



Head's Newsletter

October 2017

'A Culture of Excellence'

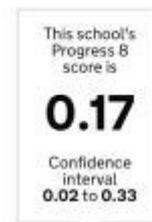
Dear Parents and Students,

As we approach half term, I wonder where the time has gone! As always school life continues to be very busy and exciting; it is with great pride that I read this newsletter and see everything that has been happening.

Meeting our new Year 7 students and seeing them settle has been a real highlight for me. The feedback I am receiving from staff about the way the young people have adapted to life at secondary school has been extremely positive. I am delighted to see them really getting 'stuck in' and making the most of all the opportunities that we provide outside the classroom.

Already, however, we are beginning to look forward to our next intake. It has been great to meet so many prospective parents at our 'TGS roadshows', at our Open Evening early in September and when they have visited us during the normal school day. I feel great pride when I hear visitors comment on the strong relationships they have observed and how calm, caring and purposeful the school feels.

During the last week we have begun to receive provisional national data from the 2017 GCSE examinations. This allows us to compare the progress that students at TGS made with other schools. The key published measure now is known as 'Progress 8'. A short video on how this works can be found in the 'parents' section on the school website. I am delighted to report that this measure is again looking strong, with TGS students making progress which was significantly better than the national average. Congratulations to everyone!



Finally I would like to thank the huge number of parents who have attended a range of information evenings this term. Whether it has been about visits and activities, or about helping your child to make a good start in Year 7, or on the all-important GCSE and A level courses, your support is very gratefully received.

Thank-you so much!

Have a good half term,

Martyn Sibley
Headteacher



Final Destinations of Year 13 Students 2017 (correct at time of print)

Surname	Forename	Destination	Subject
Ahmed	Nadia	Newcastle University	Eng Literature
Amies-King	Benjamin	Durham University	Physics
Anderson	Elsbeth	Newcastle University	Geography
Anderson	Matthew	Gap Year	
Andrew	Lauren	Northumbria University	Psychology
Barton	Harriet	Bristol University	Medicine
Bean	Annabel	Loughborough University	Psychology with Criminology
Beanland	Lucy	Gap Year	
Bilbrough	Harvey	University of Chester	Politics
Birdsall	Sarah	Newcastle University	Spanish/Geography
Blackburn	Karis	University of Derby	Forensic Science & Criminology
Boxall	Louise	University of Liverpool	Psychology
Brewin	William	Durham University	Economics
Broadhead	Nicholas	University of Edinburgh	Economics
Buckley	Kirsten	Loughborough University	Business/Psychology
Buonasorte	Lilliana	Durham University	Sociology
Burluka	Giselle	University of St Andrews	Medicine
Byrne	Angus	University of Manchester	Biochemistry
Chadwick	Holly	University of Hull	Biochemistry
Chapman	Lucy	Aston University	Optometry
Clark	Aron	University of Leeds	Philosophy
Clark	Joshua	HR Apprenticeship	
Clarke	Daniel	University of Hull	Economics
Clavane	Austin	University of Manchester	Politics/Philosophy/Economics
Clayton	Sophie	Northumbria University	Fashion
Collumb	Holly	University of Chester	Sociology
Conway	Cabhan	Lancaster University	Economics
Cook	Jesse	University of Nottingham	Pharmacy
Coombes	Freya	Law Apprenticeship (Para Legal)	
Cornforth	Robert	Sports Scholarship	
Cowler	Joseph	University of Hull	Economics
Dawkes	Holly	Durham University	Economics
Dawson	Tamsyn	University of Birmingham	Biological Sciences
Dawson	Emily	University of Derby	Primary Education
Dodd	Eleanor	University of Oxford	History
Eaton	Bethany	Northumbria University	Law
Ellwood	Isobelle	Employment - Care Home	
Evans	Rhys	University of Oxford	Maths
Exley	Megan	Gap Year	
Fairley	Sebastian	Gap Year	
Finnigan	Joel	University of Warwick	Mech Engineering
Gamble	Catherine	University of Sheffield	Landscape Architecture
Gibbs	Annabel	University of Manchester	Biomedical Sciences
Glancy	Jake	Seeking Apprenticeship	
Glover	Archie	Seeking Apprenticeship	
Grayson	Emily	University of Manchester	Law
Green	Lauren	University of Leeds	Art Foundation
Grewer	Samuel	University of Liverpool	Accounting
Hawkes	Jack	University of Hull	Mech Engineering
Hawkins	Abigail	Gap Year	
Heard	Eleanor	Gap Year	
Heron	Emma	Employment - Marks and Spencer P/T & Study	
Hobson	Hannah	University of Sheffield	English Language and Linguistics



Final Destinations (Continued)

Surname	Forename	Destination	Subject
Hoskins	Emma	Royal Holloway	Psychology
Hunter	George	To be confirmed	
Inglis	Iona	Nottingham University	English
Jewers-Pettinger	Benjamin	To be confirmed	
Jewitt	Matthew	Sheffield Hallam	Sports Business Management SHU
Karn	Fingael	University of Southampton	History
Kavanagh	James	Leeds Beckett University	Business Management with Marketing
Kenyon	Rachel	Gap Year	
King	Hollie	Apprenticeship - Pret-a-Manger	
Lang	Richard	Aston University	Psychology
Lewis	Steven	Gap Year	
Lockwood	Charlotte	Gap Year	
Lodge	Matthew	Seeking Apprenticeship	
MacLean	Jessica	University of Gloucestershire	Geography
Macnaughton	Zoe	Gap year - Charity work	
Manson	Elspeth	Employment	
Middlemiss	Ella	University of Sheffield	Biology
Mo	Callum	University of Leicester	Bio sciences
Moody	Alexander	Gap Year	
Moule	Kieran	Employment	
Murkin	James	Leeds Beckett University	Maths/Statistics
O'Grady	Caitlin	Leeds Beckett University	Human Geography
Orr	Matthew	Gap Year	
Perry	Mark	University of St Andrews	CAAH
Pollock	Isla	University of Strathclyde	Speech & Language Pathology
Rehor	Amelia	University of Leeds	Midwifery
Roberts	Hannah	University of Huddersfield	Nursing
Robinson	Eve	Gap Year whilst continuing with studies	
Rowland	Eve	Newcastle University	Politics
Searstone	Elizabeth	Kings College, London	Ancient History
Simmonds	Caitlin	University of Birmingham	Political Science
Singh	Jake	Newcastle University	Accounting
Sleight	Amy	Employment	
Smailes	William	Employment - Strata Homes Leeds	
Smith	Jack	Seeking Apprenticeship	
Souch	Jonathan	University of Bristol	Mech Engineering
Stables	Joseph	Gap year	
Stearn	Thomas	Employment	
Stephenson	Gabriel	University of Oxford	Biochemistry
Storey	Matthew	Employment	
Storr	Alice	Royal Holloway	Psychology
Swires	William	Northumbria University	Law with Business
Tranter	Emily	Durham University	Eng Literature
Turley	William	Newcastle University	Law
Walker	Christopher	Sheffield Hallam University	Quantity Surveying
Walker	Lily	Queen Mary University of London	Geography
Warren	Jack	Leeds Beckett University	Law
Whitaker	Lauren	Lancaster University	International Relations
Williams	Bethan	Lancaster University	History
Wilson-Bell	Ella	University of Sussex	Biomedical Sciences
Woffendin	Thomas	Cardiff University	Business/Economic
Woosey	Hannah	Employment	
Young	Xanthe	University of Northampton	Law



Successful Open Evening

Thank you to the hundreds of parents and children who attended our Open Evening making it such a success. Here are a few photographs from that event.





Sixth Form Open Evening A Message from Director of Sixth Form— Mrs Ros Knapton

Thank you to all the students and their families who attended our Open Evening – it was a huge success!

We have more than 180 Year 11 families attending and have received some great feedback! It was great to meet so many students from other schools and colleges who may wish to join us in the Sixth Form too. Subject Faculties were very busy all evening too giving information about all the courses we offer, as well as all the other exciting opportunities available in the Sixth Form.





Tanzania Summer 2017!

A Message from Julie Lax, Schools Support Co-ordinator at Camps International



ETHICAL JOURNEYS WITHOUT COMPROMISE

After the safe return of your students, we would like to take this opportunity to give you a very brief overview of some of the highlights of their summer.

What a blast! Through the sheer sweat and, sometimes, tears, your students have made a huge and lasting positive impact on the lives of many rural communities. They have hand mixed cement, plastered, painted and helped improve facilities for the local students, as well as being involved in environmental projects, which will have a far reaching and lasting effect for years to come.

Not only have they worked hard at improving the lives of villagers, they have been getting their hands dirty with elephant dung, making paper for villagers to decorate and sell to tourists. They have helped to rebalance the wildlife v human conflict by digging watering holes and erecting elephant deterrent fences, which keeps animals away from crops, as well as having the amazing experience of seeing these wonderful animals in their natural habitat.

Interacting with the local children is always a highlight of all our expeditions, whether it be playing volleyball or football, or sitting quietly, plaiting hair, singing songs and holding very animated 'hand' conversations with young students who are desperate to learn our language in order to improve their lives and future employment opportunities.

Being pushed to your limits and forced out of your comfort zone is not something we usually enjoy, but your students did both of these! They slept on mattresses in tents and bandas, washed in cold water, shared their living spaces with bugs, spiders and survived. They have eaten enough ugali and chapatis to last them a lifetime and still came back for more. They then participated in a challenging four-five day trek up Mount Meru, which saw them being pushed even further to their limits, but, once again, they faced each day with determination and good spirits and took on every challenge given to them. We are so proud of them!

Living in, or close to, the local communities has enabled your students to really appreciate how tough daily life can be, but, at the same time, how resilient and strong the human spirit is in order to overcome the adversities that life throws at us. We hope they have learnt many lessons from this and will carry them in their hearts, to pull out, dust down and use whenever they may need them in the future.

From the deepest core of everything Camps International stand for, we would sincerely like to thank you at Tadcaster Grammar School and your students for their incredible hard work, dedication, joyous spirits and a whole bunch of great laughs and mind-blowing memories.

Cup Victory for Football Boys

Congratulations to our Year 7 boys football team with their 2-1 cup victory against Manor School





Watersports 2017

Eighty-three Year 9 students went on the annual Watersports visit.

Once again based in the Costa Brava, the students had a fabulous time developing their snorkelling, stand up paddle boarding, kayaking and sailing skills, as well as visiting two of the best waterparks in the region.





A Celebration of Choirs

On Sunday 1 October, Tadcaster Grammar School Pop Choir and Chamber Choir took part in a choral concert to raise money for



York Rescue Boat. Singing alongside Acomb Community Choir, Main Street Sound and Spirit of Harmony they raised the roof of Acomb Methodist Church and collected almost £350. Matty from the charity said: "That's a fantastic amount, thank you so much".



Miss Buckley and students from the choirs, presented the money raised to Caroline Wright from York Rescue Boat



Restart A Heart Day—World’s Biggest Life-Saving Lesson

“One Day You Could Save A Life”.

This was the message given out to more than 100,000 youngsters across the UK, and in Australia, who took part in the world’s biggest life-saving lesson.

European Restart A Heart Day 2017 involved 25,000 children from 125 secondary schools across Yorkshire alone, including Year 8 students from Tadcaster Grammar School

If someone suffers a cardiac arrest, their chances of survival double if it happens in front of a bystander who can immediately start CPR.

The pioneering initiative was developed in Yorkshire by the Yorkshire Ambulance Service NHS Trust (YAS) and is now in its fourth year. YAS has organised the event in conjunction with the British Heart Foundation (BHF), Resuscitation Council (UK) and St John Ambulance.

YAS is all too aware that the voluntary work they provide for Restart A Heart Day is vital in the quest to save lives. Those attending Tadcaster Grammar School to provide free cardiopulmonary resuscitation (CPR) training included Julian Hall (Tadcaster Community Responder), Ian Kendall (Community and Commercial Education Team, YAS NHS Trust), Rosemary Temple (Tadcaster Community First Responder), Fiona Steed (Tockwith Community First Responder) and Natalie Coulton (Technician Ambulance Service).

“Volunteer Responders are always happy to teach North Yorkshire children, with the help of YAS staff,” said Mr Hall, who was leading the event at TGS. “The students worked extremely hard in their vital life-saving lessons and are a credit to the school,” he added.

“We are pleased to be involved again this year in the nationwide School CPR initiative,” said Jeanette Chauda, School Health and Curriculum Support Manager at TGS. “It provides vital knowledge and skills to our Year 8 students and could ultimately help save a life. A massive thanks to the Yorkshire Ambulance Service who gave up their own time to deliver these invaluable training sessions to our young people,” she added.





TGS Seeks Former Students to Inspire New

Tadcaster Grammar School is seeking former students who can inspire the current generation to academic success and career confidence.

TGS is one of 900 state secondary schools and colleges across Britain that has worked with the education charity Future First to harness the talents and experience of alumni to support current students through 'old school tie networks.'

The school wants to contact former students in established careers and recent leavers in further education, alumni who live nearby and those who have moved away.

Future First's vision is that every state school or college should be supported by a thriving, engaged alumni community that helps it to do more for its students. More than 200,000 former students nationwide have signed up to stay connected with their old school. They're motivating young people as career and education role models, mentors, work experience providers, governors and fundraisers.

Martyn Sibley Head Teacher said: "We signed up to Future First's scheme straightaway. I believe that this is a really exciting initiative! Our former students have gone on to achieve amazing things. We really want to hear from them, hear their stories and re-connect them with the TGS family'.

Christine Gilbert, Executive Chair of Future First and a former Ofsted Chief Inspector, said, "Every state school student should have the opportunity to succeed in life after school, regardless of their background. If students see 'people like me' have succeeded, they are more likely to believe they can too. They work harder and have higher expectations of success. We want more schools to see the benefits of using their alumni as a powerful resource."

Luci Davies, Business and Links Manager at Tadcaster Grammar School is waiting to hear from former students on l.davies@tgsch.uk. Former students can also register with Future First by clicking the "For former students" link on the website www.futurefirst.org.uk.

Other state schools or colleges wishing to register with Future First should click the "For Schools and Colleges" link.

For further information about Future First, visit www.futurefirst.org.uk, contact Press Officer Sue Crabtree on sue.crabtree@futurefirst.org.uk or call one of the team on 0207 239 8933.

TGS First Cricket XI 1957:

Back—Mr Cook, R Hall (scorer), Routledge, Carr, Bradley, Swift, Wilstrop, Headmaster

Middle—Webster, Walker, Ralph, Fim, Gilpin, Wallis

Front—Vatts, Rollinson





Where Are They Now?

By Wendy Binns (Publicity Officer for TGS and Editor of the Newsletter)

Following the launch of our Alumni search for former students through Future First, we have already had a wonderful response, with many past students contacting us to share their details, work experiences and life stories since leaving Tadcaster Grammar School.

Four such students have followed their hearts and Christian beliefs and entered the Ministry. Their stories are truly inspirational. I believe that when you read these heart-warming stories of their journey through faith to date, the difference they are making to the lives of others and what they have to say about TGS, you will realise the huge part Tadcaster Grammar School played in their life choices and their career path in the Christian faith.

Michael Robinson left TGS in 2005. In his own words this is how he came to be **Father Michael Robinson** and what he has to say about this school:

"I left TGS in 2005 and went to read history at Magdalene College, Cambridge. I had three glorious years at Cambridge getting to know the pubs, theatres and college bars of Cambridge. In my spare time I primarily studied medieval history. The idea of being a priest had been in my mind since the age of 10, but I decided to test my vocation and go and do something else. By some miracle (not a word I use lightly!), I left Cambridge with a 2:1 and the ability to seemingly speak on any topic with authority, despite not knowing anything about it. For these reasons, I thought I was well suited to a career in politics. I started working at the Ministry of Justice, but left to work at the House of Commons on the staff for a Member of Parliament. I hoped this would be the springboard to stand for Parliament myself. I loved the fast pace of Westminster life and being "in the thick of it." All the while, the idea of priesthood didn't disappear, but it seemed increasingly unlikely. The catalyst for change came when a great friend and housemate committed suicide the week before Christmas. The shock of this forced me to examine my priorities in life and where my heart belonged, so I went back to Cambridge to read theology and train to be a priest. I now live and work in inner city London, in one of the most socially challenging parishes of the UK. Standing for public office can be a noble thing, but I found a much more compelling vocation being with the people at the bottom of society rather than scrambling to the top. When I look back on my time at TGS, I immediately think of many inspirational teachers who had a vocation to inspire and encourage young people. I cannot begin to assess the impact of simply being surrounded by decent, hardworking and caring teachers who could take a boy who started school on free school meals and send him to Cambridge University."



The Reverend Luke Tillet echoes Michael's thoughts as he also looks back fondly at his time at TGS.

"TGS provided so many enriching opportunities and a positive, caring environment in which to learn and develop skills for life. It was also a place of establishing long-standing friendships and the making of memories which I still treasure. I am enormously grateful to the dedicated, influential and inspirational teachers who taught me and encouraged me along the way. During my time at TGS I particularly enjoyed English, Music and Drama. I was involved in many extra curricular activities: the choir, the Christian Union, which met regularly each week for prayer and fellowship. I also helped with the 'Reach Out' peer support group." Luke left TGS in 2006 after Sixth Form. "Initially I wasn't completely sure what I wanted to do, (maybe teaching?), but the opportunity came up to take a gap year, working for a local Youth

Project, so I said yes to that. People often ask: 'What made you want to become a Priest?' The honest answer is, initially, I didn't want to. However, various members of my family and friends saw it before me and, unbeknown to me, saw the potential. So then came a gradual process of discernment and a growing sense of call – to serve God and serve others. So, it was during my gap year that I began to explore this call to ordination seriously. I was recommended for training at the end of that year and began to read Theology at Ridley Hall, Cambridge (2007) and to train for the priesthood for three years."

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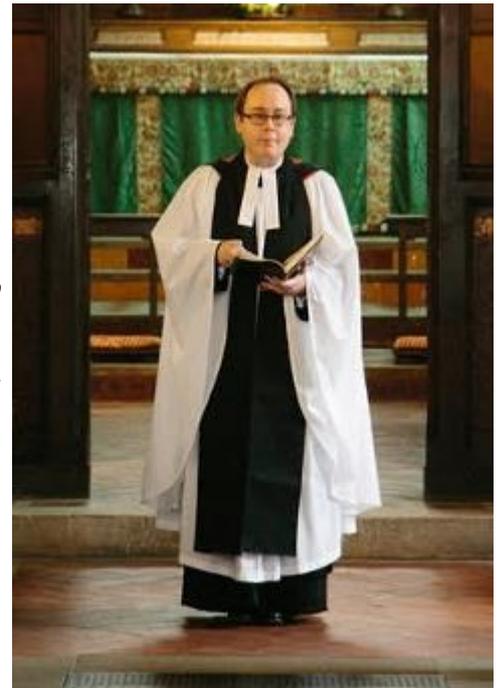
Where Are They Now? (Continued)

The Reverend Luke Tillett (cont.)

"After College, I was ordained Deacon (2010), then Priest (2011) and served as Assistant Curate for five years in the Parish of St Nicholas, Guisborough – a large market town between Middlesbrough and Whitby on the edge of the North York Moors. Then for a time I worked as a Bishop's Chaplain to the Bishop of Beverley. I am now Vicar of St James the Deacon, Woodthorpe, York where I have been for the last two years. I think I have always wanted to help others and to seek to serve them and make a positive difference. I am so grateful for the many opportunities that TGS gave me and I do look back very fondly on my time spent there and all the wonderful staff and friends who have enriched my life in so many ways, and still do. For a Priest, no one day is the same as the next. It's a life, not a job, which brings with it many challenges, but which are always outweighed by the blessings! You get to meet a great variety of different people in so many different contexts—baptisms, weddings, funerals, school assemblies, ward council meetings, governors' meetings, visiting the sick at home and in the hospital or hospice, dementia groups, line-dancing, bingo-calling ... the list goes on. The priesthood is the whole of life and the whole of life is the priesthood. It is a huge privilege to share with people in their joys and sorrows and to walk alongside them. It is a great and demanding life that stretches heart, mind and soul, but I honestly wouldn't wish to be doing anything else."

Father Christopher Johnson left TGS the same year as Luke Tillett, gaining A-Levels in Maths, Further Maths, Law, RS, General Studies and an AS in Psychology.

"I went on to read Theology at St Benet's Hall, a Permanent Private Hall of the University of Oxford run by the monks of Ampleforth Abbey, where I spent three very happy years, being taught by some of the greatest theologians of the time. Courses were varied with Church history, Biblical studies, New Testament Greek, and doctrine. Over time, I specialised in Church history in the theological colleges with a view to beginning in the September following my graduation. The best option for training seemed to be St Stephen's House, another Permanent Private Hall attached to the University of Oxford. Life at SSH (affectionately known as 'Staggers') was spent in chapel worshipping, in the library studying, and generally living together in the community. Ordinands were expected to do placements – I did placements at different local schools, as well as Merton College, and a parish in Oxford. At the same time as doing this, and working on other modules academically, I was also asked to complete a research degree as part of my training. So in the first year of my training, I read for a Master of Studies degree in church history, specialising in the Anglo-Saxon period. On the basis of this, I then began in my second year to work towards a doctorate in Anglo-Saxon church history, looking at changes and developments in the priesthood from 597 to 747. When the time came for me to be ordained four years later, however, I hadn't finished the doctorate, and decided to submit half of it – 50,000 words – for a Master of Letters degree instead. This enabled me to concentrate on ordination and curacy. When my college training was coming to an end, the Bishop of Whitby had invited me to look at the parish of Pickering with Lockton and Levisham, which is where, following my ordination, I spent four further years. Curacies are the 'on the job' part of the training and follow on from time spent in college or training through a course. The key to a successful curacy is the relationship with the Vicar of the parish, who I got on with very well, and who trained me to put all the knowledge I had acquired in college into practice. Parish life was varied – lots of baptisms, weddings and funerals to do, services to take, people to visit, sermons to preach, people to be prepared for confirmation, courses to be run, and much, much more! The curacy came to an end this May when I took up my first incumbent-level post: this means I have moved from being a Curate (in training) to being the Vicar of a parish (in charge). My new parish is the beautiful Georgian church of St Peter and St Leonard in Horbury, just outside Wakefield. I have discovered that there is more work to do as the Vicar of the parish than the curate – more administration, more services and sermons, in fact, more of everything! – but it is a fresh challenge which I am enjoying very much. The work is very rewarding. You meet people at very vulnerable times of their lives, moments of both joy and sadness, and it is lovely to walk with people, looking after them spiritually and nurturing them in their Christian faith. TGS provided a great basis to launch into this vocation – opening my heart and mind to wanting to serve others. It also laid the foundations academically so that I could pursue my academic interests both in the context of university and now in the context of my parish, where quite a lot of my time is taken up with studying and preparation."





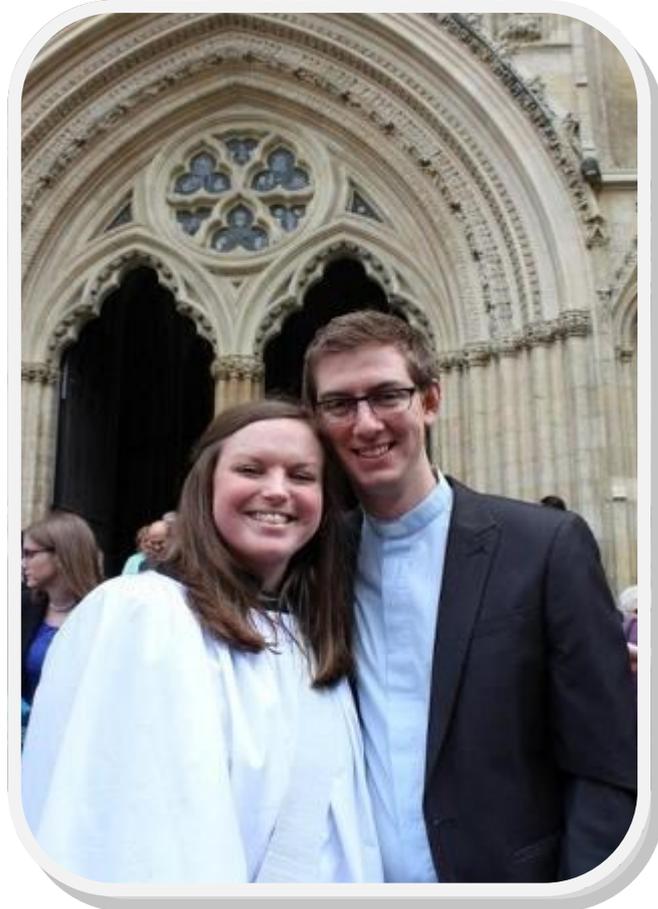
Where Are They Now? (Continued)

Sarah McGuinness left Tadcaster Grammar School in 2008.

After leaving school I studied English Literature at the University of Exeter's Cornwall Campus in Falmouth. During my time at university, I felt called to ordained ministry and was selected for training in the middle of my final year. I moved to Durham to study at Cranmer Hall, St John's College (part of Durham University) to begin training to become a Vicar in 2011, completing a BA and MA in Theology and Ministry whilst there. In 2012, I married Matt Strand (who is also a Vicar). We moved to Middlesbrough shortly after we married and I commuted for my final two years in Durham. I was ordained in 2014 and started my curacy (training 'on the job') in Stokesley, North Yorkshire. In 2016 our son Zachary was born and we moved to Redcar for my husband's first job as Vicar of Kirkleatham. I returned to work part-time and have just started a job as part-time tutor at Cranmer Hall in Durham – back to where I started my journey towards being a vicar!



Reverend Sarah Strand baptising her son Zachary (left)



Reverend Sarah Strand with husband Matt (above)

TGS was a place that I felt supported and encouraged to thrive academically and personally. I am not sure that I had much idea at the time that I would end up joining the ministry, but school certainly gave me a great foundation for all that would come afterwards. During my A-Levels particularly I really appreciated the efforts of each member of staff who taught me and being part of the Sixth Form set me up to thrive in the future. Mrs Kay was definitely a significant influence on me; the way that she taught and the relationships she made with us inspired me to study English at university. Her humour and down-to-earth attitude was something I always loved and those things are still important to me today in my work and ministry. She encouraged me in my application to Durham University (which was somewhere I had wanted to study since I was small, but I was unsuccessful). It is amazing to think that I am now a member of staff there! The Christian Union and the input of LWEYP youth workers who were regularly in school - Dave Monk and Drew Steele - was also really important in my growing in faith and confidence.



Magical Experience with Harry Potter!

By Eleanor Betts, Gabriel Owens, Oliver Conoby-Gibb, Alex Steed, Eve Horsfield and Kara Bradley.

The annual Spelling Bee was held at TGS, with the winners being treated to a day in London at the Harry Potter Studios. Here is an account of their magical day:

Eleanor:

Our exciting trip to the Harry Potter studios was a prize that we received for our achievements in the school Spelling Bee. Weeks before the competition, we were each given a booklet containing more than 200 words and ways that we could learn them. Some examples of these words are egregious, recalcitrant and bureaucracy. To learn these, I used many different methods like getting friends and family to test me and creating online courses. When I first thought about entering the Spelling Bee, I didn't think that I would be part of the winning team. During the competition I was nervous, but when they announced that we had won, I felt exhilarated.

Gabriel:

I felt elated because I was on the team that came second. However, someone from the winning team dropped out and, because I was the highest scorer on my team, I was able to take their place". A few of us had been to the Harry Potter Studio Tour previously; however no one really knew what to expect. One reason for this was that since our previous visit, the Forbidden Forest had been added and everyone was looking forward to seeing this very important part of the book series come to life before our eyes. We were all excited, but when we arrived at the Studio Tour, I think it is fair to say that our expectations were completely exceeded. As soon as we walked through the doors, the air of magic hit us. Even in the main foyer there were props and costumes, replicas and the like, on podiums, on walls and even hanging from the ceiling! As we walked through the tour, the attractions, activities and the general atmosphere of the place continued to amaze us, showing just how worthwhile learning more than 200 words was! When we got to the Forbidden Forest, we were absolutely blown away with how wonderful it was. The lifelike sculptures and likeness to the film made you feel like you were taking part in your own Harry Potter story. Overall, we all had an amazing time at the Harry Potter Studio Tour. All expectations were thoroughly exceeded and the whole experience demonstrated how wonderful literature, and, of course, spelling can be.

Oliver:

You cannot have a visit without comedy moments and when we went to Harry Potter studios it was jam-packed with comedy. Four of us brought our own wands, with us proceeding to have duels of our own at the railway station. The wands 'belonged' to: Professor Remus Lupin, Mad-Eye Moody, Sirius Black and Fleur Delacour. When we arrived and had lunch, some of us had house cupcakes, which happened to turn your tongue the house's colour, the most prominent being Alex's blue one. On the visit there were two Ravenclaws, two Gryffindors, one Hufflepuff and one Slytherin. Once inside the studio Alex ran off and, I kid you not, took pictures of everything! There was nothing, absolutely nothing that he didn't take a photo of! Another thing that happened with Alex was when we went on to the green screen Hogwarts Express we had positioned everyone so that it went smallest to biggest on all sides of the cabin, so the camera could take one of us all in the frame, but when it finally came through and we all looked at it, the only feature of Gabriel that could be seen was his hair because Alex's big grinning face was in the way! The funniest thing that we all saw in the whole place was how they portrayed a patronus in the forbidden forest (a patronus is a bright animal guardian made of light that can be casted by saying 'expecto patronum', which in latin literally means I am expecting a guardian) making it out of a stuffed dog with a battery pack and strip lights on it. I mean, come on Warner Brothers, actually try?! We all collected stamps in the given passport around the sections of the studio and I managed to collect them all. Overall, we had a pretty funny and great experience there; one we won't forget in a hurry!



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Magical Experience with Harry Potter! (Continued)

Alex:

One of the many highlights of our visit was the massive shop which we visited at the end of the day. They had everything from chocolate frogs to stuffed Hedwigs. Our purchases included four wands, a film poster and a cute Hufflepuff hat which Eve bought. Other things on sale around the studio were Butterbeers and, of course, the photos of you on brooms and riding the Hogwarts Express.

Kara:

At the beginning of the visit I only knew one person who was Eleanor, as she was kind enough to take me as I am a huge Harry Potter fan. We all bonded so well because we all loved the same thing. We talked the whole time on the train, both there and back, and we loved every single minute with each other. It was a great experience and we made bonds forever. We will never forget it and each other. We did have an amazing time.

Mrs Alderson:

I have never felt so proud to be a teacher at Tadcaster Grammar School. Not only did these students take on the challenge of the Spelling Bee, and with drive, determination and the application of various different memory strategies, triumph over the many other fantastic spellers who took part for their houses, but they provided myself and Mrs Carroll with a day of their wonderful company in a setting that seemed to bring out the inner child in all of us. We had a fantastic time in many ways, but the real joy was seeing these students be rewarded for their hard work and positivity in the Spelling Bee. Now then, bring on this year's inter-school challenge...I know who we will be choosing for team TGS!

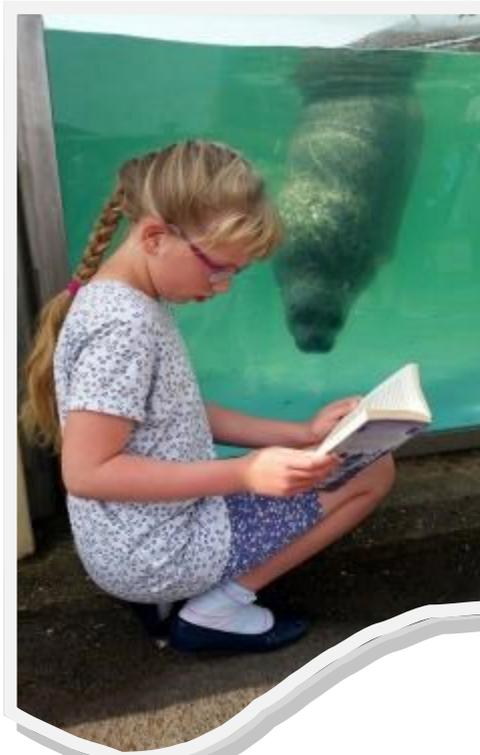




Reading in the Extreme!

Well Done to the 11 finalists of our Extreme Reading Competition—Wow! Your imaginative reading ideas were really extreme!

Congratulations to Sophie Hunter, Jake Mead and Polly Whyley, who received 1st, 2nd and 3rd place prizes with their seal, climbing wall and sailing boat moments respectively, when they still found time to pick up a book! Our winners received a book and all 11 finalists were invited to a Celebration Breakfast.



Over the summer holidays, Year 7 students read the phenomenal amount of 645 books as part of the Summer Reading Challenge. One student actually read 17 books over the summer! Amazing!

Book Gets Seal of Approval:
Sophie Hunter (left) our 1st prize winner.

Scaling the heights with a good book: Jake Mead (right), won 2nd prize



Sail Away To A Far Off Land with a Good Book:
Sailing away with a good book is Polly Whyley (right), who received 3rd Prize





Cross-Country For All

An Inter-House Cross Country event was held for Year 7 to 9 students and these are the results:

Year 7

- Calcaria—50 Housepoints
- Dawson—30 Housepoints
- Fairfax—10 Housepoints
- Oglethorpe—40 Housepoints
- Toulston—20 Housepoints
- Wharfe—60 Housepoints



Year 8

- Calcaria—60 Housepoints
- Dawson—20 Housepoints
- Fairfax—40 Housepoints
- Oglethorpe—50 Housepoints
- Toulston 10 Housepoints
- Wharfe—30 Housepoints



Year 9

- Calcaria—20 Housepoints
- Dawson—40 Housepoints
- Fairfax—50 Housepoints
- Oglethorpe—10 Housepoints
- Toulston—60 Housepoints
- Wharfe—30 Housepoints





My Basketball Journey So Far!

By Kara Bradley (Year 9)

How I Started Out

I first heard of basketball in Year 6, when Dave Smith from York Eagles came into the Primary School to teach us about it.

I loved it! The second the ball touched my hand!

Mr Smith asked us all if we wanted to join his club in York called York Eagles, so a few of us decided to go along. We started training there and I loved it. Over the next few months I gradually got better and Mr Smith suggested that I try out for the U12 Yorkshire team. I went to the trial held at Sheffield Arena. It was the first time I had seen so many girls playing basketball and it made me want to work harder than ever before. I was accepted into the U12s and that was the beginning of my basketball journey with Yorkshire. After this,

I decided to move teams, because there weren't enough girls to make a team at York Eagles. Some of the other girls and I went to what was then called Leeds Force (now City of Leeds Basketball), because they had more girls. After U12s Yorkshire, I decided to try out for U13s which was a bit different, as we had to go to West Yorkshire. I was accepted into U13s as well, but I knew I still had to work hard to get where I wanted to be.

U15 Yorkshire

This year I was selected to represent Yorkshire at Basketball England's U15 Girls' Regional Development Tournament. The Tournament took place at the Basketball England Performance Centre, Manchester in September. It was a wonderful experience. We played six games and won three. There were great players there from all over the country. It was a fantastic weekend. I worked hard and made great friends on the way.

Over the two days of the tournament I felt the bond between me and the other girls getting stronger. Players from this Yorkshire team may then be selected to be part of the U15 National England Squad and this is my aim, not only be accepted into U15 Yorkshire Basketball again, but hopefully be spotted by Basketball England.

At the moment I am playing basketball for three hours on Wednesdays and Friday to make sure I am ready for Yorkshire and hope all my hard work pays off.



Kara pictured with the Yorkshire U15 Basketball Team



UK University and Apprenticeship Search Fair at Elland Road



Year 12 students attended the UK University and Apprenticeship Fair at Elland Road on the 6 October.

The aim of the visit was to give students the perfect opportunity to start thinking about their future careers pathway.

We recognise that students have a lot of crucial choices to make during their short time in Post 16 education. Our aim is to ensure students are made fully aware of all the options, in order to make informed decisions going forward.

The exciting and informative event provided students with the chance to speak to a wide variety of universities, colleges and apprenticeship providers. There was also the option for students to attend vital seminars giving advice about a range of subjects from UCAS applications to the difference between degrees, apprenticeships and apprenticeship degrees!



UK UNIVERSITY & APPRENTICESHIP SEARCH FAIR

LEEDS AUTUMN

Friday 6th October 2017

Elland Road, Leeds United FC LS11 0ES

Special Focus - UCAS Applications - Higher & Degree Apprenticeships

Plus!
APPRENTICESHIPS
PROVIDERS



A Message from the Schools Liaison Officer at the University of Cambridge for Year 10 and 11 Students

The Subject Matters: New and Improved!

The Subject Matters – a series of information sessions for students in Year 10 and Year 11 – is back, with a new and improved programme that now offers students the opportunity to experience an academic taster in either the Arts & Humanities or the Sciences.

The A Level (or equivalent) subject choices that students make in Year 11 can have a major impact on course and university options. To help students make informed choices, our Subject Matters sessions highlight the importance of suitable subjects when making an application to a selective, research-led university such as Cambridge, whilst also providing an overview of higher education, the application process and next steps. In addition, students will have the opportunity to meet current undergraduates, Admissions Tutors and postgraduate subject specialists.

Booking is now open for the 2017/18 Subject Matters sessions in October and November. Tickets cost £7.50, although funded places are available for students in care and those who are currently eligible for Free School Meals. There is also a travel fund for individual students who meet either of the same criteria.

To find out more and to book tickets, please [visit https://www.undergraduate.study.cam.ac.uk/events/subjectmatters](https://www.undergraduate.study.cam.ac.uk/events/subjectmatters)

Subject Masterclasses – Bookings Open

The University is running a large set of Subject Masterclasses this October and November for academically able Year 12 pupils (or equivalent). Masterclasses are a great opportunity for students to undertake super-curricular activities and explore subjects beyond the school curriculum. Students are able to attend multiple masterclasses throughout the year, so they can also be a useful tool for students still deciding which subject they wish to study at university. Bookings can be made at <https://www.undergraduate.study.cam.ac.uk/events/masterclasses> and funded places are available for FSM pupils and children in care.

Each Masterclass includes:

- § two taster lectures delivered by leading academic staff from the University
- § the opportunity to discuss and ask questions
- § an introduction to the Cambridge admissions process
- § the opportunity to hear about life as a Cambridge student from current undergraduates

This autumn we are offering Masterclasses for the following subjects:

- English
- Asian and Middle Eastern Studies
- History of Art
- Politics and International Relations
- Genetics and Biochemistry
- History
- Archaeology
- Music
- Physics
- Evolutionary Biology
- Modern and Medieval Languages
- Law
- Chemistry
- Sociology
- Linguistics
- Land Economy **(FOR FURTHER INFORMATION PLEASE CONTACT MRS R KNAPTON—DIRECTOR OF SIXTH FORM AT TGS)**



MYRIAD
Mindfulness and Resilience in Adolescence

**A Message of Thanks from the University of Oxford –
MYRIAD Research Team**

We would like to pass on our thanks to all the staff and students at Tadcaster Grammar School from the MYRIAD project at the University of Oxford. The team has been visiting the school this past few weeks to collect data from some of the students as part of the research and we have been delighted by the welcome we have received by your staff and students. Your students have shown such respect and maturity during our sessions with the study classes, but not only that, their politeness, opening doors, helping us get to rooms etc. has been exemplary. Some of the team have not worked in schools before and they came to Tadcaster with some fear and trepidation! You have given them a wonderful experience of what a friendly, caring environment a school can be. You can be very proud of them all. A special thanks to Wendy Binns for her welcome and friendliness throughout our visits.

MYRIAD is a national research project funded by the Wellcome Trust. We are investigating how schools prepare young people to improve resilience and manage their emotional health. We will be collecting data from thousands of students across the UK. It will hopefully help to answer questions in this important area for young people and their ability to flourish and deal with the ups and downs of life. You can read more about it on this link: <http://www.myriadproject.org/>

A huge thank you must go to Martyn Sibley and Claire Duckworth who have made it possible for us to work with you. It has been really heart-warming this week to see the beginnings of your mindfulness classes. Thanks go to Richard Potts, Nicola Randall and Nicola Weatherill for their commitment and enthusiasm in getting this off the ground. Also thanks to all the staff who took part in the adult Mindfulness class that we offered earlier in the year. We are committed to providing high quality teacher training as part of MYRIAD so that we can ensure your students are receiving the best possible lessons delivered.

I had the pleasure of speaking to Year 12 students yesterday as part of 'World Mental Health Day'. It was a real pleasure to tell them all about the research and introduce them to mindfulness at this pivotal time in their lives. May we wish them all the very best for their futures and hope they will be able to take part in some mindfulness classes before they leave TGS.

We sincerely hope this is the start of a sustainable legacy of mindfulness for your students and we hope that the close links with the University of Oxford for the duration of the research will be of benefit to your lovely school.

We look forward to returning in July 2018 for the next data collection and will now be in close contact with the mindfulness teachers as they begin to teach this programme in school.

Liz Lord
Schools Liaison
MYRIAD Project
University of Oxford





World Mental Health Day

As part of World Mental Health Day, Liz Lord from the University of Oxford spoke to all Year 12 students about Mindfulness and how they can use these skills to help them flourish. TGS is taking part in the MYRIAD Project which is looking at resilience in young people.



Thank you to Maggie and Kirsty from the Harrogate Healthy Child Team who came into School on World Mental Health Day with their display and talked to our students.

Just 'B' Support

By Helen Smith—Children & Young People's Support Worker

As the Just'B' Worker for Tadcaster Grammar School, I provide support for young people experiencing anxiety, low mood, struggling with a traumatic event, bullying, grief and other issues.

Through the use of therapeutic activities and discussion, the sessions focus on recognising feelings, challenging unhelpful patterns of thinking and increasing emotional resilience. I am based at TGS on Tuesdays and Thursdays.

TGS is delighted to announce that a non-uniform day raised the magnificent sum of £1,107.24 for Just 'B' Support, towards the School's £7,000 target.





Who To Contact In School

Calcaria:	House Leader - Mr A Punt (a.punt@tgsch.uk) House Pastoral Officer - Mrs C Egan (c.egan@tgsch.uk)
Dawson:	House Leader - Mrs C Kenny (c.kenny@tgsch.uk) House Pastoral Officer - Mrs E Proctor (e.proctor@tgsch.uk)
Fairfax:	House Leader - Mrs N Weatherill (n.weatherill@tgsch.uk) House Pastoral Officer - Mrs C Egan (c.egan@tgsch.uk)
Oglethorpe:	House Leader - Mrs L Solk (l.solk@tgsch.uk) House Pastoral Officer - Mrs C Egan (c.egan@tgsch.uk)
Toulston:	House Leader - Miss D Naylor (d.naylor@tgsch.uk) House Pastoral Officer - Mrs E Proctor (e.proctor@tgsch.uk)
Wharfe:	House Leader - Mr P Betts (p.betts@tgsch.uk) House Pastoral Officer - Mrs E Proctor (e.proctor@tgsch.uk)
Behaviour Team:	Behaviour Support Manager - Mrs J Hodgson (j.hodgson@tgsch.uk) Behaviour Support Officer - Mr D Bass (d.bass@tgsch.uk) Behaviour Administrator - Mrs S Loaring (s.loaring@tgsch.uk)
Pupil Premium:	Pupil Premium Manager - Mrs V Hubbard (v.hubbard@tgsch.uk)
Sixth Form:	Director of Sixth Form - Mrs R Knapton (r.knapton@tgsch.uk) Sixth Form Pastoral Officer - Mrs J Gadsby (j.gadsby@tgsch.uk) Sixth Form Attendance Officer - Miss H Booth (h.booth@tgsch.uk)
Attendance Enquiries:	Attendance Officer - Miss S Lund (attendance@tgsch.uk)
Medical Enquiries:	School Health and Curriculum Support Manager – Mrs J Chauda (j.chauda@tgsch.uk)
SEN Enquiries:	Student Development Centre Manager - Mrs K Baron (k.baron@tgsch.uk)
Transport Enquiries:	Transport Manager - Mrs V Jones (v.jones@tgsch.uk)



Impeccable Behaviour at TGS

Impeccable Behaviour

Our Community's Expectations & Values
Happy • Safe • Respectful

We all have the right to...

We all have a responsibility to...

FEEL SAFE & VALUED

Enjoy excellent learning experiences



Be treated FAIRLY and with RESPECT

BEHAVE in a way that allows everyone to be HAPPY & SAFE

WORK HARD



Be kind, polite & show respect for each other:

Learn without DISRUPTION

EXPECT the agreed RULES of our school community



TO BE FOLLOWED

Support and encourage the learning and progress of each other

Be punctual, be ready to learn, and wear your uniform correctly

any form of bullying behaviour is unacceptable



Enjoy a pleasant school environment

Look after our school environment

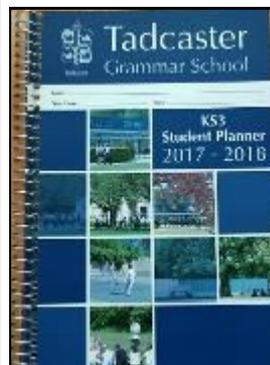
at Tadcaster Grammar School

Updates and Changes for Parents

We have enjoyed a very positive start to term, with, as always, the vast majority of students displaying impeccable behaviour and extremely positive attitudes to school and their learning. This is very encouraging. Following on from the letter sent to parents in the summer term about the changes to our Behaviour Policy, we would like to just remind parents of these changes:

We now run an after school detention **every day until 4pm**. Students are expected to serve the after school detention the next day after the sanction is issued. We find this means the sanction has more impact and relevance. In addition to receiving a letter, parents will **receive a text and/or an email** alerting them of the detention.

Internal Exclusion, the most serious removal sanction in school, will **now extend until 4pm**, when parents will be requested to collect their son or daughter and attend a **re-admission meeting at this time**.

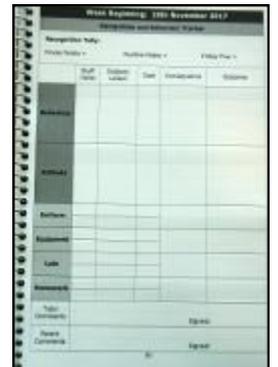


The **planner is key** to students' organisation and should be with students at all time. Sanctions are issued for students without their planner. Staff and students are now expected to record sanctions and recognition in the planner, giving immediate feedback on successes and concerns to students, alongside parents. This

is in addition to the behaviour records on eportal. We encourage parents to make time to review the planner with sons and daughters more than once a week.

To reiterate, the vast majority of our students' get it right each and every day and to celebrate this students who do not have any negative comments in their planners will receive an additional five house points each week for a "clean slate" planner from their tutor.

Finally we would like to thank parents for their support of these changes and our expectations of all students to behave impeccably and follow instructions, as we say "first time every time".





DATES FOR YOUR DIARY (full parents' calendar available on our website)

Monday, 30 October 2017		Year 7 Outdoor Residential Visit (3 days)
Tuesday, 7 November 2017	18:30	Year 7 Maths Parent Workshop
Friday, 10 November 2017		Year 8 Art Project Group visit to York Chocolate Story (all day)
Friday, 17 November 2017		Year 10 Reports available to view online (pm)
Tuesday, 21 November 2017	18:00	Year 7 Parent VLE Workshop
Wednesday, 22 November 2017		Staff Training Day
Thursday, 23 November 2017	16:00	Extended Project Qualification (Year 12) Presentation Evening (in S1)
Wednesday, 29 November 2017		Y7/8 German Xmas Markets Visit (return 2/12/17)
Wednesday, 29 November 2017		Football Tournament Man City v Southampton (Y11)
Wednesday, 29 November 2017	16:30	Y13 Parent's Evening
Wednesday, 6 December 2017	17:30	Y8 Ski Visit Parent/Student Information Evening
Wednesday, 6 December 2017		Ainsty Carols (pm)
Thursday, 7 December 2017	19:00	Carol Service at St Mary's Church
Monday, 11 December 2017	17:30	Year 11 Naples Visit Parents' Information Evening
Tuesday, 12 December 2017	15:15	Coaching Burnley v Stoke (Y7)
Wednesday, 13 December 2017	19:00	Christmas Concert
Thursday, 14 December 2017	12:00	Christmas Lunch
Thursday, 14 December 2017	16:30	Year 10 Parents' Evening
Thursday, 14 December 2017		Y11 Mock Results Day
Monday, 18 December 2017	18:30	Senior Awards Evening
Monday, 18 December 2017	08:40	Year 11 Photos
Thursday, 21 December 2017		Year 11 Taster Day
Friday, 22 December 2017		School Closes for Christmas (early close 12.25pm)





Royal Air Force Air Cadets Needs You!

**ROYAL
AIR FORCE
AIR CADETS**
the next generation
2434 (Church Fenton) Squadron

Aim for the best!
www.2434.org.uk

Have you got what it takes?

- Can you go on camping expeditions?
- Can you be part of a team?
- Do you want to experience some amazing adventures?

If the answer is, 'Yes' to any of these, then the Air Cadets is for you.

Get in touch with us by email or phone and we will be happy to show you around our squadron at Church Fenton.

Adult volunteers

Can you help? We need your skills to develop the cadets. You have so much to give the cadets.

Just ask about getting involved. Try it out and you'll love it.

Contact

Fg Off M Griffiths
2434 Church Fenton Squadron
Busk Lane
Church Fenton
LS24 9SE

01937 557340

2434@aircadets.org



Why not join 2434 Church Fenton Squadron today?

Follow in the footsteps of Tadcaster Grammar School students Henry Spakouskas and Ethan Arnold, who thoroughly enjoy their time with the Royal Air Force Air Cadets.

Henry and Ethan are pictured left at the Tadcaster Duck Race held recently, when they were promoting the work they do and recruiting young people to join them.

Well Done Lads!



Panto Time for Students!

It's panto time again—oh yes it is! Don't forget to book your tickets to see Tadcaster Theatre Company's production of Snow White and the Several Dwarfs. You will see several TGS students in this production!



TADCASTER THEATRE COMPANY PRESENTS
**SNOW WHITE
AND THE SEVERAL DWARFS**
A PANTOMIME
BY
ANDREW O'LEARY
AT THE RILEY SMITH HALL TADCASTER
TUE 21st to SAT 25th NOVEMBER 2017



TUESDAY to FRIDAY 7.30pm SATURDAY 1pm & 5pm
<https://www.ticketsource.co.uk/tadcastertheatrecompany> 07484 305436

