted and grimy, which was well suited to the dark and gritty nature of the play. The entrances and exits were incorporated well into the set, for example one was designed as a door to a side room in the pub, this made the set appear more realistic to the audience.

The costume worn was appropriate to the context, a pub in London where gang warfare is rife. It was realistic and each character had their own style, but they all stuck to the general attire of working class Londoners. This made the whole performance more believable; the audience could lose themselves in the performance without the bubble of reality being burst because of unrealistic elements.

The props were realistic and were used effectively to create dramatic effect. In the first scene pool cues were used to create an intense physical theatre scene where they were used as weapons both metaphorically in a pool game and literally during a fight. This was appropriate for the context

and allowed interesting choreographed sequences such as twirling the cues and lifting other characters with them. This was effective as the audience could see a visual link between the pool games and the fights, showing that they are both important parts of the gang culture.

Warm yellow lighting was used throughout the performance; this gave the set a more realistic appearance that different lighting effects would have damaged, in my opinion. However, a white spotlight was used when characters gave monologues and the action froze around them, plunging the rest of the stage into darkness to focus the audience attention solely on one character, such as when Lago was talking about his secret plot. This also represented that this speech could not be heard by the other characters on stage. During the outdoor scenes a pale white light created a misty effect that gave the street a sinister appearance, which was fitting considering the nature of the scenes that took place there, such as the attack of Cassio. The change of lighting tensed the audience, foreshadowing that something bad was about to happen.

Electronic dance music by Hybrid was used during the physical theatre sequences, this was fast paced, making it well suited to the action-packed scenes;



and also further modernised the performance, this sort of music didn't exist when the play was written and wouldn't be an obvious choice in most productions of 'Othello'; however it worked well with the modern context of this performance and really added to the excitement the audience felt during these scenes.

The live sound was limited in this performance, although there was the sound of pool cues on balls which created a realistic atmosphere that suited the pub context well and also made the performance more believable to the audience, which would have been very hard to achieve with recorded sound.

The scene changes were enabled by the movable pub wall which meant stage hands could quickly remove it from behind, staying invisible to the audience and making it appear as if it is moving itself, this gave the performance a more streamlined appearance that helped the action to flow more smoothly, which is vital with choreographed movement scenes, as clunky movement would distract the audience's attention from the action.

As with all Frantic Assembly performances, movement was a key part of defining character. This was clear with Othello himself, who moved slowly and imposingly throughout. Specifically, in the scene after he kills Desdemona he backs up in to the wall and literally sinks into it, the set expanding around his frame. This gave him a strong aura of raw power that could not be achieved with words alone; the audience could see his devastating physical effect from his surroundings.

One scene I particularly liked was when the women were talking in toilet cubicle. The toilet set was only used in this scene, which made it more memorable. It had the same realistic and grimy appearance of the rest of the set but in a confined area it was especially obvious, which really highlighted the rough context of this performance. This was reinforced by the connotations of the toilet, the director could have chosen to use a bedroom or side room for this scene, but instead the toilet was the only space the women could go for privacy, which suggests they did not get much respect from the men and were not considered to be influential. Lighting was used effectively to isolate this area from the darkness of the main stage, the audience almost forgot about the rest of the stage as this little cubicle was the only thing visible.

Edward Morgan
AS Level Drama and Theatre Studies

Chenderit School Visit to the First World War Battlefields

The First World War Centenary Battlefield Tours Programme is designed to provide the opportunity for two students and one teacher from every state funded secondary school in England to visit battlefields on the Western Front between 2014 and 2019. The battlefield tours are a key part of the Government's plans to commemorate the centenary of the First World War. Chenderit School students Rosie Mallory and Lily Searle accompanied Mr Birkett on a visit to the battlefields over four days between February 27th and March 2nd. The visit focused on sites around Ypres and the Somme including a range of battlefield sites, cemeteries and museums which were explored with a tour guide and a serving British soldier. One of our students, Rosie, used this opportunity to research the story of her great-great grandfather, Albert Mallory. She became the first member of his family to visit the memorial at Ploegsteert Cemetery in Belgium. She laid a wreath and we read extracts from Albert's letters home. He was tragically killed on 10th September 1918, just four days after his last letter. Lily was selected with one other student from our tour to lay a wreath at the Menin Gate, Ypres, during the Last Post ceremony, which has taken place every day since 1927. In attendance at this event was the British Ambassador to Belgium and a member of the British Government, Dr Andrew Murrison MP. All involved found the experience moving and thought provoking as well as giving valuable insights into the lives of those involved in the war. As part of the "Legacy 110" project the girls will now seek to share their experiences from their tour to create an enduring legacy commemorating the First World War Centenary.



Rosie laying a wreath In front of the Thiepval Memorial, the Somme



Menin Gate – Lily Searle (second right)

YEAR 10 BATTLEFIELDS VISIT

Secondary school pupils returned home with their views of the world changed forever after a First World War history trip to Belgium and France. The students embarked on the trip from Friday, February 27 to Monday, March 2 as part of a government-funded initiative. The First World War Centenary Battlefield Tours Programme runs until 2019 and

aims to send two pupils from each state school on a tour of the Western Front. Participants had an "acclimatisation session" in Kent with other schools from Slough and Twickenham, in which they were given the names of local soldiers and instructed to research them. The pupils spent a day at memorials around Ypres in Belgium and also travelled to battlefields in France. Chenderit School student Rosie Mallory in Year 10 discovered her great-great-grandfather's grave. She attended with Mr Birkett and fellow student Lily Searle, also 15. Rosie found her relative's name on the Ploegsteert Memorial in Belgium, known to British soldiers at the time as "Plug Street". Lance Corporal Albert Mallory was killed by sniper fire near the end of the war in September 1918. She is the first family member to have visited and laid a wreath. She said: "We'd already been to quite a few places and seen thousands of names on graves. "To see one that belongs to your family is really special. I'm lucky to have heard quite a lot about him, because I know a lot of people don't have that. My great grandfather died last year, I didn't know I would be going on the trip but I think he would be quite proud now." Lily Searle was invited to lay a wreath as part of the ceremony. She said: "It was sad. They hold it every night, and it makes you feel like they haven't moved on. But I felt proud I contributed and can say I'm part of the millions of people who remember."



World Book Day

On 5th March all students and staff, across the whole school site, stopped what they were doing and read for 15 minutes as part of the World Book Day celebrations.

Students in years 7-8 wrote 500 word stories, designed new book marks to be used within school and listened to a range of fiction texts from different genres.

Coming soon....World Book Night....23rd April: several teachers are World Book Night volunteers and are giving books away to students and staff.

Natalie Dale



WORLD BOOK DAY
5 MARCH 2015

Crocus Concerts

Members of the cast of Hairspray took part in the Rotary Club's Crocus Concerts at St Mary's Church, along with choirs from Sibford School and Banbury Academy. As with last year, this was in aid of the Rotary Club's "End Polio Now" campaign. These cast members formed a choir, under the leadership of Mrs Haywood, and re-learned three of the numbers from Hairspray as choral pieces. They also joined in three massed choir items with the other school choirs as a finale to the project.



We would like to thank all of those who performed, particularly as cast members had to commit to extra rehearsals immediately after such a busy schedule in the original show. These students really have gone the extra mile in order to help other children around the World as the Polio vaccination campaign goes on.

Chenderit School pupils published poets again...

Students entered the Young Writers' national poetry competition 'Poetopia'. Pupils wrote some fantastic poems inspired by the rules of the faction they chose. Judges commented on how they thoroughly enjoyed reading every entry! 16 of our students will have their work published.

A very well done to Holly, Constance, Poppy, Katie, Bethany, Chloe, Molly, Catherine, Megan, Charlie, Aalia, Zoe, Morgan, Abigail, Saira and Hayley for becoming published poets.

We would like to take this opportunity to congratulate our writers. We are sure that our students will continue to keep up the great writing. Natalie Dale

Sixth Form Physics Trip to Pembroke College, Cambridge.

On March 22nd Harris, Will and I visited the beautiful and iconic city of Cambridge. We met students from other schools and the day began with a tour of Pembroke College, one of the oldest in Cambridge University. There was also an informative presentation on a mixture of general and Cambridge specific aspects of university life and the application process. The most interesting part of the day was the problem solving questions, experiments with pendulums and an interactive lecture. These were hosted in the Cavendish Laboratory, which was exciting to visit, as it was where J. J. Thompson discovered the electron, and was the first major English laboratory for physics as a standalone subject.

James Shelton Y12



Voice in a Million

Students from Chenderit have again taken part in the "Voice in a Million" concert at Wembley Arena. They joined together with 6500 other children from around the UK in a concert to raise awareness of those children in the UK who need adoptive parents.

Four students, James Barlow, Lauren Barlow, Jessica Darke & Emillie Smith successfully auditioned for the stage choir at this event. This meant that they led a lot of the massed songs, and featured as soloists at some points in the concert.

Alesha Dixon performed with the massed choirs in the first performance of "Children United", a song that is now being sold to raise awareness and money for children's charities. Bars & Melody, and David & Carrie Grant were other guests who featured during the concert. It was a great event that was again really inspiring for young singers.



REFLECTIONS ON TAKING PART IN THE LESSONS FROM AUCHWITZ PROJECT 2015

Re-humanizing the victims of the Holocaust is a primary aim of the Lessons From Auschwitz Programme, just as it is in showing that the perpetrators are just like you and I.

Being able to face an environment steeped in history takes a strong sense of insight and maturity in order to truly invest your thoughts into the events of the past. What's most surprising, beyond the eerie wonder that thousands of people have died where you stand, is the absence of an atmosphere?

Out of all the people in the world, I was one individual out of billions to experience visiting Auschwitz; it was beyond surreal to have set foot in a landmarked location, known for one of the worst crimes to have been elicited in to the world.

Fundamentally, what makes the project important is the lessons you can take from it. No matter what people say and no matter what we learn about the past and history itself, is that we are always going to have a detached view of it. That's when it becomes something as far away as the fiction we read.

Essentially, what's important to acknowledge is that without education, we can't learn from the past, and without reflecting on the past we too cannot learn to divide the humanity of reality and the humanity in the fiction we read?

Wilhelmina Denness

BBC School News Report

As part of the BBC News School Report, all of Chenderit's year 8 students were journalists for the day. With the general election coming up, students chose to report on local parliamentary candidates. There were representatives from Labour, Liberal Democrats, UKIP and the Green Party but unfortunately no one was able to attend from the Conservatives.

180 students were involved in researching, interviewing, filming and editing their interviews into a one minute slot for presenting. Students created a news report as well as a 'behind the scenes' blog.

Mrs Jane Cartwright has said "For our students to have had the opportunity to turn their classrooms into newsrooms for BBC News School Report's ninth annual News Day has been very exciting for them and the staff who have led them. Students have worked relentlessly together on their reports and the quality of their work has been truly



impressive. I have no doubt that there are some potential journalists at Chenderit School."

There was fantastic feedback from the students. Cameron, 12, said, "I really liked interviewing Ian Middleton because it was enjoyable hearing his thoughts on the future of the Green Party and hearing about him being a vegan. It's amazing how my friends managed to get the interviews into a 1 minute clip from all the footage they had! I'm really proud of what we achieved." Another student, Erin, 13, stated, "It was really interesting because we got to see how politics gets into everything. The finished report was really good because it had all of our interviews in it." Tom, 12, "...thought it was really good because we learned what it was like to have a strict deadline and to work well under pressure. I thought the final report came out really well."

The organiser of the day, Miss Brandon, commented, "Often it is a small group of students who are given the opportunity to be involved in such events. My main aim was to ensure that everyone in the year group worked together to work on such an exciting project. It is fantastic that we managed to achieve this. Our students represented the school in a fantastic light and I'm already looking forward to arranging it for next year!"

SIXTH FORM EP DAY WITH BARCLAYS

This Extended Project Day has been so beneficial and I feel I have learnt so much in such a short amount of time. Professionals from Barclays Bank came in to give us individual opinions and support with our CV's and interview techniques. It's amazing how many small things really matter when writing a CV and just how important it is for an employer. By going through my existing CV in detail and finding its strengths and weaknesses. I was able to get a really high quality CV by the end of the session. To have such an amazing opportunity to successfully present our talents and skills in the form of a CV and cover letter was a positive achievement to be proud of.

I feel that if anyone is ever offered the chance to speak with a professional about interviews or CV's they shouldn't let it pass as the things you learn could be potentially life changing.

Jess Hart Y12



The BBC News School Report showed us how to work together and to truly aim high!

To view how the Banbury Guardian reported this event go to: www.banburyguardian.co.uk/news/local-news/chenderit-students-become-news-hounds-for-the-day-1-6654646



Debate News **Winning Times for the juniors**



On Sunday 1st March six Chenderit debaters, four from Year 8 (Grace Foakes, Alice Rowe, Rebecca Glenny and Gabi Elder), one from Year 9 (Tilly Vere) and one from Year 11 (Lucy Koster) went to The Oxford Union to take part in a training event and competition. Students were all accompanied by enthusiastic parents and two Chenderit teams won through to the final (Alice and Tilly; Lucy and Gabi) to compete with two teams from other schools. At the end of a close fought debate in the Union Debate Chamber Lucy and Gabi were declared the winners. Our congratulations go to both students.

On 26th February the Y11 debate team, Lucy Koster and Alasdair Jordan went to Akeley Wood School to take part in the Speakers Debate judged by The Right Honourable John Bercow MP (Speaker of the House of Commons). The debates were excellent and the Chenderit team won the first round earning a place in the final against Stowe School. After a great debate Lucy and Alastair were pronounced winners.

In recent weeks Chenderit's senior debate teams have also taken part in competitions at Nottingham University, Eton College, Cheney School and University College London and the junior public speaking team took part in the Churchill Public Speaking Competition at Blenheim Palace.

Sixth Form Psychology trip to Bethlem Royal Hospital

On 3rd March A2 Psychology students made the journey to Bethlem Royal Hospital in South London to learn about the history of psychiatric care and about current working methods. Bethlem Royal Hospital was founded in 1247 and was the first institution in the UK to specialise in the care of the mentally ill. The hospital continues to provide in-patient care as part of the South London and Maudsley NHS Foundation Trust, and has been based since 1930 in the outer London suburbs.

Chenderit students were given the opportunity to access original patient records from over 100 years ago and use them to follow diagnosis and treatment of mentally ill people from that time. In addition the group were amongst the first to visit the newly opened 'Museum of the Mind' a fantastic opportunity to see objects from the history of mental health care and artwork completed by patients at the hospital.

MATHS CHALLENGES

The UKMT Individual Maths Challenges are multiple choice question papers, which are designed to stimulate interest in maths. The junior, intermediate and senior levels cover the secondary school range 11-18 and together they attract over 600,000 entries from over 4,000 schools and colleges.

Individual Intermediate Maths Challenge (Y9/10/11)

In February 2015, 52 students from Years 9, 10 and 11 took part in the UKMT Intermediate Maths Challenge. The Year 11 students achieved a fantastic 5 gold, 5 silver and 9 bronze certificates, the Year 10s collected 1 silver and 3 bronze certificates whilst the Year 9s achieved 1 gold and 2 bronze certificates.

Four of our students qualified for various national follow up rounds; Stuart Kendall, Megan Button, George Adams (all Year 11) and Tilly Vere (Year 9). Stuart and Tilly did particularly well, as their score ranked within the top 500 of their year group. Well done to everyone who took part and congratulations to all pupils who received a certificate or qualified for the follow up round.

Individual Senior Maths Challenge (Y12/Y13)

On the 6th November 2014, 25 Year 12 and 13 students took part in the UKMT Senior Individual Maths Challenge; a national mathematics competition with the top 10% receiving a gold certificate, the next 20% silver and the next 30% bronze.

Our sixth former students achieved 1 gold, 5 silver and 14 bronze medals. The gold certificate went to Chris Harvey. The overall number of certificates was an improvement on last year, although the number of gold certificates was down. The challenge is for the current Year 12 students to improve in next year's challenge.

The UKMT Team Challenges promote mathematical dexterity, teamwork and communication skills. They also give students the opportunity to compete against those from other schools in their region.

Senior Team Maths Challenge (Y12/Y13)

On the 19th November 2014, a team consisting of Year 12 (Will Garner and Oliver Smart) and Year 13 (Alina Everatt and Toby Whitehouse) pupils took part in the regional round of the Team Maths Challenge at Solihull Sixth Form College. The team maths challenge is a national competition for Year 12 and 13 students and teams battle against each other over 3 fierce rounds of mathematical problem solving, joined-up thinking and teamwork. The Chenderit team came 10th out of 15 teams; an excellent effort against very well trained and competent opposition.

The junior individual and junior team maths challenges are later in the school year.

AMNESTY CAMPAIGN

"In December 2014, the Sixth Form's Amnesty group led a "Write for Rights" creative writing competition, led by Verity Babbs. Over the month, we asked Chenderit's Year 7 students to write a short piece, explaining how they would feel if one of their human rights was to be taken away from them. We had amazing responses, but our particular favourite was Spencer Dolan's entry about how he would feel enslaved. "I would be just like a piece of property to someone, to be traded around and not to be free" was a poignant point made by Spencer, by whom we felt thoroughly moved. So, well done Spencer and to all those who entered this year!"

We meet in Room 74 at Friday lunchtime and all Year 10 to Year 12 students are welcome.

Verity Babbs



CHENDERIT SCHOOL ASSOCIATION

CURRY AND QUIZ NIGHT

A huge thank you to all of you who helped at or took part in our Curry & Quiz Night in February. We raised almost £1,200 again this year, and we had lots of great feedback saying that you enjoyed the evening - thanks to all of you who made it such a success!

ALLOCATION OF CSA FUNDS

In total this year, we've raised almost £5,000, and we received funding requests totalling more than twice that amount. After careful consideration at our meeting in March we agreed to allocate the available funds as follows:

Dept	Items	Amount
Science	10 Advanced Microscopes	£695.00
Library	Smart TV plus wall bracket	£800.00
Maths	New Interactive board for Room 48	£500.00
Finance Bursary	Top up Bursary Fund to support assistance with essential items and school trips	£500.00
Technology:	Contribution towards air conditioning unit for Room 59	£350.00
Textiles		
Geography	Subscription renewals for Geo Factsheet and Geography Review	£126.00
Modern Foreign Languages	3 visualises for use in classrooms	£119.70
Food Technology	Food mixer, glass bowl and pasta roller	£178.21
Learning Support	Various learning resources	£202.73
English	Epson Finger Touch LCD screen and projector	£1,500.00
TOTAL		£4,971.64

GET INVOLVED - NEW MEMBERS NEEDED!

We can only continue fund raising for school wish list items thanks to the willingness and efforts of our committed team and the support of our helpers – but as current members move on, we need more people to get involved.

As we only run two main events each year and keep meetings to a minimum, it doesn't take up a lot of time. If you can spare a little time to join the committee or to help now and then, please contact csacontact@yahoo.co.uk to find out more.

SCHOOL HOLIDAY DATES

Staff Training Day	13th April
Term 5 - school reopens	14th April
Bank Holiday	4th May
Term ends	22nd May
Term 6 – School reopens	1st June
Term ends	21st July
Staff Training Day	22nd July

NEW SCHOOL YEAR

Staff Training Day	1st September
Staff Training Day	2nd September
Term 1 - school reopens	3rd September
Term ends	23rd October
Staff Training Day	2nd November
Term 2 - school reopens	3rd November
Term ends	18th December