

THE SWAN



Summer 2022

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**Young
Enterprise**

**Meet our
NEW HEAD
STUDENTS!**

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Cover: Sports Day

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THE SWAN

SUMMER 2022



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Welcome to the Summer 2022 edition of The Swan.

As the end of the school year approaches, it would be easy to spend time reflecting on another tumultuous twelve months. Although I feel I have covered the ups and downs of the year in my regular blogs, I would like to thank all parents, carers, grandparents, and above all, our students and staff for all their help and support this year – a more normal year than the last two, but still not without its challenges!

In late May, we said goodbye to our Year 11 and Year 13 students as they began their study leave to prepare for the first external exams in two years. I'm pleased that this year, we were able to hold some traditional farewell events, and Year 11, in particular, enjoyed their shirt signing and free ice creams. Our guest speaker at the Year 13 leavers' assembly was former Head of Sixth Form, Ms Saxon, who spoke about her aspirations as a young student, and reminded all of us that leaving school is but one more step on the road to achieving ambitions. At that final assembly, we presented the 'Andrew Ranner Award' to Katy Snape. This award was inaugurated by students in 1981 following the death of Andrew, whilst a student at the school. It is presented to the Sixth Former, who has most contributed to fostering a sixth form spirit and a sense of community. I was delighted to welcome Mr Phil Ranner, Andrew's brother, to present the award to Katy: a fully deserved recognition for her work this year. The award is in the form of a leather-bound book, which contains the memories of the school year written by each winner, and it is, therefore, a wonderful archive into the life of the school and a treasured award.

In June, we held our Public Speaking competition for Year 7 students. This has now become a regular event in our calendar and is a key part of our literacy strategy, led by Mr Gresty. Two students from each Form group are selected to give a speech to their peers. Topics ranged from British tanks to why I should ban uniforms, why I should ban homework, and environmental issues. The winners of the competition were Dan Hellam – 'Why it's ok to be different' and Annalise Worth – 'Banning the use of palm oil'. Two very



Your Voice Matters – public speaking competition

worthy winners from a high-class field of entrants. Well done to all involved.

The public consultation period on the new school build has closed, and we now advance to the more formal planning consent. If all goes well, we anticipate the build to commence in the Autumn term and for the new building to be commissioned in late Spring 2023. Thank you to all parents and carers who gave their overwhelming support in the online survey, and we look forward to a speedy resolution to the process, which is more than can be said for the issue surrounding our defective cladding! It now looks as though we (together with the Trust) will be left with the financing of the repairs and re-cladding, following a legal impasse with the manufacturers and administrators of the construction company. I'm hoping that we will see work commence in early Autumn.

Nationally, you may have seen the proposed changes to the education system that will flow from the recent Education White Paper published by the DfE. Together with the CEO and colleagues within the Learning Trust, we are working on ensuring that Christleton High School is best placed to deal with the reforms proposed. The financial climate for all of us is challenging, and whilst the school has a forecast for a balanced budget this year and next, from 2024, things start to look tight, and we will be working with Trust colleagues to secure the best possible financial outcomes for our students.

As always at this time of year, we say farewell to several members of staff who are leaving for pastures new, namely:

- Mrs Davies (Maths) is retiring;
- Mrs Wood (Careers Advisor) is retiring;
- Mr Arathoon (Maths) has secured a new post at Leftwich High School;
- Mr Smith (Student Services) is leaving to begin his PGCE studies;
- Ms Bowen (PE) is moving to Upton High School;
- Mr Ryan (Performing Arts) has secured a new post in Manchester;



Year 13 Final assembly
guest speaker: **Ms Saxon**



Alton Towers Reward trip departs in the rain!

- Mr Shah (Chemistry) completes his maternity cover and is moving to a school in Manchester.
- Mr Brattley (Art Technician on a Kickstart Scheme temporary contract); we wish Mr Brattley well for the future and thank him for his support of the Art Department.
- We will also be saying goodbye to Mrs Chesworth, (Assistant Headteacher). Mrs Chesworth and her family are relocating to Malaysia, where she will take up a post as Head of School.
- Miss Thomas now joins PE permanently;
- Miss Povey joins the Maths department;
- Miss Pritchard joins the English department;
- Mrs Rees-Hughes moves from her current role as Exams Assistant to become our Pastoral Support Assistant;
- We welcome back from maternity leave, Mrs Stewart (Head of Sport), Mrs Kennedy in Maths and Mrs Watson in Chemistry, and say goodbye and good luck to Mrs Robinson (Biology) and Mrs Williams (RE) who begin their maternity leave in early Autumn. They will be replaced by Miss Ridge and Miss Oxton.

I thank them all for their dedicated service to our school and wish them well in what comes next. All of which means we welcome new colleagues in September:

HEADTEACHER'S REPORT CONTINUED...

We are still to complete our recruitment of additional Teaching Assistants, cover supervisors, exams assistant and a new Inclusion Manager, but hope to have a full complement of staff by September.

This has been a more 'normal' year, and in my regular blogs, I have been delighted to report on so many activities completed by students, most of them as part of our extensive extra-curricular programme, and I would like to thank all the staff who have led such events, often in their own time. Our programme would not be possible without them, and I know that parents and carers really appreciate the extra commitment that they show to enable the programme to take place to enhance the educational experience of your children. This year has seen us return to many of the activities that, in the past, we may have all taken for granted. We are Chester and District champions in boys' and girls' football; Chester and District champions in Year 7 and 8 boys' cricket; regional winners of Young Enterprise; regional Maths challenge winners; we have three Duke of Edinburgh cohorts running and attending our first ever SEND football festival.....I'm delighted to say the list goes on and on! This year, we also saw the return of Activities/Futures Week. Years 10 and 12 participated in a week of careers-related work, including work experience, whilst Years 7-9 enjoyed Geography field trips to Snowdonia, places of worship RE trips, a trip to the zoo, and sporting activities, including sports day. The way students present themselves at these events is testimony to their resilience, and they fully reflect the values that you and we instil in them every single day.

This September will see some changes to our board of Governors. Mrs Monaghan's term as staff Governor comes to an end, and I would like to thank her for her services to our school in this role. Paul Heath will be stepping down as Chair of Governors but will remain on the board and continue as a Trustee of 'The Learning Trust'. I would like to thank Paul for his service to our school. He has helped me enormously in steering this ship through some choppy waters; he has been a voice of reason, a benchmark for honesty and probity, a critical friend and a wise mentor. Mrs Claire Cook will be our new Chair of Governors. Once Mrs



Football Festival winners

Cook has formally taken on the role; she will wish to introduce herself and outline her ambitions and hope for the school and the role of the Governing Board as we move towards a new three-year strategic development plan.

I would like to finish by thanking our students, my staff and all parents and carers for the support you have given our school over the last year; it has been a real team effort in the best traditions of Christleton.

I wish you all a great summer break. I hope you all manage to find time for some fun, some relaxation and quality time with family and friends and look forward to welcoming you back to school in September.

My very best wishes to you and your family

DP Jones
Headteacher



INTRODUCING OUR NEW HEAD STUDENTS

Hello!
My name is Esme Rose Mathialahan.

I joined Christleton in September 2021. I found the prospect of a new school both daunting and exciting. Despite having Coronavirus at the very beginning of this academic year, which led to more trepidation and a late start to the term; I have developed incredible friendships with my peers, and I have created invaluable relationships with my teachers and other members of staff, who have been open and supportive in every circumstance.

I love learning and expanding my knowledge of the world, both past and present. I study English Literature, History and Politics at A-Level. I enjoy reading and studying, and I am captivated by the art of creation in writing: settings, characters, histories, creatures, and worlds. I am very 'geeky', and I wear the title with pride. I dreamed of being a palaeontologist when I was younger - I thought dinosaurs were the most fascinating topic, although I think Jurassic Park had a larger influence than the science behind fossil formations. I always found reading and exploring fantastic worlds a favourite pastime. During High School, I found a greater love for English, and I have been inspired to carry on my study of Literature at University, which I hope to do in September 2023.

I am driven to support the students at Christleton - by being a fully committed, trustworthy and effective representative. I hope you feel I am an approachable and friendly Head Girl! Everyone is welcome to chat with me at any time. Please pop over and say, Hi.

See you soon!
Esme.

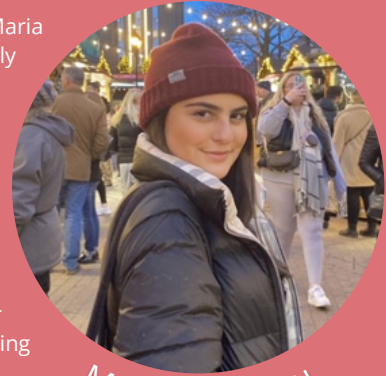


Esme Rose Mathialahan

Hi, my name is Maria and I am currently studying History, Politics and Performing Arts. Having recently been elected Head Girl, I couldn't be happier to begin representing our school and bringing our ideas to life! Together with Esme and the leadership team, plans for the last day are well underway, and I for one cannot wait for younger students to experience all the fun that I have had in past years.

Since starting here in Year 7, I have embraced many aspects of school life. These include being involved in our well-known and amazing school musical productions, being a drama hot scholar, participating in student's voice and council meetings alongside being a mentor to younger students, and I have overall really enjoyed these opportunities.

I have always felt that this school is a safe and nurturing environment with strong leadership which I hope to showcase through my time as Head Girl. I aspire to be a voice on behalf of all students here at Christleton High School with the aim of helping anyone with any issues they may have.



Maria Georgiou

INTRODUCING OUR NEW STUDENT LEADERSHIP TEAM 2022/23



CHRISTLETON
SIXTH FORM

Head students: Esme Mathialahan & Maria Georgiou

Academic leads:
Sophie Benton
Matt Barrowcliff

Wellbeing leads:
Ellie Tabb
Lowri Sadler
Hannah Marshall

Front of House leads:
Alex Maclean
Sophie Rattigan
Kate Williams

Initiatives leads:
Maddie Wrigley
Amelia Lyons
Claudia Bir

Year 7 pastoral support:
Faye Harrowsmith
Kelsey Griffiths
Lucy Goodier
Charlie Lowman
Charlotte Mercer
Jack Christmas
Jamie Farrall
Kaitlyn Henshaw

Wider leadership team:

Jodi Bemand
Henry Robinson
Iona Wilcock
Claudia McDonough

Anja Miller
Niamh Hales
Sam Maclean
Tasha Sage
Bea Hudson

Alex Richards
Kathryn Gornall
Geraint Rees-Hughes



Year 12 *Maths* Problem Solving

Year 12 Maths students and Mr Sewell-Davies attended a problem-solving day at Queens Park High School in March. Four different local schools, including QPHS, brought several Year 12 students to work with Associate maths teachers from the University of Chester on problem-solving activities focusing on differentiation and coordinate geometry. Also, there was a dragon quiz which one of the Christleton teams won. The most fun was had during the physical function activity using arms to show the function (see photo). One student said, "It was useful and will help me to prepare for my mock exams."



EXTENDED PROJECT QUALIFICATION
PRESENTATION EVENING SUCCESS
 Presentations were given on a plethora of different topics, including:

How sustainable are cars' power sources for the future?

To what extent will asteroid mining affect our lives?

How has safety in Formula 1 evolved through the years?

An investigation into the use of snake venom in medicine.

On 15th March we were delighted to open the doors to our first public school event on the recovery from COVID restrictions. Year 12 EPQ students donned professional attire and delivered 10-minute presentations to an audience made up of local business people, governors, teachers and parents.

The evening was a great success, with guests supporting our students by attending the talks and by asking some challenging questions at the end. This is what some of our students said about the EPQ journey this year:

Helped me to get better at time management in preparation for University.

It was an amazing way to build confidence when presenting.

I found the autonomy quite challenging but it was nice at the end when I got a good grade.

- Austin Ralphson, Head of EPQ



STUDENTS GOING THE EXTRA MILE! SIXTH FORM 360 LESSONS

Extra Mile has helped me to realise the importance of beginning our preparation as early as possible, especially super curriculars and finding out the specific course I would like to do.

Sixth Form students have a 360 lesson within the timetable, which allows them to expand their life experiences from a choice of additional option pathways. One of these is called 'Extra Mile', and this is aimed at students who are aspiring to go to Oxford or Cambridge or to study one of the more challenging areas such as medicine or further maths.

With only 4 lessons left this year, we asked for some feedback from students in the Extra Mile group. Here are some of the things they said:

The Oxbridge sessions have also helped to reduce the stigma around Oxford and Cambridge which has made me realise that they are not only for private school students, but for people who are truly interested in and dedicated to their subject.

Before I joined Extra Mile I was pretty clueless when it came to thinking about universities. Extra Mile has made me recognise the importance of looking at courses now and getting an idea for what I want to do and that it is not too early!

I have learnt about Oxbridge and how to go about applying for them, and also about super-curricular activities such as MOOCs etc which will help with my university application.

In the Extra Mile, I have learnt more about universities and career opportunities. I found the Unifrog sessions useful and informative.

Extra Mile has allowed me to explore various online courses on Future Learn. By making this a habit and continuing working through a wide range of courses, I can gain better knowledge of the subjects and talk about them in my personal statement.

MEETING WITH LORD PADDICK



Christleton's Year Twelve Politics Class had the wonderful opportunity to virtually meet and interview Lord Brian Paddick, who is a British politician currently serving as a Liberal Democrat representative in the House of Lords as a Life Peer. Lord Paddick was a charming and friendly gentleman who was accommodating and patient to our immeasurable curiosity. We welcomed this chance to learn about the House of Lords as a place of work and to learn about Lord Paddick's political career. He advised students to enjoy a "real job first" before stepping into the political world of Westminster. The opportunity to have lots of contact with people in a professional environment would provide invaluable skills in effectively communicating "to better represent the wishes of the people".

One of the most valuable moments of this one-hour session with Lord Paddick was the opportunity for the class to independently ask our own questions. These ranged from the legitimacy of the House of Lords as an unelected legislative body, how politicians can improve engagement of young people in politics and what was Lord Paddick's experience on Come Dine With Me.

Thank you to the Politics and History Department for organising this event through Learning with Lords Online; it was a fascinating, valuable and memorable experience, which has broadened our political knowledge and has inspired others to seek further opportunities for career prospects and post-18 education.

- Esme Mathialahan

Our New Look

FOR OUR LOOMING "RETIREMENT"!

September 2023 marks our 65th Birthday, which historically has been synonymous with retirement!

Rest assured, we will not be retiring any time soon and whilst we are not planning to wind down, we will unveil a whole new look as we embark on the next exciting period in our history!

The school has only had three badges throughout its life, each building on the previous version and each reflecting three key elements – three lions, three wheatsheaves, and a swan. Those elements did not happen by accident – the lions represent England, the wheat-sheaves, Cheshire and the swan, Christleton.

However, when Mr George first designed the original badge, he had in his mind messages from heraldry where the lion represents "courage and majesty", the wheat-sheaves "harvest of Hope", and a swan "poetic harmony". Those messages are as relevant to Christleton High School and its students today as they were over 60 years ago!

However, as we move into an age where digital platforms are increasingly more prevalent, we are taking the opportunity of our forthcoming 65th Birthday to

launch a new, more modern, crisper look that retains all the elements of our previous badges but modernises them for a new decade.

We are also taking this opportunity to launch a version to brand our Sixth Form as a separate stand-alone entity. Our new designs are outlined here, and we hope you like them!

Over the next few months, you will notice that we will gradually introduce our new badge in digital media and on paper-based materials. Still, we will not look to introduce it on our uniform until the academic year starting 2023 or when current stocks are exhausted (whichever is the soonest). As an aside, we will also be reviewing our uniform requirements at the same time.

We want to keep the costs down both for ourselves but also for you, our parents. Therefore we have no intention of switching to the new logo 'overnight' and are fully aware that it will take time – probably several years – for the new logo to become the most prevalent badge on display within and across the school.

In truth, we are more than happy that our previous badges will continue to be on display as we are very proud of our heritage and are more than happy to celebrate our history!



1958-1972



1972-2004



2004 - 2023



Christleton
HIGH SCHOOL



CHRISTLETON
SIXTH FORM

2023 - Onwards

School Uniform Standards



On November 19th 2021, The Department for Education published legally-binding guidance to schools aimed at making uniforms more affordable. Under the guidance, schools in England must ensure that uniform costs are **kept to a minimum** and parents get the best value for money. In response to the guidance, we will shortly be asking you to complete a survey; however, there will be no changes to our uniform code for this September. This is partly driven by the need to better align ourselves with the new regulations on school uniform but also by the recent modernisation of the school badge, which celebrates the school's upcoming 65th anniversary. The new badge will begin to appear on all new uniform from 2023 and will be phased in over many years.



In making any decision regarding uniform, it is important to **emphasise** that we are fully aware that school uniform represents a significant cost for families. As such, it is important that **we aim for** the correct balance between cost, quality and appearance.

Our school uniform code has remained unchanged for some time, and we have always had costs in mind when making decisions. The number of items of uniform that are bespoke to the school is lower than many of our neighbouring schools, and this allows greater choice for parents and carers. To improve parental choice, we are pledging, where possible, to minimise the use of branding, for example, from PE socks and shorts, at the end of the current supply contract.

If the consultation process does involve any changes to the school uniform, parents, carers, students, and our suppliers will be given suitable notice. Any significant changes to the school uniform will not take effect until September 2023. The Consultation survey will close at 15:00 on Tuesday 19th July 2022.

To the right are the current school uniform expectations and we would ask you to please ensure that your child is suitably dressed for school. This last term has seen an increase in the wearing of hoodies and converse trainers, and students are not permitted to wear these items in school. If an extra layer is needed, then students should wear a coat. We really do ask that you please support us in upholding the high uniform standards that we expect.

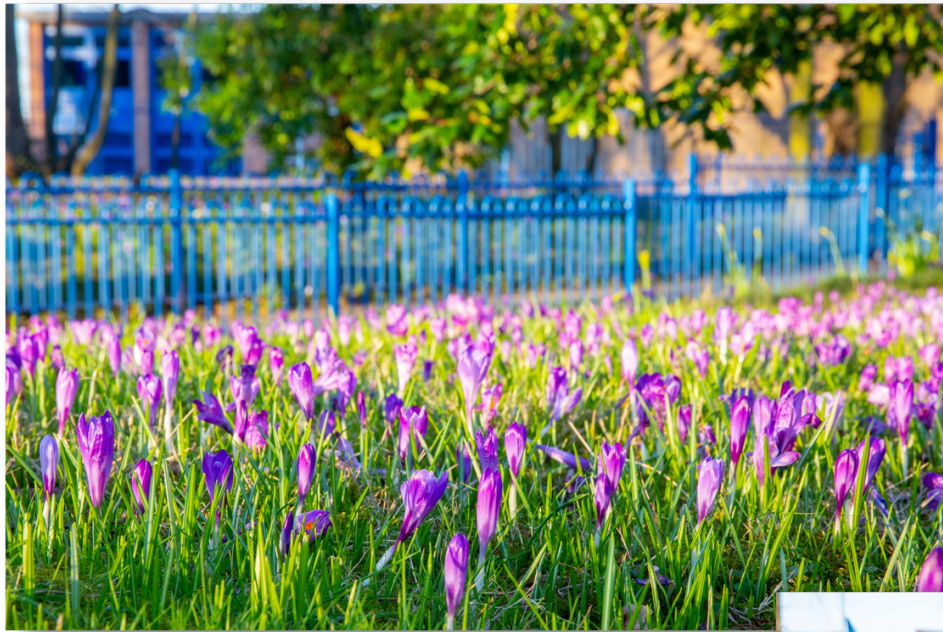


Mr K Smith
Deputy Headteacher

| | |
|---------------------|---|
| Trousers | Smart, tailored, plain black school trousers of waist height and ankle length. (no jeans, chinos, hipsters, skinny-fit, leg pockets, walking/sportswear trousers etc). |
| Skirts | Smart, plain black skirt of knee length. Should be worn with black opaque tights or plain black or white knee-high socks. (no splits, tiered or tight/bodycon skirts). |
| Shirts | White, stiff-collared shirt buttoned up, that can be tucked in. Should always be worn with the school clip-on tie (no tightly fitting blouses). School-crested polo shirt during the summer term |
| Shoes | Hard soled, all black shoes with a sensible heel. (no trainers, currently fashionable converse shoes/pumps, boots, flipflops, sandals etc). |
| Jumpers | School-crested navy blue jumper. (no cardigans, hooded sweatshirts or tops of sweatshirt material). |
| Make-up | Make-up should not be worn by students in Years 7 - 9. Light make-up may be worn in Years 10 -11. Coloured nail-varnish is not allowed. (Students wearing excessively heavy make-up or coloured nail-varnish will be asked to remove it). |
| Jewellery | On the grounds of health and safety, we do not allow students to wear jewellery, with the exception of ear-studs/sleepers and a wrist-watch. |
| Bags | Bags should be large enough to hold files, textbooks and equipment. |
| Outdoor Coat | Sensible outdoor coat – no hoodies/tracksuit or sportswear substitutes |



SPORTS DAY...



**MORE
SCHOOL
EVENTS...**



Dinosaurs run havoc around the school on Year 13's last day!



Spring at Christleton High School.

QUEEN'S PARK HIGH

REVISION DAY WITH *Clare Lloyd*

The revision day at Queen's Park High was a highly valuable experience. Clare Lloyd, who ran the session, is an experienced examiner and previous Chief Examiner. She has written a number of revision books for Ethics and Philosophy, and these qualifications showed how successful the day was.

The day lasted from 8:45-3:00, and in that time, we managed to cover three large units of Religion Language in the first half of the day. Clare also gave us lots of revision materials to help us with these units, such as posters, notes and key scholars and terms. It was definitely helpful that our class came to the day already having learnt Religious Language because it meant we could already answer some of the questions, and we could recognise when Clare gave us additional information to improve our knowledge. I particularly found this informative because some of the textbooks don't include extra scholarly views and writings. Clare also gave us some extra reading which can be used as evidence for our essays. Overall, it was really beneficial to go over the content again with someone who has written textbooks on the course.

In the second half of the day, we went through exam skills and essay support. We learnt a new way of structuring paragraphs, which was different to our usual structure but was helpful in understanding what we should include in an AO2 paragraph. It was also helpful to go through and mark example paragraphs of different grades so then we could see how a lower answer can improve to get into the highest-grade bands. All in all, I thought the day was very valuable for our Philosophy section of the course and also in how to write better essays.

- Eleanor Bowdler



The Year 12 360 Futures Programme

As part of the 360 Futures programme, Year 12 students are given the chance to develop their skills and explore various extra-curricular activities. Every two weeks, students attend a timetabled session in their chosen area. The opportunities vary each year, but this year, students were able to choose from the following:

- Mindfulness;
- Cooking on a budget;
- Workshop skills;
- Philosophy;
- The Psychology of Happiness;
- Model United Nations;
- Mentoring;
- Charity Challenge;
- Business Enterprise;
- The Extra Mile.



Students have loved the variety of totally new experiences, and many have commented on the ways the courses have changed their mindset or habits. Some have represented the school successfully in competitions, others have raised funds for charity, and some have learned how to fend for themselves, ready for when they get to university.

Here is a selection of comments and photos from the programme that show their incredible experiences.

Thank you to all the staff involved from all of Year 12!



MENTORING



"We have enjoyed taking part in the 360 option Mentoring. The first few weeks we spent getting to grips with what we would have to do and took part in training which helped build our confidence. During the training, we learnt appropriate ways to deal with issues or worries that our mentee may have by asking open questions. Mr Francis and Mrs Baxter guided us through the process through their experience, which we were able to apply later once we had met our mentee. The main focus was to assist our mentees by building confidence in English and Maths but, more importantly, in themselves. We first got to know our mentees, enabling us to engage more effectively by choosing articles they would be interested in and building a trustworthy relationship. As the weeks progressed, the Year 7s became more confident reading the texts and their ability to communicate with us improved. Overall, the experience was both enjoyable and rewarding, and we would recommend future Year 12s to get involved when given the opportunity."

- Laura, Issie, Maria, Milie, Violette (Mentors)

"The class is a really chilled out environment. I'm learning about mostly negative things in my other subjects and to learn about something positive is very refreshing."

From the Psychology of Happiness Course

"I feel more awake and ready in the mornings. I go to sleep at 9pm most nights now which is probably good. I take the longer route home from school now along the canal and it's good because I see ducks."

COOKING ON A BUDGET

The Cooking on a Budget 360 programme option focuses on preparing students for university and showed us how to prepare and cook cheap but nutritious meals on a budget. We cooked a repertoire of predominantly savoury dishes in preparation for being able to feed ourselves and have all become competent in a range of cooking techniques. We were responsible for organising our own ingredients and modifying recipes where appropriate. We also tried cooking in bulk, where we took one recipe and then produced 2 other different dishes from it. Time management was crucial throughout the programme. Here's what some of my fellow students thought:

"I have enjoyed it very much, encouraging me to eat healthier dishes on a budget."

"I have learnt that I can cook for myself, save money and eat healthily without living on take-aways."

"The course was great, and I can now cook various dishes independently."

"I have learnt many basic techniques which I can use in many other dishes. Working to a timescale was difficult but very useful for the future."

"Regular exercise and sleep have made me more grateful, happy and healthy."

From the Psychology of Happiness Course

Duke of Edinburgh Award



On a very wet and cold Saturday, the Gold students checked and packed their equipment for a day on the hill. They met the instructors at Bwlch Pen Barras car park and spent the day being battered by the wind and rain while refreshing their map work and navigation skills.

Lunch was eaten 'on the hoof', and they successfully navigated back to the minibuses, where they warmed up and reflected on the day's learning. Next stop Gold Practice Expedition...





The scenery was breathtaking and it was amazing to see how far you have come because the relief of getting to camp was rewarding
- Team Six



The experience was worth the nights in the tents. I found it really enjoyable, especially after the weather made it harder at times because it wasn't expected, so it was so much better. DofE has taught me lots of valuable life lessons, it has been a great experience. I am happy I can navigate and walk long distances.
- Team One



I learnt how to use a compass and find my bearings
- Laura



I've learnt to work more independently and more involved within a team; I've learnt to be more responsible for bringing more supplies like food.
- Harry



What we learnt on DofE



I have persevered when I found it tough, especially when I was walking up the mountains
- Alice



I learnt how to work within a team and make new friends
- Jemima

Interested in volunteering as a DofE lead, to help our students complete the award and have an interest in hiking and DofE experience? Contact Mrs Humphries for more information.





CHRISTLETON HIGH SCHOOL CELEBRATES NACE CHALLENGE AWARD ACCREDITATION

The National Association for Able Children in Education (NACE) has named Christleton High School the 466th school to be accredited with the NACE Challenge Award. The award is given in recognition of school-wide commitment to high-quality provision for more able learners, within the context of challenge for all.

I feel privileged to work at a school that has such commitment to raising both the aspirations and attainment of our students and proud by the way our pupils represented themselves during the assessment visit, all of whom demonstrated the core values that make CHS such a special place, they were an embodiment of the 5C's. A great achievement by all involved! - **Mr Rose (More Able Coordinator)**

NACE CEO Rob Lightfoot said: "Christleton High School has worked successfully to attain the NACE Challenge Award. It has shown itself to be committed to developing an environment in which all learners are both challenged and supported to be the best they can be.

"The award is based on the NACE Challenge Framework, which sets out criteria for high-quality provision for more able learners within a wider ethos of challenge for all. The framework is available as part of the NACE Challenge Development Programme – a suite of resources developed by NACE to help schools evaluate and improve their provision for more able learners.

NACE's assessor reported: "The school's core values – 'the 5C's: a commitment to high standards, through a caring; creative; collaborative and cheerful environment; which enable us to be the best we can be' – and its vision to 'inspire both intellectual and academic excitement in all students' are consistently demonstrated through all policies and reflected in the attitudes and behaviours of pupils, staff and governors. The curriculum is broad and balanced and the richness of this is demonstrated across the school in classrooms, in students' work, and throughout the learning environment.

Achievement – both academic and in terms of character development – is valued and regularly celebrated in a variety of ways across the school. The school actively seeks to 'promote the cultural capital and moral development of each student' and students are given the opportunity to lead their own learning and to access a very wide range of curriculum enrichment activities both within and beyond the school day.

"Teachers at Christleton are experts and provided with the freedom to craft lessons which inspire and challenge learners."

"Improving provision for the more able remains a priority for many schools and has been highlighted by Ofsted and the DfE as a key focus. The experience and evidence gathered by Challenge Award-accredited schools also shows that effective strategies to improve provision for the more able are likely to have a positive impact on the achievement of a much wider group of learners."

To attain the Challenge Award, schools must complete a detailed self-evaluation using the NACE Challenge Framework, submit a portfolio of supporting evidence, and undertake assessment by a NACE associate. The assessment process includes examination of school data and key documents; lesson observations; and interviews with school leaders, learners, parents and governors.

CEO Rob Lightfoot said, "The Challenge Award is presented in recognition of whole-school commitment to and achievement in providing effective challenge and support for all – spanning school leadership, curriculum, teaching and learning, processes for identification and tracking, extracurricular opportunities, strong communication and partnerships, and ongoing evaluation"

Christleton High School will now be part of the international community of Challenge Award- accredited schools which have demonstrated a sustained and effective commitment to meeting the needs of more able learners, and an interest in sharing expertise for the wider benefit of the education community.

CHSA

CHRISTLETON HIGH SCHOOL ASSOCIATION

Hello once again from the team at CHSA, the School's PTA.

Let us start by thanking you for your support over the past year. This year, our fundraising efforts were still hampered by Covid restrictions, so we really appreciate the support of everyone who bought raffle tickets. Next year, we're hoping to be back with some more fundraisers. Look out for our AGM date in September to which everyone is invited.

The great news is that the Summer Raffle raised a whopping £1,362, which, with match funding from Barclays, means we now have an amazing additional £2,424 to spend on equipment and enrichment opportunities for the school pupils.

We'd like to thank Rowton Hall Hotel, Tile Farm Off-Road, Siam Thai & Teppan-yaki restaurant and Glow Beauty for supplying some amazing prizes.

So, what did we do with the money raised through the Christmas Raffle? The CHSA have strict funding criteria, which aim to ensure as many pupils as possible benefit in a sustainable way. Last term, we asked the teachers what equipment they wanted us to fund. We were pleased to be able to support the following:

Art & Design: Photography equipment.

BITE: Learning resources such as a class set of whiteboards.

Design & Technology: Workbench vices.

Geography: Fieldwork equipment ranging poles, quadrats, anemometers, tape measures and metre sticks.

MFL: replacement plugs and cables for mini-iPads and Dictaphones.

Photography: Mobile phone camera lens kits.



We also continued to contribute to the Junior Yard & Outdoor Seating Area project, which includes Picnic benches and basketball hoops

Many thanks for your continued support; we would not be able to do it without you, and please come do along to meet us at the AGM in September if you can.

The CHSA Team.

Christleton High School Association, your school's PTA, works hard to raise funds throughout the year. The money raised provides equipment, additional resources and enhancements that support both the education and the well-being of all pupils. We welcome your support, because we know together we can make a difference.

Visit www.chsa.org.uk or follow us at www.facebook.com/ChristletonHighSchoolAssociation

The following article was written by **Rory Sinclair**
winner of our SWAN Journalist Challenge

The Future of Aviation



There is no doubt that our planet is experiencing a climate crisis at the moment and even more so in the next few decades. I would like to talk about air travel and its impact on the climate crisis we are experiencing at the moment.

In some desolate and remote parts of the world, such as Greenland and northern Canada, air travel is essential for small communities to continue to develop and thrive. Treacherous terrain and extreme weather setups make any other travel impossible.

Global air travel accounts for roughly 2.5% to 3.5% of CO2 emissions, which may sound like a minute amount; however, it is estimated that $\frac{1}{4}$ ton of CO2 is produced per flying hour. This

gives the impression that we may need to address this in the future to reduce the impact of climate change. Furthermore, this factor does not take into account the CO2 and other greenhouse emissions in all aspects of aviation, from manufacturing to scrapping aircraft.

Giant aircraft manufacturers such as Boeing have started to apply innovative technology and engineering to their new aircraft. The Boeing 787 'Dreamliner' is the first aircraft to be made of mostly composite materials. They have used carbon fibre reinforced plastic which accounts for nearly 50% of the materials used in the aircraft. The use of this composite material is that it reduces fuel consumption by a great deal. The 787 is a long-haul aircraft that has an all-

time low fuel consumption. This is a great benefit for the long-haul aircraft in the aviation industry as fuel costs can be extremely high.

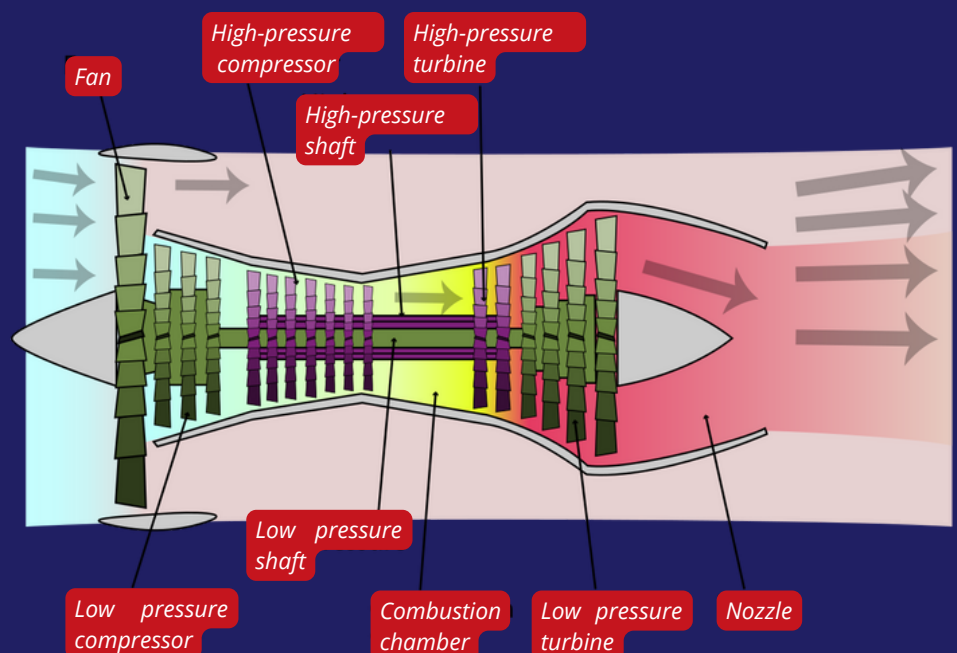
The General Electric X or GENX engines are a massive leap in aerospace engineering for airliners. They feature a large bypass ratio of 9:1. This essentially means that for every 1Kg of air that flows through the core part of the engine and is ignited with fuel, 9Kg of air flows through bypass ducts. The 9kg of air that flows through the bypass ducts is not burnt with fuel but is still accelerated, cutting down on fuel costs by a great amount.

Another option could be electric engines. The thrust needed to fly a mid-sized plane is around 200-300 kN, and that amount of thrust will be extremely hard to be generated from electric engines, which is why I personally think that electric engines are not a viable option at this time. The invention of a battery able to generate such thrust would have great benefits and would develop the aviation industry in a sustainable way by producing no CO₂.

However, due to the pandemic, the aviation industry has taken

a huge economic hit with flights coming to a stop in many countries. The recovery is slow, but many airlines have retired big planes like the Airbus A380 and the Boeing 747. With this, I'm not suggesting that large aircraft will not come into the market in the near future; I am just presenting my prediction into what the future of aviation and air travel will look like in the near future. However, this could indicate that smaller, more fuel-efficient aircraft will be used for longer trips which are becoming more apparent with today's passenger demand. With this in mind, I believe that the future of aviation and air travel will look something like smaller, more fuel-efficient aircraft like the Boeing 737MAX aircraft and Airbus A320neo aircraft.

Cross-sectional diagram of an aircraft engine



Halloween Themed Own Clothes Day.



On the last day of school in October, we held a Halloween-themed own clothes day to raise money for Ethan Slater in Year 11. Ethan required new equipment, originally a new wheelchair that would allow him to stand. However, a sufficient sum of money was raised earlier than expected, and Ethan was able to buy his wheelchair. As a consequence of this success, we moved on to focus on raising money to enable his family to adapt his home for a more comfortable and easy life. We decided to do this in a fun and straightforward way with an own clothes day, which turned out to be extremely successful.

Students in the Sixth Form opted for outfits such as a plague doctor, cowgirls, roadmen and even Boris Johnson on a unicycle! All of the Sixth Form students showed their support for the cause, and even the students in the lower school joined in, arriving at school in their own clothes and donating generously.

Thanks to the donations from parents and guardians on ParentPay and to the students who brought money into school, we raised a whopping **£1,608**. This is far beyond what we had expected, and are thrilled to be able to help Ethan and his family.

Lowri Sadler, Issy Gee, Tilly Kimpton,
Emily McHugh, Alex Parker, Au Duong
360 Charity committee

Christmas Jumper Day.

To celebrate the last day of the Christmas term and the end of 2021 the Sixth Form 360 charity events organising group held a Christmas jumper day where the school raised £1576.68. The Sixth Form 360 team chose to raise money for Ethan Slater, a valued member of our school community, and support him on his journey to a more accessible way of life.

Ranging from a variety of Christmas jumpers to fun, festive pyjamas, the school celebrated the last day of term in style. Everyone we spoke to enjoyed the day a lot, and it was a nice way to end the school year and 2021. People were still in the Christmas spirit even after a long night at the Snow Ball. The committee hopes everyone enjoyed the day and are thankful for the money donated.

After a long and tiring year, the non-uniform day was an exciting and colourful way to celebrate Christmas and the new year!

We'd like to thank everyone for their donations. Overall, we raised £1604 on the October own clothes day, £95.60 for 'Name the bear', £397.96 for the raffle and £1576.68 on Christmas jumper day; making the grand total **£3729.32!!**

Lowri Sadler, Issy Gee, Tilly Kimpton,
Emily McHugh, Alex Parker, Au Duong
360 Charity committee



**'We'd like
to thank
everyone,
it's been a
huge
success!'**





UKRAINIAN
REFUGEES
BAKE SALE



With the ongoing crisis in Ukraine, Christleton High School thought we could do more to help the Ukrainian Refugees in Chester. The Geography and Science Hot-Scholars teamed up and put on a bake sale; to raise money for Ukraine's appeal and Water Aid. As a team, we designed posters, hung them around the school to promote the event, and made cakes to sell at the sale. At break time, we set up all the cakes and set out floats. We were then busy the whole break time as everyone came and bought a cake (or two!) and donated towards the great causes. In the end, £192 was raised.

- **Thomos Wyrko**
Year 8



Grace and Eli's
Fundraising Walk

Fundraising for Hospice
of the Good Shepherd

In September 2021, Steven, Eli's dad, was looked after by the Hospice of the Good Shepherd for his last few days. We are raising the money because we want other families to have the same care and access to see their loved ones in their last days. Any donations, big or small, are very much appreciated.

Thank you
very much,
**Grace and
Eliana**



*If you have the means and desire to donate
please do so by following this link:*
<https://www.justgiving.com/fundraising/grace-and-eliana>

Mini Fundraiser Events

Sweet!



The Winners...

Sixth Form 360 Charity Events Group raised £548.64 for Ethan Slater from the Raffle, 'Guess The Number Of Sweets in the Jar' and 'Guess the Name of the Teddy Bear.'

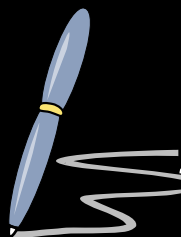
The Raffle raised £397.94, and the prizes consisted of Six Nando's meals and bottomless drinks, a chocolate hamper, and an adventure golf experience. The 1st place winner was Sam Maclean in 12.4 for the Nando's voucher, Wendy Edwards (Headteacher's PA) for the chocolate hamper and Oliver Donald in 11Ba2 for the adventure golf experience.

'Guess the Sweets' raised £55.10 with 749 sweets in the jar, which meant Oliver Brett in 7K2 was the winner with the closest guess! 'Guess the Name of the Teddy Bear' raised £95.50 with Luke Paterson in 7By2 winning. The name of the bear was Andrew!

Overall, the Sixth Form 360 Charity Events Group raised a brilliant £548.64 from the mini charity fundraisers.



£548.64!
Thank you for
all of your
donations.



Student Development and Well-Being Mentoring

As part of the Sixth Form 360 Futures Programme, a group of seventeen Year 12 students opted for Student Development and Wellbeing Mentoring as their chosen course.

The Mentoring programme involves sixth formers working with younger students in the school and aims to:

- Support the well-being of students to ensure they feel safe, secure and settled.
- Help students gain a sense of belonging and feel accepted as part of the Christleton community.
- Promote higher level aspirations, and help students with excelling at their studies to achieve their full potential.

Benefits to both sixth formers and younger students include:

- Gain practical advice, encouragement and support.
- Learn from the experiences of others.
- Increase your social and academic confidence.
- Become more empowered to make decisions.
- Develop your communication, study and personal skills.
- Develop strategies for dealing with both personal and academic issues.

The course began with a half

term training module covering:

- Establishing boundaries and safeguarding
- Getting to know your mentee: 'Breaking the ice' through literacy
- Attitudes
- Habits
- Well-being

Once this training had been completed each sixth former was teamed with a younger student in school for a series of regular mentoring sessions once every two weeks.

Here's what some of our sixth-formers thought about the programme:

We have enjoyed taking part in the 360 option mentoring. The first few weeks we spent getting to grips with what we would have to do, and took part in training which helped build our confidence. During the training, we learnt appropriate ways to deal with issues or worries that our mentee may have by asking open questions.

Mr Francis and Mrs Baxter guided us through the process through their experience which



we were able to apply later once we had met our mentee. The main focus was to assist our mentees by building confidence in English and Maths but, more importantly, in themselves.

We first got to know our mentees, enabling us to engage more effectively by choosing articles they would be interested in and building a trustworthy relationship.

As the weeks progressed, the Year 7s became more confident reading the texts and their ability to communicate with us improved.


Overall, the experience was both enjoyable and rewarding, and we would recommend future Year 12s to get involved when given the opportunity.

Violette, Issi, Maria, Millie and Laura (Year 12 Students) A sample of twelve of the younger students was taken to complete a survey about the programme. Here are their responses:

1. I have enjoyed the mentoring session over the last six weeks: **12 out of 12 agree.**
2. My mentor has helped me improve my reading skills: **11 out of 12 agree.**
3. Mentoring has improved how I express myself to others: **9 out of 12 agree.**
4. My mentor has improved my self-confidence over the past few weeks: **11 out of 12 agree.**
5. Overall how would you describe the sessions you have had. Summarise it with three words: Fun; Helpful; Exciting; Amazing; Kind; Good; Great; Happy; Amusing; Entertaining; Enjoyable; Best Thing ever!
6. What feedback would you like to give to your sixth-former: Really good to have; Really helped me.
7. Apart from reading is there anything else you would have liked to do? Writing; Quizzes; Trip to see dogs!
8. Any other comments? Best lesson ever! Helped me a lot with my self-confidence. Overall my sixth former has been amazing.

Many thanks to all our sixth-form students for helping to make this such a fantastic success.

- Mr Francis



Christleton High **School Book Fair**

During the spring term, pupils from years seven and eight were given the opportunity to purchase books from a book fair organised by Miss Cowley and Mr Gresty.

The book fair was organised to enable pupils to engage with new books and even purchase some books that hadn't even been released to the public yet! As you can see from the photos, it was great to see so many pupils take part in the book fair and interact with the new titles on offer. The school also benefited from this, as even book orders generated vouchers for the school to spend on more books!

Written by **Emma Inglis and Adelle Nwafor** (Year 9 English Hot Scholars)

WORLD BOOK DAY

On the 3rd of March, CHS took part in World Book Day. As ever, all pupils in KS3 were given a book voucher which enabled them to pick up a free book. Teachers also nominated some pupils to take part in a Mad Hatter's Tea Party, which had been organised by Ms Cowley and the English Hot Scholars. This was a great event in which pupils were encouraged to design and wear their own hat or mask to the party. As you can see from the images below, the pupils created some amazing designs and everyone voted on their favourite design with the winner receiving a ten-pound Amazon voucher. They also took part in a book quiz created by Ms Cowley. This was a fantastic event and one we will be repeating next year



The English Hot Scholars



The following article was written by **Jordi Cano**
winner of our SWAN Journalist Challenge



Meritocracy

Why it matters.

Meritocracy is the idea that people get ahead of others based on their accomplishments and not on their social class, background or material possessions. What countries in the globe accept meritocracy as a form of judgement? It is subjective whether you think a country is basing itself on meritocracy. Japan is one of the small number of countries that accept meritocracy as a form of judgement. Japan is a country in Asia; its structure of government is a meritocracy; it dictates the future of people based on their accomplishments or merits.

Japan has a meritocracy based on education; it has a competitive, rigid education system, it separates the individuals from the "more able" individuals; this benefits the government and future generations because there are solely going to be two types of individuals, the "not more able citizens" and the "more able citizens", this means that if a citizen wants to be a "more able citizen" he or she has to accomplish more, which arguably then creates a domino effect which subconsciously makes other citizens perform better in their education, career, and job. Based on numerous statistics and facts, we can see that Japan is partly a meritocracy.

Education is not the only form of judgement in a meritocracy; there are also other examples, which include price and quality. A meritocracy provides opportunities to those with the most talent, as opposed to those with the most money. Meritocracies like competition; they can choose which individual to choose from for a certain role, job or responsibility. That is when a meritocracy shows who are those willing to sacrifice more time and effort to achieve their accomplishments and goals.

Equal opportunity between citizens in a society or population is also a big factor in a meritocracy. For example, if you have equal opportunities between race, physical appearance, age, disability and gender, it is most likely that a country will progress due to the lack of judgement between certain categories of people.

Ordinary testing is a form of judgement in a meritocracy. To begin with, some individuals might state that ordinary testing or standardised testing involving IQ might limit intellectual diversity, but you also have to consider the fact that we do not know what IQ is, we know the most certain and definite definition, but we do not know what it also involves. For example, when you have a higher IQ, there is a higher probability your memory is better. If you can locate in the memory certain facts and ideas, it improves your judgement on certain projects. You could also argue that in a corporation, the people with the highest IQ might lack certain characteristics such as innovation, sales, etc, but there is also a certain level at which your IQ becomes a product of meritocracy because you need an exact number or range to achieve your accomplishments and goals. This eventually means that an individual with an IQ of 130 is not going to have the same ideas and connections in a neurological network as an individual with an IQ of 160, but the individual with an IQ of 130 might achieve the same goals and accomplishments as an individual with an IQ of 160.

Evidence shows that Japan is a product of meritocracy. Furthermore, due to big competition between corporations and individuals, Japan is advancing at a high economical level and technological level.

It has a GDP of over 5 trillion USD (making it the 3rd largest economy in the world), and Japan ranks 7th in education, although some argue that it could be 1st in education. The development in the accomplishments of elder citizens in Japan has ranked Japan first or second in life expectancy. Some other achievements and facts show Japan as a working meritocracy; they are the largest producer of motor vehicles, the largest producer of steel, they have the best quality of life, and they also have an advancing and progressing technology.



2022 Competition

improving oracy skills for all, and empowering our students to communicate with greater skill and fluency, and to build their understanding of just how powerful the spoken word can be.

In the first term of 'Your Voice Matters', students focused on finding their individual voice and creating their own effective toolkit for optimum communication. In the second term, they focused on active listening and its importance in developing effective skills as a speaker and in asking and answering questions. In the third term, 'Using Your Voice' linked this to developing an understanding of the development of the English Language and making effective vocabulary choices. This naturally led to 'The Platform', which gave a chance for everyone to present their speeches in class and to choose their representatives for the competition.

This year saw the second competition take place on Monday 6th June over two separate sessions in the morning and the afternoon, to accommodate both sides of the year. We heard a range of interesting and passionate views expressed on a wide variety of subjects in both sessions and in the morning, Oscar O'Gorman 7Ba1 opened the proceedings confidently by presenting a well-researched talk about the love of reading and switching off from social media. We knew from this point onwards that we had another great competition to look forward to and his passionate and compelling talk earned him a place as one of our runners up.

Equally impressive was Anne-Marie Wheldon 7Ba2 who talked about why we should be allowed to have

In your child development, which came first: Reading, Writing or Speaking? Of course, it was speaking and this skill requires just as much nurturing and development as the other two. This is why we chose to focus our Literacy Programme on developing and im-

proving oracy skills for all, and empowering our students to communicate with greater skill and fluency, and to build their understanding of just how powerful the spoken word can be. as many pets as we want. She spoke sensitively about the importance of pets for personal wellbeing and health. She also truly deserved her place as a runner up. In the afternoon, Felix Adam and Eloise Irving both from 7L1 gave wonderfully diverse talks. Felix posed the fascinating question, why should we advance space exploration? He demonstrated a clear grasp of the facts and scientific issues as well as presenting them with appropriate clarity and passion. He was another worthy runner up. Eloise mightily impressed and entertained us with her knowledge and appreciation of 90s rap music! She fully engaged the audience, used very well-researched examples to evidence her points, maintained a lively pace and her enthusiasm was both infectious and empowering.

All the participants, in both sessions, gave their best performances, and we were informed and educated on a wide range of fascinating topics including many school based issues such as how we could reduce the



amount of plastics we use, uniform and why shorts should be reintroduced, homework, school hours and school food. We also had passionate detailed and engaging talks on poaching, animal testing and whether dogs are better than cats.

So, thank you: Joshua Pinchen 7Ba2, Louise Wentel Jacob Greaves and Zac Foster 7By1, Elliot Collings, Edie Rideal, Evan Morris and Lily Dawson 7By2, Tom Anderson 7K1 and Lola Walley and Warren Whibberley 7K2 for making this year's competition so enjoyable.

It is almost a shame that there have to be winners, especially when quite clearly every student who took part was already a winner representing their forms. But not only are the participants astonishing in their individual achievements, but every single student in Year 7 has shown wonderful commitment, resilience, passion and engagement throughout the whole year. This competition has been the chance to provide a platform to celebrate the inspiring achievement of each member of Year 7 who continues to inspire us as teachers every day with their openness and willingness to participate and develop.

The overall winners were Anna-liese Worth and Dan Hellam both from 7L2.

What impressed us most about Annaliese's talk on "The Problems with Palm Oil" was how thoroughly researched and informative it was, as well as being delivered with

great clarity and maturity. Dan's presentation was simply outstanding. He chose to speak on the topic, "Dare to be Different" using his personal experience of the treatment, both medically and socially he has endured because of a birthmark. Judges' comments included, "provocative, persuasive, moving and inspiring." Every single person in the Hall was totally engaged with Dan and his speech. It was quite simply a privilege to hear this young man talk so honestly and positively about embracing difference and encouraging us all to do the same.

If these students are this good now, we can barely contain our excitement and optimism for what they will all achieve in the coming years.



**Your
Voice
Matters**

2022 Competition

Young Enterprise

We have had a really exciting year taking part in Young Enterprise with a group of 15 Year 12 students. The students made all the decisions about their Young Enterprise business, from the company name and product to creating a business plan, managing their finances and selling their goods. After numerous ideas, they all decided upon the company name, 'Bottled Aromas', selling candles made in recycled glass bottles. They had the opportunity to sell their candles at Chester market and attend an event at the Duke of Westminster's estate. In doing so, the students gained the practical business experience, adaptability, confidence, resilience and key employability skills needed to build successful futures. They also went on to win 'Best Presentation' at the Cheshire West County Final.

As well as this on the 5th May, the Duke of Westminster visited the school to meet with groups of Year 9 and Year 12 students, all taking part in programmes run by Young Enterprise. In partnership with the Westminster Foundation, the visit saw the Duke meeting a group of Year 9s taking part in the Learn to Earn programme, which helps young people consider financial plans for the future and make informed decisions about their careers. The Duke also met with a Young Enterprise group taking part in the Company Programme and heard all about their candles (whilst giving them some tips for success for the future). The students all had a wonderful time and gained a lot

from their experiences and we hope will be able to utilise the skills they have developed as they go onto their future careers.





Chester FC Trip

After winning the Chester schools cup, the boys and girls from the school team got the chance to have a talk and training session with Chester.

On 20th April, Chester City Football Club came to Christleton High to give an hour talk about their experiences and advice as well as an hour training session. We were very lucky to meet Jay Gilmartin (Coach) and Harrison Bure.

For the first hour, they talked about how to get into an academy and how the academy system works. It was interesting because the coach has worked in all ages of the academy, and he talked about how cutthroat the system was. The thing that I enjoyed was the sense that we were being told the truth; for example, at the end of the day, he told us it was the academy staff member's job to do this, but he recognised that for the children, it was their dream.

The player, Harrison Burke, talked about how his career started and how he ended up at Chester. It was interesting because he knows that Chester isn't the biggest club in the world, but the determination and grit that he had to get to the top was admirable. Also, the experience that he

has had before was interesting to listen to. He talked about playing with academies that are better than Chester and how he thought he would be the best player in the world but shared with us the hurt he has had and how he has built up from that and been more determined to be better and not to become complacent.

As well as that, they talked about famous football players who have at one point been the best players in the world and have messed it up. They brought up topics such as Gylfi Sigurdsson and Mason Greenwood. But also, who is better, Messi or Ronaldo? When talking about this, it was just a casual conversation, and it felt good to be talking about things like this because even though they are very accomplished people, they can still have a normal conversation with kids.

The next hour was the training session. That was a lot of fun because we were playing with our school team and being trained by professional coaches. We did all sorts of drills, such as shooting, passing, and dribbling, with a big match at the end. It was great to see the coaches' skills.

- Joe Smythe



'Untitled', by Joyce Wang

Art by Janina Rossiter

CREATING ART TO RAISE AWARENESS

Some people believe that Art is just for aesthetic reasons but it can also be used to spread awareness about problems going on in today's world. Art can be used as a creative way for artists to express themselves and raise awareness. An artist's work can connect with the people who view them on an emotional level. This allows it to educate and inform people about the subject of the art piece. Art is engaging to the viewer, so it can inspire many people to become interested in a certain subject. Also, Art can evoke instant feelings of sadness or happiness, which can raise the awareness of an issue much faster than text can.

Art raises awareness for political, social and environmental issues by making eye-catching pieces of art. Raising awareness through Art is effective because it shows the horrors of what the issue is and demonstrates this in a visual way. I think that people would much rather learn from a photo than read a whole page about raising awareness and looking at a piece of art

takes less time than reading an article. This means that more people will become aware of the issues.

In school, we are creating our own work about ocean pollution so that we can raise awareness about how the waste that humans create is damaging ocean life. We have looked at a range of different artists to help give us inspiration.

This piece of artwork was made by Vanessa Barragão. It depicts beautiful sea coral, but how it turns white as it dies because of ocean pollution. She explains that, when working, she tries to be as eco-friendly as possible, and this is why she recycles materials and produces everything by hand. Her works result in structures with a wide range of different colours and textures. Barragão hopes that her work will help raise awareness of environmental issues and that people will make an effort to improve our Earth's health.

OUR FIRST YEAR OF ART AT Christleton

Our Year 7's came to Art from Primary School and from a variety of pandemic restrictions. We asked a number of them what it had been like coming to Art at High School and what their first year of Art at Christleton had been like.



Freddie Cogan-Williams

I felt really nervous about coming into Art for the first time. At first, I felt anxious about the homework. I was worried that if I forgot or did it wrong, then I would get told off, or get detention for not doing it, but now, since I have settled in, it is a lot easier and I don't worry about homework as much as I did.

Zoe Xiong

When I first came into Art in secondary school, I felt quite nervous and anxious about how difficult it might be for me, but as soon as I went to a few art lessons, it was all OK. I think that I have settled in quite well, and I am not nervous about what I'm going to do in Art anymore. I also don't worry about homework anymore because I listen carefully in class to what my teacher says, and I remember and do the homework that same day. I enjoy art very much, and it's one of my favourite subjects.



Freddie Newbrook

When I first arrived in secondary school art, I felt nervous. I was thinking about so many things, especially homework but as I adapted to the class, I got less nervous. I now feel like art is fun and I am not as worried about homework because the art teacher explains it all. It was really cool how I got into the sketchbook competition, and I'll try just as hard to get into it next year.



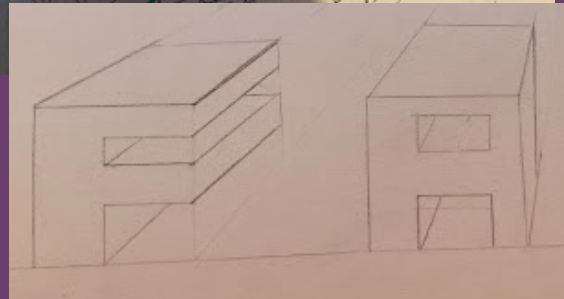
Heidi Jackson

When I first came into art at secondary school, I felt quite nervous as I thought the work we would do would be really difficult and I wouldn't be able to complete it, but after a few weeks in art I realised that it wasn't as hard as I thought it would be and now I really enjoy it. It was really nice to be entered into the sketchbook competition as I never thought I'd be entered and achieve 3rd place.

OUR FIRST YEAR OF ART AT Christleton

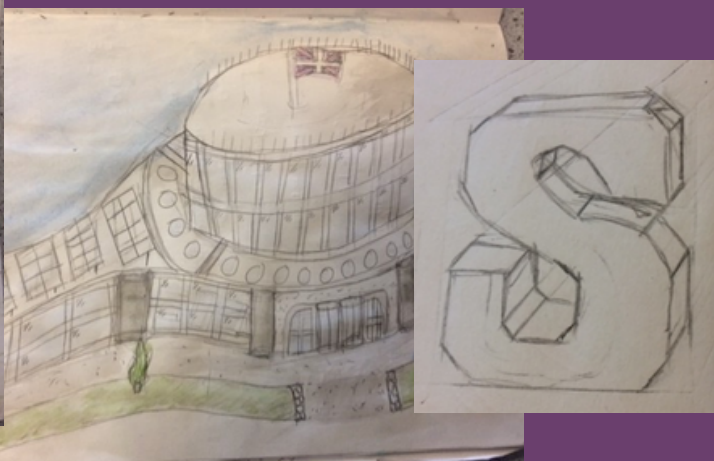
Felix Adam

When I first did secondary school Art, I felt excited. I have always enjoyed art from a young age, but in my primary school, we had very limited subjects in art. Art in high school has shown me a whole new perspective on the subject and has introduced me to lots of new artistic areas of study. I feel as if I am being pushed to the best of my abilities in high school and I am really looking forward to all of the new subjects we will be doing.



Eoghan Stuart

I have always liked Art, so I was looking forward to it in high school. It is a lot different from primary school because we would do everything in one lesson there, but here it is nice to spread it over multiple lessons. I think that I have settled in well and all of the different topics we do are all very interesting and fun. The homework can take a while to do, but if you listen to what you need to do, you can do it with ease. Art is definitely my favourite subject.

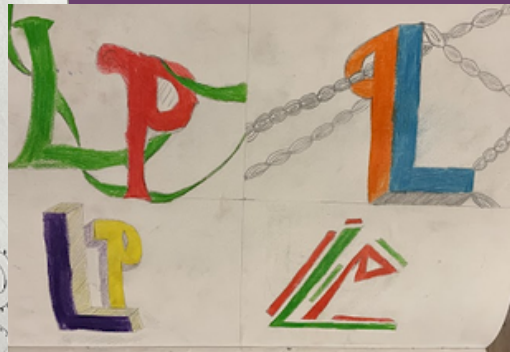
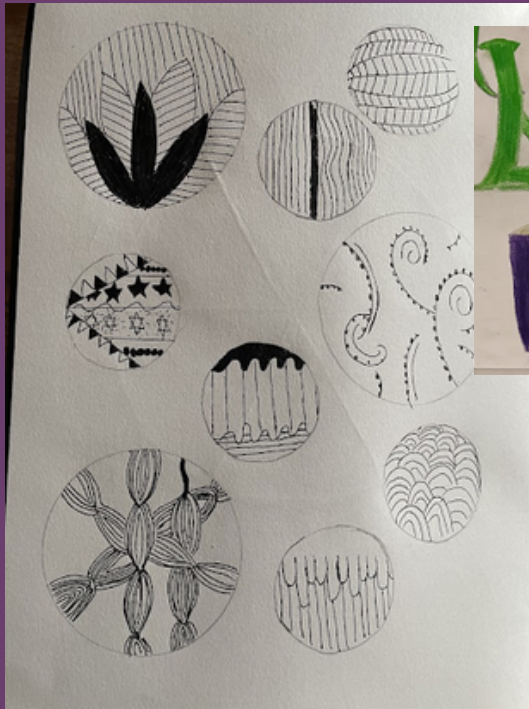


Esme Ward

I was nervous about doing Art in high school because I didn't know what type of things we would be doing. In primary school, Art was always just a part of something else that we were doing, so I wondered how a lesson could be filled with it. Now that I have done Art for a while, I enjoy it a lot. The homework can take some time, but as long as I listen carefully, it is never too hard. We've covered lots of different topics and used lots of different skills. Art was always something I enjoyed, so this has helped a lot in pushing me to get better.

Indi Konstant-Hambling

I've only ever really done art by drawing things, but when I came to high school, the class immediately introduced me to many more forms of art, stretching me into trying a variety of artistic skills, like painting and drawing different styles. It's been fun to explore different techniques I enjoy and don't enjoy. I think it's great that school has been able to introduce us to so many different topics just in the first year, with many more to come in the future I'm sure.



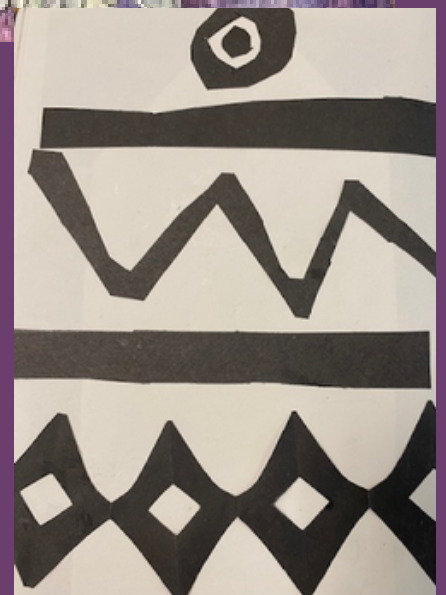
Luke Patterson

In my primary, I didn't really like art as I felt it was not that interesting. But since I have started high school, I have started doodling and drawing, and my teacher Miss Sykes has taught me more than I thought I knew and I generally enjoy art now!



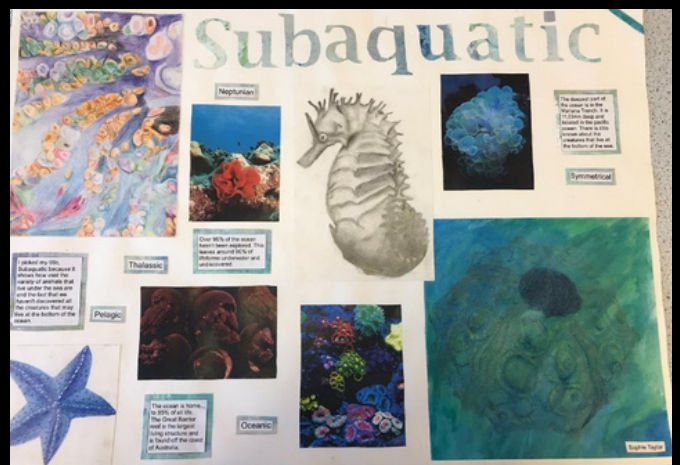
Jacob Luckhurst

The pandemic meant that I have not been able to improve my skills that much since Y4. Since I have started high school, I have improved more in one year than I would have done in three years. I'm really proud of most of my work, even if everyone else's is way better. I am more confident now the pandemic is more under control now, and the teachers are very nice. Overall, I have really improved in art in a short space of time. I have learned a lot about art in high school that I never knew about beforehand. For example, I didn't know much about the colour wheel, and now I know all about complementary colours, harmonious colours and much more! Thank you Mrs Bolam!

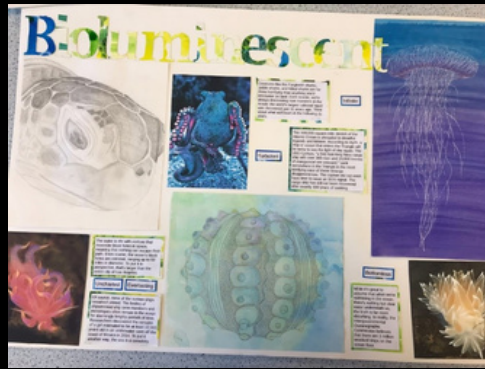


The Christleton High Art Department has been encouraging the idea of random acts of kindness for Anti-Bullying week. We discussed how to do this and what acts of kindness can really help our well-being. We decided that the simple act of saying something kind to someone to make them feel good about themselves can have a really positive effect on someone's day. Some of the Art Hot Scholars did this by writing positive words or messages on the back of Year 10 and Year 11 design sheets. This enabled us to spread kindness and happiness to others. Here are some examples of artwork and design sheets produced by KS4 students in Art, with the comments we shared with students who own the work.

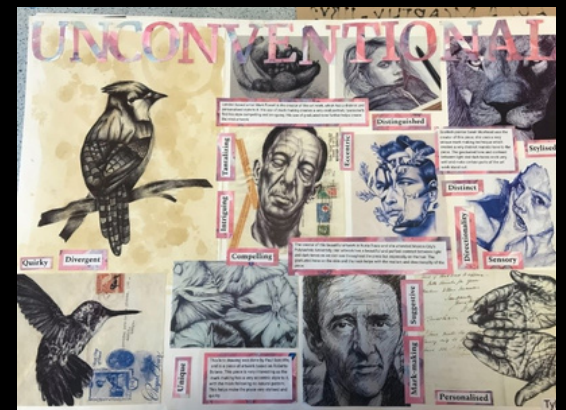
ACTS OF KINDNESS IN THE ART DEPARTMENT



This design sheet was created by Sophie Taylor In 10Ba2. The kind words we shared with her were; *we like the layout of the design sheet, it is very well thought out with a good range of colours that work cohesively together.*



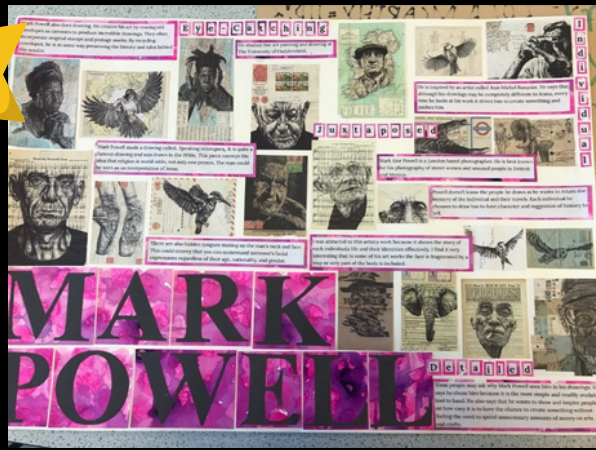
This design sheet was created by Emma Charmers 10L1. The kind words we shared with her were; *we like the amount of information that is on the design sheet and the way you have created the jellyfish artwork.*



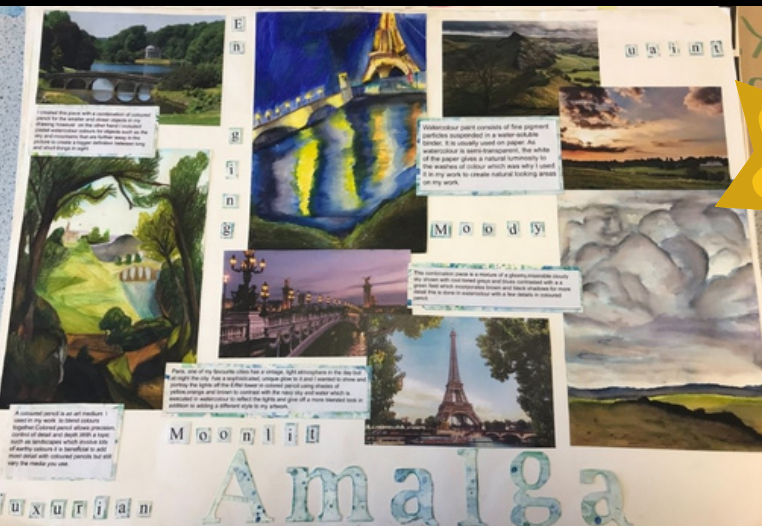
This design sheet was created by Tyler Carter in Year 11. The kind words we shared with her were; *we like how many adjectives and words there are and the amount of detail, precision and accuracy there is in the bird drawing.*



This design sheet was done by Hinano Thomas 11LA1. The kind words we shared with her were; *we like the colour theme that has been chosen and the Artist images that have been chosen. The sheet looks well set out and very interesting.*



This design sheet was created by Isabel Barnes from 11LA2. The kind words we shared with her were; *we like how full the page is with lots of different pieces of work in different styles and the texture you have created in your own style of artwork.*



This design sheet was created by Stephanie Pilliner 11K2. The kind words we shared with her were; *we like how much of your own artwork is on the sheet and how lots of different art materials have been used to create many textures and finishes.*

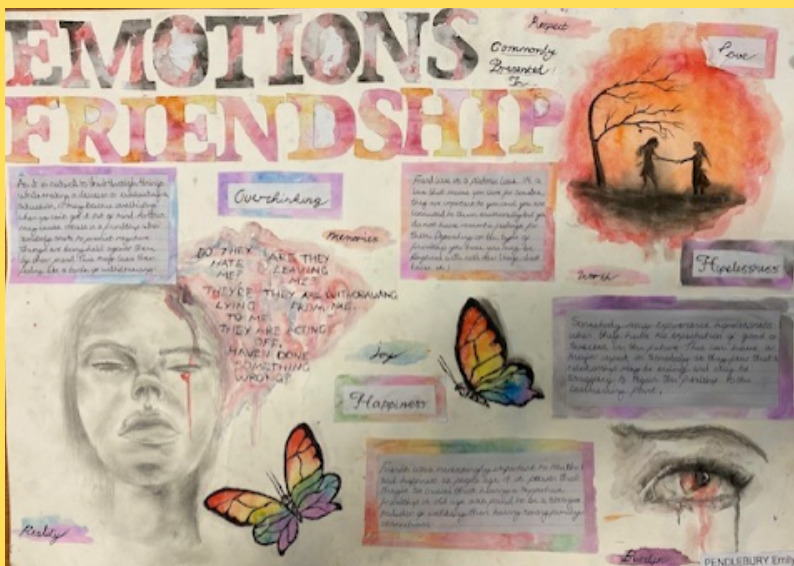
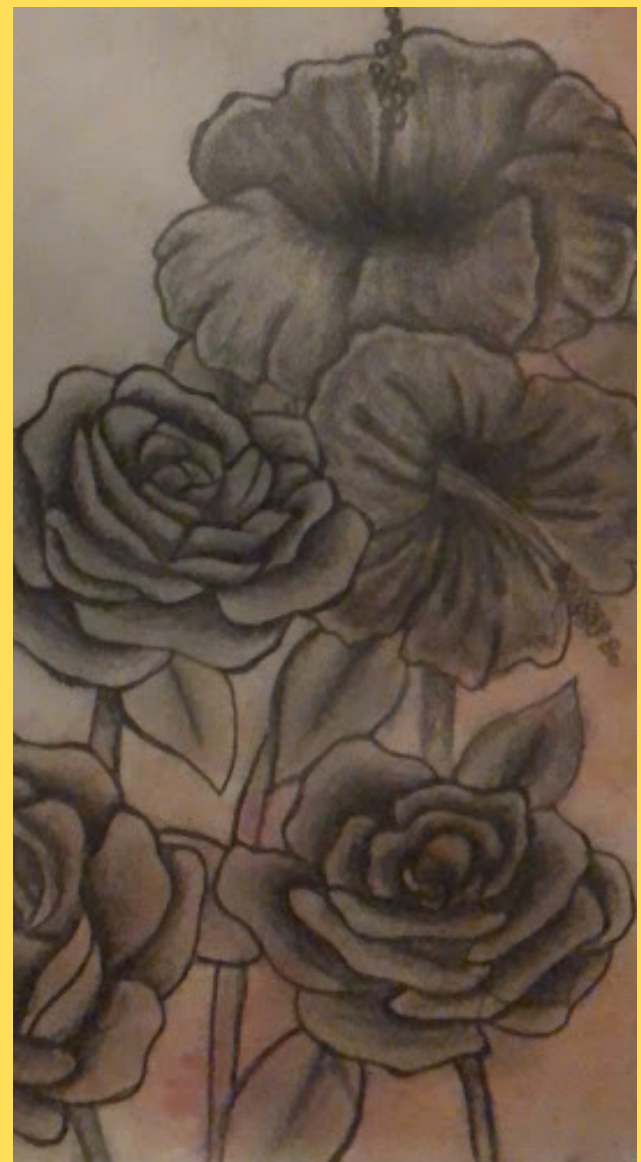
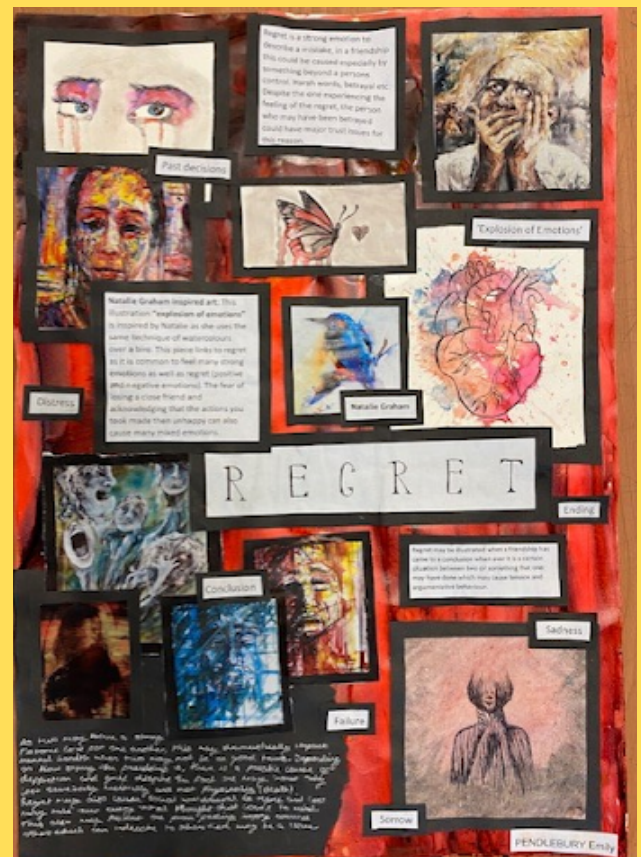
Thank You for reading!
- Lucy Wilson

THE IMPORTANCE OF Art TO ME

What is the value of Art? It may just be a few lines on a piece of card to portray the beauty of colour or, maybe, a personalised theme illustrated through coloured ink, pencil or paint. Maybe using my Fine Art skills to express my emotion can take the weight off my shoulders or send a powerful message to others as a piece of advice?

I like to think deeply about how I can create a personalised image based on my emotions or past experiences, using my favourite ways of creating artworks. I love to portray memories of faces in graphite pencil to remind myself of my worth to somebody; it calms my negative thoughts. Illustrating how certain situations have made me feel can help others to acknowledge how something has made me feel. I'm always creative, even if I'm just making a few paint splatters on paper or spending days on a detailed painting; it's my art and nobody else's idea. I wouldn't want to waste the skill I have been given.

- Emily Pendlebury Y11



Leg of Mutton Sleeves

Fashion in A Level Fine Art at CHS

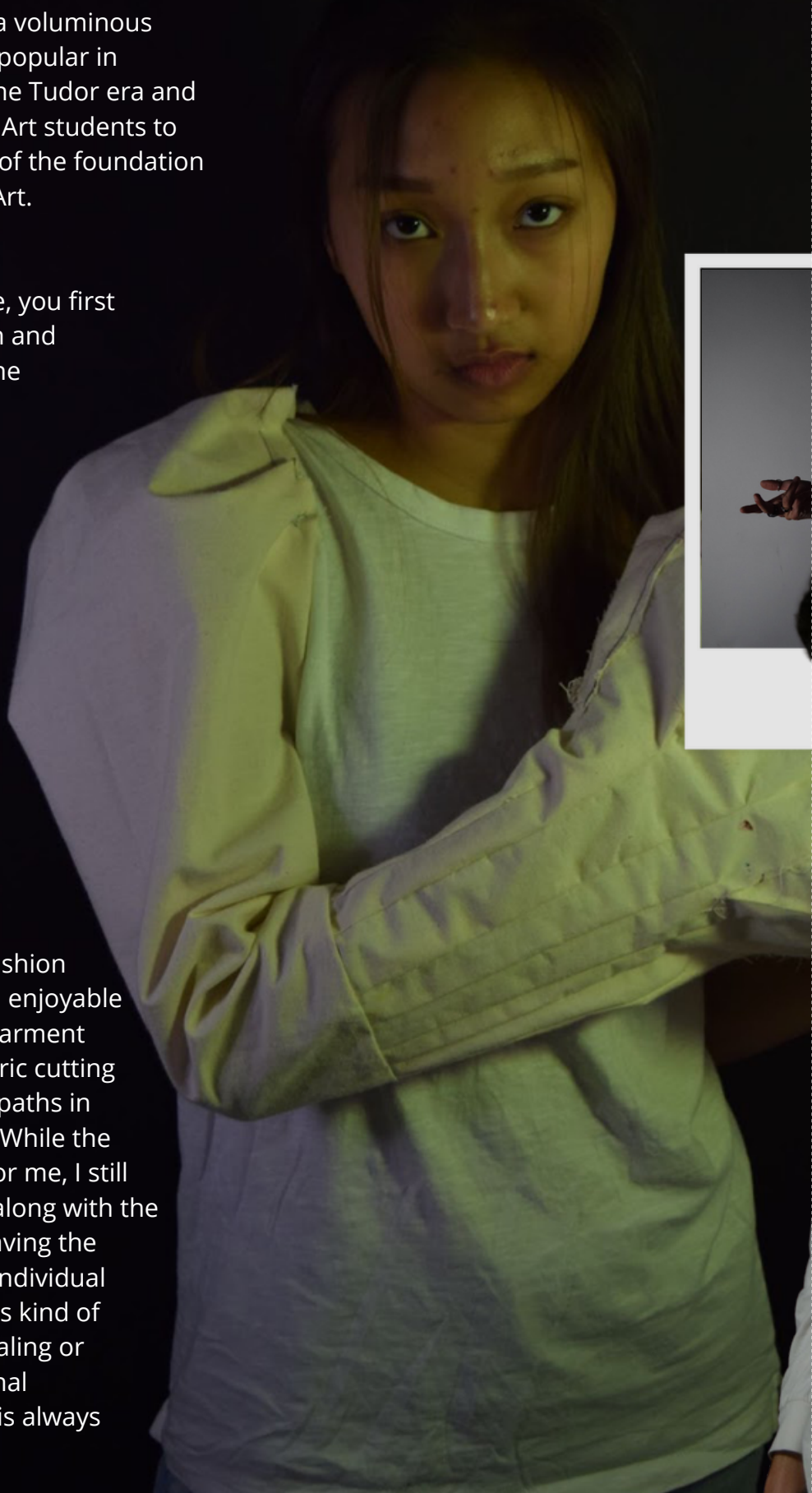
A leg of mutton sleeve is a sleeve with a voluminous shoulder. This kind of sleeve has been popular in fashion many times, including during the Tudor era and the 1980s. We challenged our Y12 Fine Art students to take the fashion design plunge as part of the foundation stage of their first year of A Level Fine Art.

Lily Monaghan

In order to make a leg of mutton sleeve, you first need to create the exaggerated pattern and then cut out fabric so that it matches the pattern. Then comes a series of decorating, sewing, pressing and finishing steps before the addition of a running stitch along the curved edge. You gather the running stitch to add the volume to the sleeve, leaving enough space for someone to put their arm through. Finally, you hem the bottom of the sleeve and it's finished. For my sleeve I chose to make the bottom of the sleeve flared by sewing trapezium shaped pieces of fabric together into a circle.

Luke Sturgess

The experience of our exploration of fashion design in Fine Art A level at CHS was an enjoyable and worthwhile experience. Learning garment design techniques and sewing and fabric cutting help open doors to new interests and paths in future careers and university courses. While the task did not work as well as intended for me, I still enjoyed the time and work put into it, along with the collaborative nature of the task, and having the whole class work together to produce individual pieces. Overall, I would recommend this kind of learning whether it at first seems appealing or not. The experience of more professional collaborative, and fast-paced learning is always good.



Natalie Somboon

I think this has significantly pushed me out of my comfort zone as we got to explore different techniques and processes required in the process of making a fashion piece. Through using a range of resources and tools such as fabric, buttons and sewing machines, we learnt to make a leg of mutton sleeve. Finally, even though I discovered that fashion design isn't my best talent, I'm glad school provided me with the opportunity to further my creative knowledge in this aspect of Art.

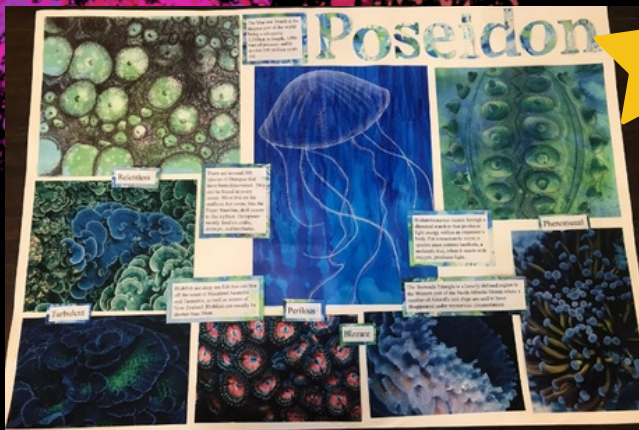
Anya Hope

I enjoyed the new opportunity of trying my hand at fashion design. We had to make a leg of mutton sleeve, which is a sleeve shaped like a huge joint of lamb. I found this process challenging at first; however, with the help of other class members and Mrs Pritchard, I think I developed many new skills, and I am now more confident when using the sewing machine.



YEARS 10 AND 11 DESIGN SHEET COMPETITION

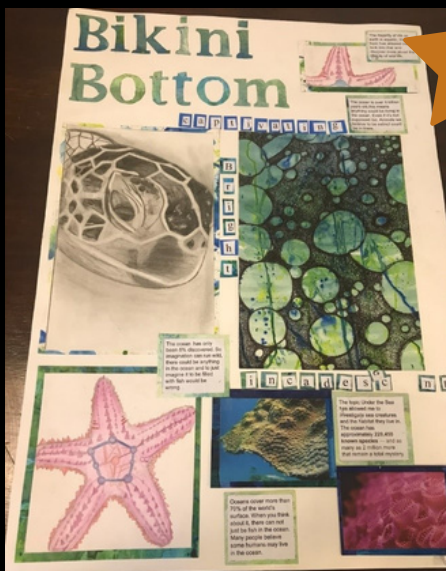
Early in December KS4 Fine Art students all took part in a design sheet competition. Each student submitted their strongest design sheet to be judged by Art Hot Scholars.



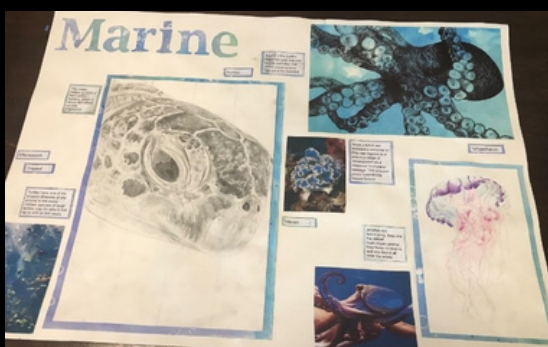
First place,
Kiera Williams



Second place,
Carys Evans



Third place,
Ash Christmas

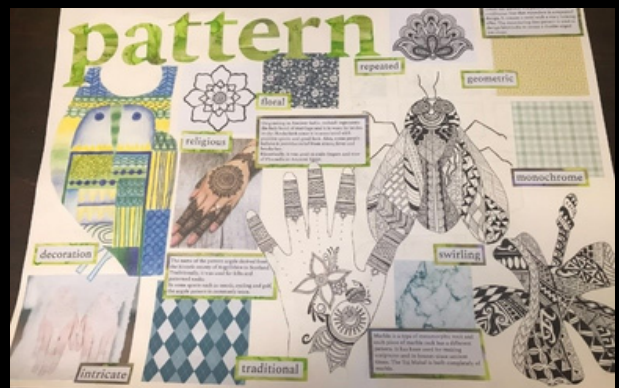


Callie Evans

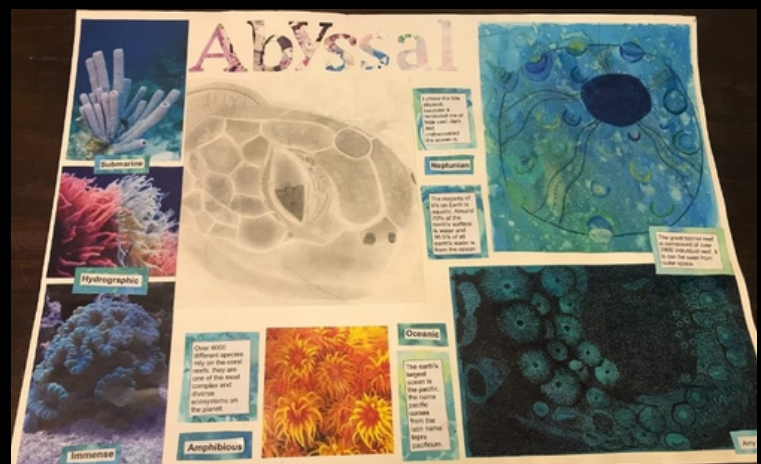
The Hot Scholars said:

First of all, we would like to thank everyone who entered the design sheet competition. This was a privilege when we found out that us, the Year 8 and 9 Art Hot Scholars, would be judging this competition. The decision that we made was very difficult, and we all wished that everyone could get a prize. In the Year 10 competition, the winners and runners-up were:

The runners up:



Alice Jawara

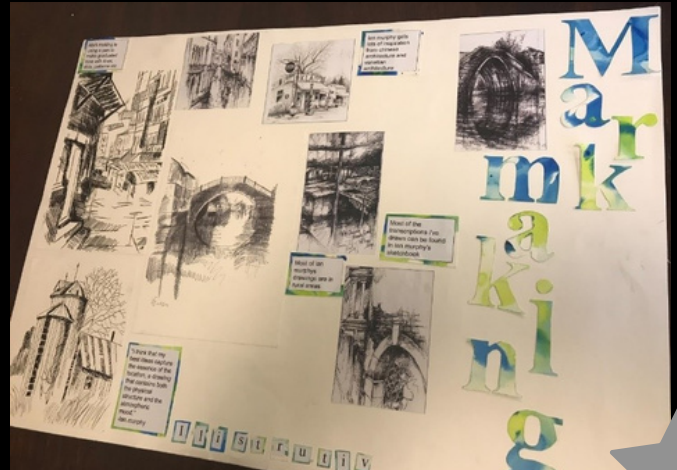


Amy Sadler

In the year 11 design sheet competition the decision was just as hard. We really do wish that everyone could have received a prize.



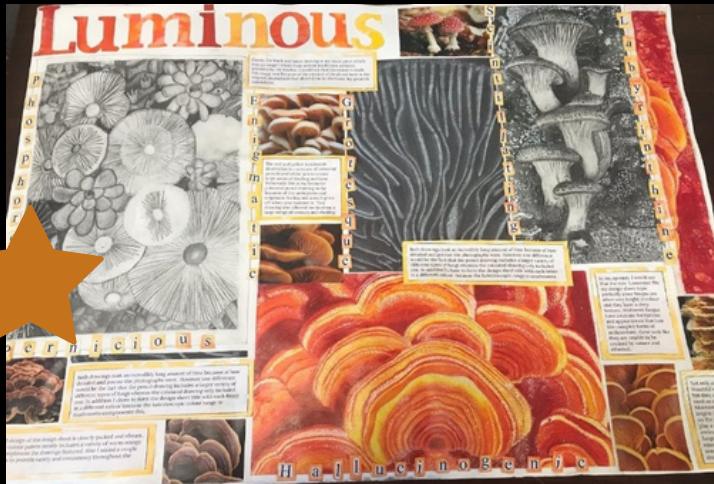
First place, Izzy Riddick



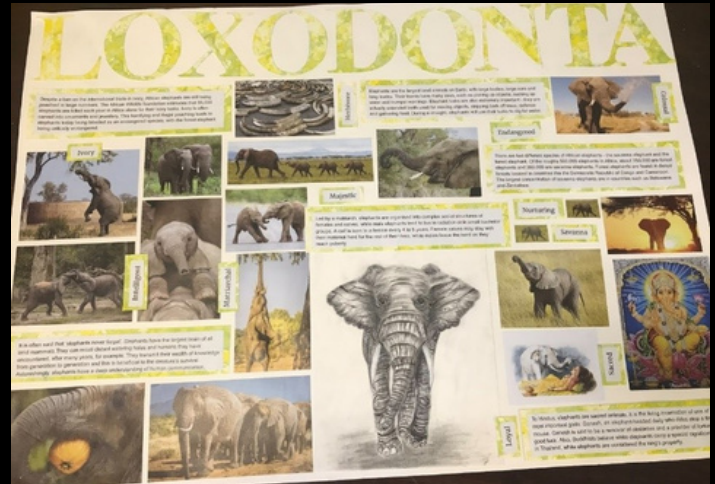
Second place, Jack Cadwaladr



The runners up:



Third place, Jemma Doherty



Izzy Highfield

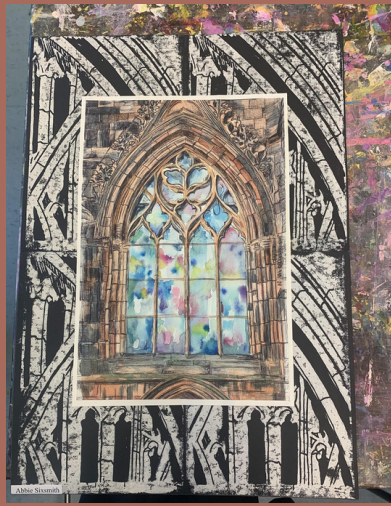


Abby Sixsmith



Lola McCarthy

Well done everyone!
 We all thought your work was exceptional and can't wait to see more of it
 - Lilia Hartford



FINE Art

Celebrating the end of two fantastic years!

Abbie Sixsmith

Taking Art GCSE has been challenging yet rewarding. Throughout the two years of this process, my skills in recording and refining have progressed, and I have developed a passion for the subject. Along the way, I have enjoyed experimenting with different media and discovering my strengths so I can apply them to my pieces. Taking GCSE Art has allowed me to find my style and has enhanced my knowledge of the subject. I can happily say Art has become my favourite subject and I would recommend Art to any students considering taking it.

GCSE Fine Art has passed by so quickly! As our Y11 students finish their course and move on to the next stage, we wish them every success. We asked them to think about the value of taking GCSE Fine Art and to share their thoughts here.

Katie Gibbs

I found GCSE Art enjoyable but challenging at some points during the course. It was essential to keep up with the set work otherwise, you begin to feel behind, and that's where the difficulties can start. However, Art has given me various skills which I have applied in my other subjects too. I found that the best part for me was the design sheets, which are a combination of research and being creative/strategic with how you lay out your ideas and findings. The folder reviews we received were particularly helpful because they meant that I knew my strengths and weaknesses and where I was in relation to others because they gave me a chance to look at other people's work as well as knowing my own.



Leah Pierce

My favourite part about Art is seeing how my skills have developed since Year 7. I have always enjoyed Art, especially being a part of my GCSE Art class starting in Year 10. I loved finding my own art style and my favourite form of media, which I found to be pencil drawings. Although challenging, the rewarding feeling of finishing a piece by far outweighs the hurdles faced when creating a piece. Not only does Art have creative values but the knowledge and skills I have learnt in art will stay with me for the rest of my life.



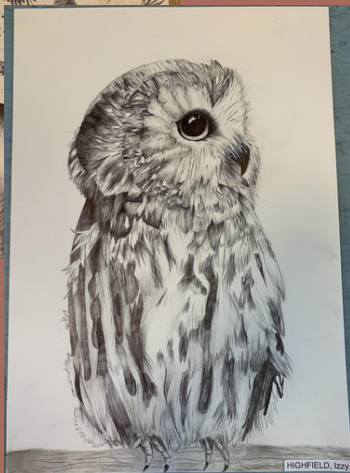
Caitlin Freeman

I have really enjoyed doing Art GCSE because, as the course has progressed, I found a new style of working which was collage. I love doing collage work because it has taught me about proportion, shape and detail. I have also learnt about strategically placing things so that they work better and more even. I especially enjoyed the topic The Book of Kells because it includes pattern and I enjoy working with pattern.



Izzy Highfield

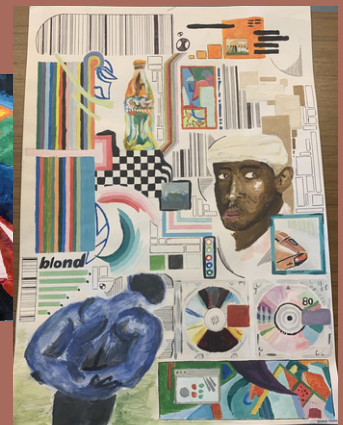
I have thoroughly enjoyed the experience of taking GCSE Fine Art and my favourite part has been drawing realistic animals using black biro. Throughout the course, my skills in recording and completing design sheets have developed and I have overcome challenges to get the final results I wanted. Art has always been one of my favourite hobbies and GCSE Art has helped me establish my own original style.



Mikkel Holm

GCSE Art has allowed me to test my own abilities and enhance my imagination.

Taking Art was a rewarding challenge which I can set as the foundation for my future. I enjoyed that I was able to branch out and expand on each topic in my own way.



Amy McDonnell

I have always enjoyed art as a subject since Year 7, however, taking it as a subject grew my love for it. Though challenging at times, GCSE Art allowed me to expand my skill set as an artist whilst still enjoying Art as a subject. I developed skills in refining my work, and the discipline to keep on working on a piece even when I didn't want to, all the time developing my creativity and personal style. Although it can be difficult, GCSE art is definitely rewarding.



FINE
Art
Celebrating the end of two fantastic years!

Isabel Barnes

GCSE Art has been an opportunity for me to bring creativity and personality to my schoolwork. As someone who has always loved exploring my artistic abilities, the challenges offered by this subject have been much outweighed by the enjoyment, I have taken from it. As well as being rewarded for skills that aren't as abbreviated in most subjects, I have gained a set of transferable skills from Art, such as the time management skills needed to keep up with the workload. Ultimately, I have always felt supported in the Art Department, but trusted enough to explore each topic in my own way.

FINE

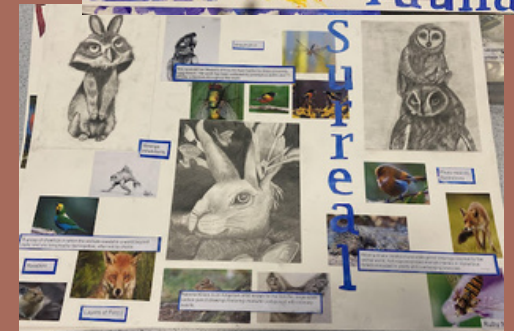
Art

Celebrating the end of two fantastic years!



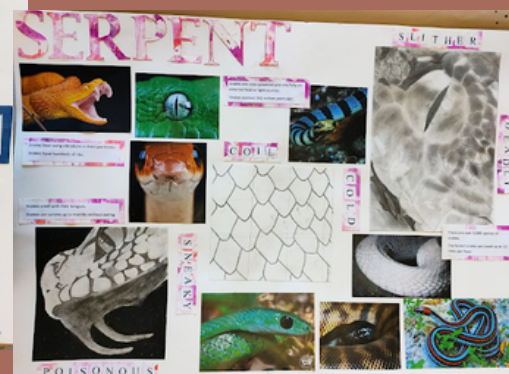
Ruby Melvin

I have found GCSE Art very beneficial as it has allowed me to use my creative skills, and has given me a break from essay-based subjects. My favourite part of Art has been using different media to create my own artwork. I believe I have gained many helpful skills, such as being more observant, and Art has also given me a way to express myself. Art has definitely been one of my favourite subjects.



Rhiana Fortune

I have enjoyed GCSE Art as I was able to express my creativity and work through challenges. I am proud of my progress in this subject and glad that I tried new things.



OUR A LEVEL FINE ARTISTS ARE MOVING ON!

As we said farewell to our A Level Fine Art students, we asked them to reflect on their time with us. We hope that all of them go on to enjoy their studies and to find satisfying and exciting careers!

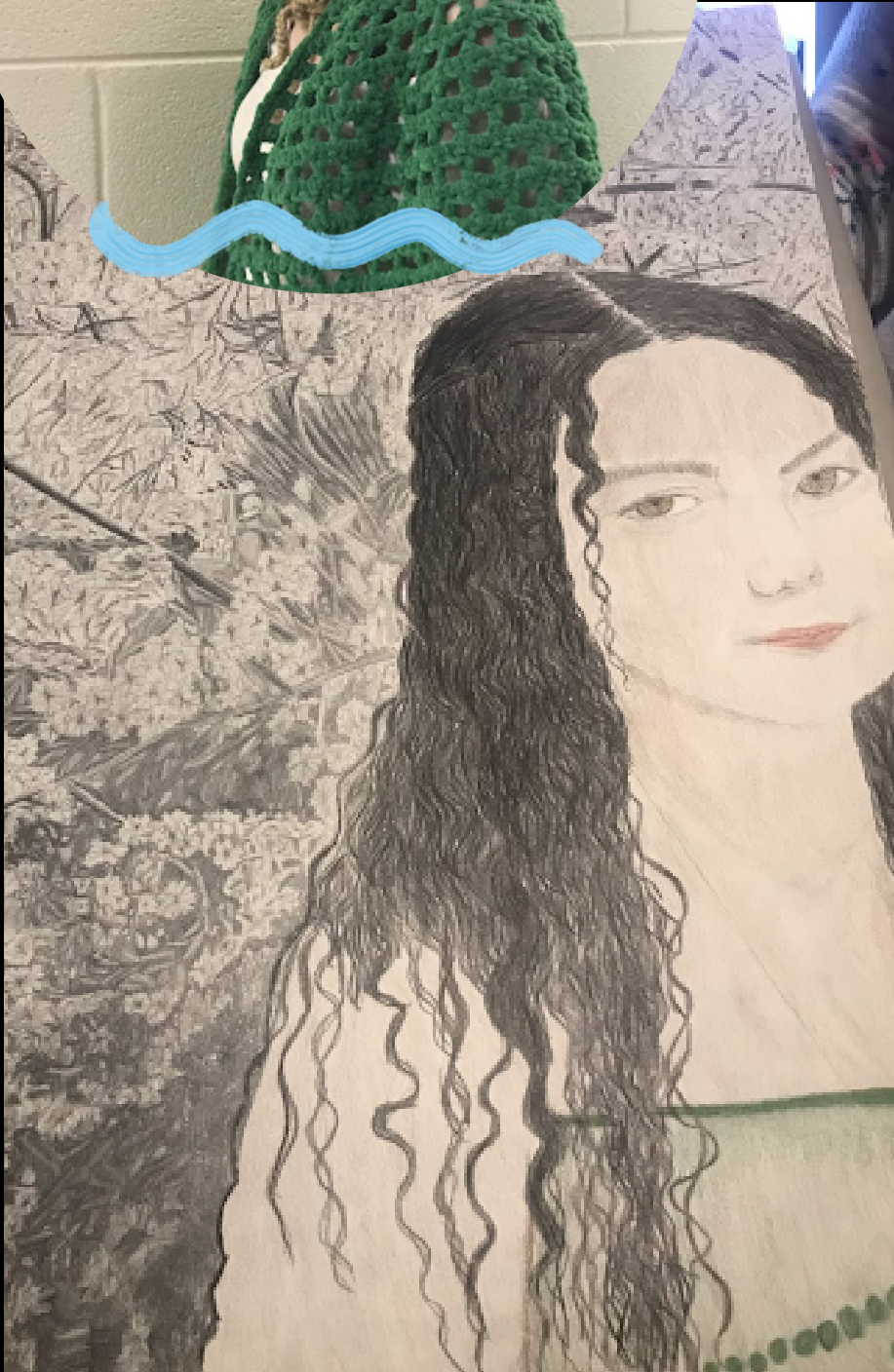
ELEANOR BOWDLER

I have thoroughly enjoyed my time studying A Level Art at Christleton Sixth Form; although it was a lot of hard work, I have learnt so much more about what I can achieve in art and developed my personal style. At first, A-Level Art seemed really daunting as you are given so much more independence and responsibility. However, I found that this actually helped me to strengthen my ideas and creativity. Overall, I've found that taking A Level Art has pushed me into creating pieces I would have never dreamed I could do! Such as painting a massive mural of an enchanted forest on the Art corridor, a spaceship cat cafe or a mermaid queen of dark sorcery.

The opportunities and support that the Art teachers have given our class this year has been amazing, and I have been able to create some of my favourite pieces over these two years. After Year 13, I am going to do an Art Foundation Degree at Leeds Arts University, then I would like to be able to follow my dreams of working in the Art industry as an illustrator, animator, concept Artist or something similar. Through A Level Art, I have improved so much and I have loved spending time with my class and teachers, it was so much fun!



Beth Cooper



Studying A Level Art at Christleton has been an incredibly inspiring experience. As a new student to the school from Year 12, I always felt thoroughly welcome by both the Art teachers and students. It has been a strong contrast to my other essay-based A-Levels, allowing me to have balance in my school day and a nice change from heavy revision in other subjects.

The class was very supportive in keeping morale throughout busy times, providing a judgement-free environment for us to feel comfortable expressing ideas and opinions. The Art classroom became a safe space for us all during exam and deadline seasons, building a sense of community in the Department.

Overall, A-Level Art has been an experience I will not forget. It taught me many new skills and Art forms I scarcely knew about before Year 12, from print work to crochet; we were encouraged to investigate with all different mediums. I am going on to study English and Film Studies at university after A-Level Art taught me my love for cinematography. My aim is to use my skills I have equipped from this subject to gain a career in the film industry working with storyboards.



AMBER BOWERMAN

One of the main things I appreciated about A Level Art is the space it creates for important conversations, not only within the classroom but also in your own mind. Having a small class of only 7 meant new friendships and a safe space to discuss freely without judgement was formed. Being able to bounce ideas off other people and gain different perspectives can help create some of the strongest compositions.

Art, although stressful at times, was an escape; the relationships I formed with my teachers, classmates and the Art Department as a whole, are something irreplaceable. Art is

much more than a subject, it

is a passion, a place for emotional expression, and a support system. Taking

Art at A-Level has

not only taught me the

resources needed to expand my practices

and find my niche

but has also given me an environment where being

fully yourself is not only

encouraged, but needed and wanted.



After Year 13, I'm taking a gap year, hoping to travel and work at the same time before my Fine Arts degree at Bristol UWE. After that I aim to get my teaching qualifications so that I can teach Primary school, promoting creativity, self-expression and creating a loving environment, much like the one I have experienced at Christleton High School.



Lydia Townsend

Through studying Fine Art, I have allowed myself to think outside the box and to know the complexity of the process undergone when thinking of something new to create, even when I think I've created everything possible. A Level Art has stimulated me to become more independent as it has encouraged me to approach each idea with an open mind. I can express my thoughts and ideas, knowing I will be reassured with honest feedback as it helps me develop my skills and demonstrate them through topics I am passionate about.

Moving on to uni, I will take all the knowledge and skills I have acquired during the course at this level and apply them to my Interior Architecture and Design course. Art has given me opportunities to express myself and help feed my passion to be experimental, whether that's through using different mediums or sketching rough ideas for a final piece. Overall, I enjoyed studying A Level Art as I could explore ideas freely without judgement and be encouraged by my class members to expand on my ideas.



Lucy Cheng

Studying fine art in Sixth Form enabled me to explore what inspired me and what I felt the most confident and content practising. The freedom to roll with any of the ideas that came into my head were perfectly balanced with the willingness of the teachers to show me new ways of expressing myself through different art styles.

Furthermore, having a class of people with unique styles and ideas allows for peer review and feedback from multiple viewpoints, and something I enjoy about the process of making art is that everyone around you may perceive your work in a different way, giving you the opportunity to refine and add smaller details.

Being able to come into the art rooms in my free periods granted me complete focus on my work, as well as feeling like a break from the large content of my other subjects. Although I am not going on to study art at university, there is no doubt that I will continue creating pieces in my free time, so I am glad that I'll still have the knowledge and skills that A Level Art has given to me.



FLIGHT

Year 7 Art Activities Week 2022



Y7 students were tasked with making a flight-themed photo booth. The booth includes origami cranes, paper hot air balloons, fulsome feathery wings and string light fireflies. By the end of this academic year, all of KS3 will have used the booth for a photography competition. Here are some accounts written by some of our Y7 participants:

Today we have been creating a photo booth based on flight. We have been doing three different workshops in which we have made wings with 'feathers' made of paper, hot-air balloons, and origami birds. We cut out feathers, and we stuck them onto two big wings in front of which we will take pictures in the photo booth. The balloons are going to be used in the background of the booth, as well as the origami birds. All together, as a year group, we created a big composition to which everyone contributed. I enjoyed today as we could sit with whoever we wanted, and we didn't have to wear uniform. I think that an idea like this is a good experience as it allows us to have a bit of freedom in a civilised way.

- Felix Adam

We had to make a photo booth today, inspired by flight. We went to three different workshops. First, we cut out paper feathers to make bird wings to put in the photo booth. Second, we made hot air balloons. Lastly, we made origami birds. All together, these items combine to make a scene on the theme of flight.

- Leila Jackson



FLIGHT

Year 7 Art Activities Week 2022



In Art, in Futures Week, everyone in Y7 made items for a photo booth on the theme of flight. Our first workshop was in A11, and there, we made feathers for giant pairs of wings. After that, we made hot air balloons and origami birds.

- **Jacob Bennett**

In our Futures Week workshops, we made big wings as a contribution to a photo booth display; we had one hour to complete this, and we did better than expected! We also made hot air balloons with Mrs Pritchard, and it was really fun.

- **Abigail Egan**

In my group, we made origami birds and then, after break, we made feathers to stick on the wings for our photo booth in A14 with Miss Sykes. After lunch, we made hot air balloons in A13 with Mrs Pritchard. I think today was fun because we got to wear our own clothes and sit next to who we wanted instead of having a seating plan.

- **Mia Davey**

Today we have made origami cranes; cranes are birds which are powerful in flight. They can fly over the Himalayas, which is really fascinating; origami was really frustrating because I'm not good at origami! Next, we made feathers with Miss Sykes - we did a lot of work, and it was fun! The last session was with Mrs Pritchard, and we were making hot air balloons, and it was really fun.

- **Liam Jones**

In our Futures Week Art activity, we used "flight" as our topic. We made lots of different items towards the topic, but my personal favourite was the hot air balloons. We created

blue and yellow hot air balloons out of different types of paper to add to the idea of flying. This was a good topic as we are coming to the end of Year 7, and flight describes how we are leaving this year into the next. I think it was nice to have such a good topic to finish on, and how I felt it really connected to leaving this year. "Flight" symbolises us coming into a new year as if "taking off" on a new journey.

- **Abi Heyland**



COMPETITION WINNERS 2021-22

Art Department

KS3 Autumn Sketchbook Competition 2021

| | Year 7 | Year 8 | Year 9 |
|-----|--|---|---------------------------------------|
| 1st | Edie Rideal 7By2 Jacob Williams 7By2 | Harrison Hughes 8L1 Lilia Hartford 8L2 | Ella Gregg 9K1 Joshua Thistle 9K1 |
| 2nd | Freddie Cogan Williams 7BA1 Genevieve Swinney 7K2 | Molly Fields 8Ba2 Josh Benton 8L2 | Oliver Wilson 9By2 Lucy Wilson 9K2 |
| 3rd | Kaya Kitowska 7Ba2 Charlie Hinde 7K2 | Oscar Vine 8Ba1 Hazel Davies 8Ba1 | Molly Brennan 9By2 Joe Bailie 9Ba1 |



KS3 Sketchbook Competition Winners Spring 2022

| | Year 7 | Year 8 | Year 9 |
|-----|--|--|--|
| 1st | Amelia Buckley 7Ba2 Freddie Cogan-Williams 7Ba1 | Annabelle Falcon 8La2 Oscar Vine 8Ba1 | Marika Miller 9Ba2 Joe Baillie 9Ba1 |
| 2nd | Esme Ward 7Ke1 Zac Denham 7Ba2 | Esme Ireland 8Ke1 Kieran Freeman 8Ke1 | Amelie Tassell 9La1 Jake Tavernese-Burry 9By1 |
| 3rd | Heidi Jackson 7By2 Barry Creighton 7La2 | Hazel Davies 8Ba1 Thomas Tweedle 8Ke2 | May Williams 9By2 Oliver Wrigley 9La1 |

KS3 Summer Sketchbook Competition Winners 2022

| | Year 7 | Year 8 | Year 9 |
|-----|---|--|--|
| 1st | Ben Rustom 7Ke2 Molly-Skye Hover 7Ba2 | Annabelle Falcon 8La2 Oscar Vine 8Ba1 | Marika Miller 9Ba2 Joe Baillie 9Ba1 |
| 2nd | Christopher Huxley 7BY2 Genevieve Swinney 7Ke2 | Esme Ireland 8Ke1 Kieran Freeman 8Ke1 | Amelie Tassell 9La1 Jake Tavernese-Burry 9By1 |
| 3rd | Ethan Evans 7Ba1 Zoe Xiong 7Ba1 | Hazel Davies 8Ba1 Thomas Tweedle 8Ke2 | May Williams 9By2 Oliver Wrigley 9La1 |



Signboard Photography Competition 2021

| | Year 7 | Year 8 |
|-----|---------------------|-----------------|
| 1st | Freddie Newbrook | Millie Secrette |
| 2nd | Edie Taylor-Bell | Lilia Hartford |
| 3rd | Verity Carter-Moore | Isobel Topple |



KS4 Design Sheet Competition Winners & Runners Up December 2021

| | Year 10 | Year 11 |
|------------|--|--|
| 1st | Kiera Williams | Izzy Riddick |
| 2nd | Carys Evans | Jack Cadwaladr |
| 3rd | Ash Christmas | Jemma Doherty |
| Runners Up | Alice Jawara Amy Sadler Callie Evans | Izzy Highfield Abby Sixsmith Lola McCarthy |

We're Back
in Art and
Finishing
KS3!

To keep everyone safe in the pandemic, our Year 9 students had Art as a combined creative subject, with Performing Arts and D&T, last year. This year, they have been back

in Art at a normal timetable of two lessons a fortnight. We asked them what it had been like getting back into the Art rooms.

Jake Tavernese-Burry →

What I have enjoyed the most about going back into Art rooms after PAD is mainly just focusing on art rather than moving to other things included in it. Also, I really like how the teacher is specialised in art, so they can help us with anything if we need them to. Finally, it is brilliant to be back in an Art classroom environment again, making me more inspired to work.

← **Sophia-Rose Davies**

Although I enjoyed PAD, I like being in a different environment that makes me feel calmer, which also helps me to produce more detailed artwork in my lessons.

Alice Liversage

I like being back in the Art rooms because it enables you to work closely with the teacher and use different techniques and methods.

Daniella Rewhorn →

I prefer being back in Art and able to move around the classroom more, because we

are able to use more resources, including paints and a variety of brushes. It has also enabled us to improve our artistic skills more fully.

Joshua

← **Thistle**

I am enjoying being back in an art room because it gives me the ability to get the best learning out of our lessons, such as understanding different techniques.



We're Back in Art and Finishing KS3!

← Sophia Timms

I enjoy being in the art rooms because it enables us to use different types of media more freely, including the techniques and resources we need to create unique artwork.



Thomas Jenson →

I like being back in an art room because it enables me to paint and use different techniques that I couldn't use whilst we were in PAD. I enjoyed our first project as I could research African culture.

← Tallulah Gordon-Dunn

I have enjoyed being more involved in art this year. I have improved my drawing and painting skills, and I have learnt new techniques and been able to work on a larger scale. I have especially enjoyed painting. It has been inspirational to be in an art room and see work from other students on display around me.



Joshua Bibby

Being back in the art room has meant that we can use lots more different materials such as paint and ink. We have even sprinkled salt on coffee and ink which created a really interesting effect. I have enjoyed using a wider range of art materials and working on large final pieces which we couldn't do last year.



During the term, one of our amazing Y13 A Level Art students created the mural that has appeared in the art corridor highlighting the Christleton 5Cs. Each word is represented in a magical beam of light which comes from a staff holding the school logo. Eleanor Bowdler produced Artwork for her A-Level over the past two years on the theme "Fantasy". To develop her portfolio and confidence, she approached Mr Jones to ask if she could create a large composition to be painted as a mural on one of the school walls. She created a number of composition ideas which combined the theme of fantasy and the school ethos; the chosen composition includes a fantastical forest by a lake. She did this so that she could also incorporate a swan into the image; the swan on the school badge represents Christleton village. Eleanor wanted the scene to look mystical and enchanting, so she added purple swirls into the trunks of the trees, stars on the bushes, and gold touches around the light switch and staff. She also wanted the mural to be a colourful addition to the school, which emphasises its principles and shows off that Art is more than what it is stereotyped as, it is actually a lot of hard work but also really rewarding. It was a difficult task for Eleanor, and she was presented with many challenges along the way, but we all knew that she was more than capable of it.

The completed mural is incredible! Eleanor worked for so many hours on this even though it was a very stressful time for her as she still had other subjects to revise for. As a student in Year 8, I was amazed as I watched the mural develop and get better every day. I think it makes the school corridor more bright and colourful, and I really hope Eleanor does well in all of her A-Levels.

- Lilia Hartford



Celebrating the Christleton 5 C's



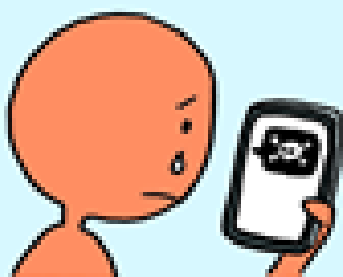
Celebrating the Christleton 5 C's



How to make SOCIAL MEDIA SAFER AND KINDER

Social media can be a great way to connect with your friends, but it can also be a cruel and dangerous world. Here's how you can make it a better place for yourself and others.

Don't say anything that you wouldn't say to the other person's face. Insults hurt online too.



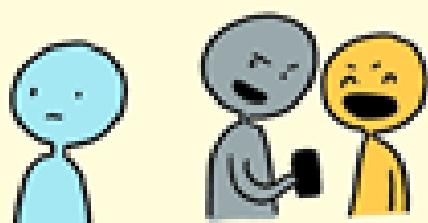
Don't post things you'd be embarrassed about if everyone could see them. Secrets are never safe online.



Remember that everything you post online could stay there forever, even if you delete it.



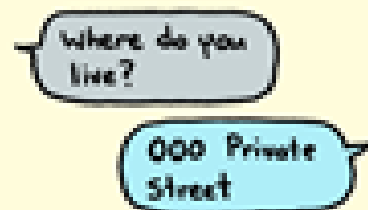
Don't talk behind other people's backs or make fun of them online.



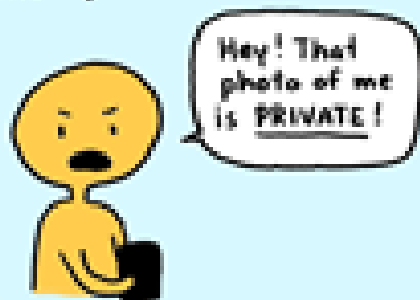
Don't accept friend requests from people you don't know.



Don't share personal information online, and never give anyone your password.



Don't post other people's pics or tag them without their permission.



If a friend is in trouble online, talk to an adult.



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Christleton

HIGH SCHOOL