Dear Parents / Carers

As Easter is rapidly approaching I am reminded just how much has been achieved ‘behind the scenes’, as it were, with the development of our new Multi-Academy Trust.

From 1st January 2018 Hinchingbrooke School has set up a multi-academy trust called ‘ACES Academies Trust’ along with Cromwell Academy. This has meant changes to the legal documents that govern these schools and to the structures and funding agreement with the government. Now that we are ‘up and running’, we are hoping to see a number of other schools join us in this new family.
**ASPIRATION**

ACES Academies Trust has a shared local vision to raise aspiration and achievement for the communities we serve. We focus on the raising of standards, by sharing staff expertise and utilising additional resource gained through the sponsor’s connections with a range of businesses across Europe and the US. Aspiration is raised through a rich and varied curriculum offer, supported by a range of diverse extra-curricular opportunities.

**CREATIVITY**

ACES Academies Trust has creativity at its core. We wish for our students to develop the ability to apply themselves with resilience, to think creatively, to question and reason, and to argue rationally, so they are equipped to take their places in the world as global citizens who show tolerance, compassion and respect.

**EXCELLENCE**

ACES Academies Trust focuses on improving progress and achievement for all; on pursuing excellence in pedagogical practice; and ensuring that every child is actively engaged in learning, has a sense of purpose and develops self-motivation, self-respect, self-regulation and self-worth. We promote excellence in all areas of student endeavour, including the academic.

**SUCCESS**

ACES Academies Trust seeks to provide each child with the life skills to maximise their chance of success. Success in their examinations of course, but also in becoming the person they want to be and building the skills, which will lead them to achieving the life goals, they have. We use businessmen and women to help our students develop the knowledge and understanding of the requirements of employers across many sectors, including in the creative careers.

We are clearly only at the very start of this exciting journey and Hinchingbrooke School is leading the way, along with our sponsor Brian Message. Please see the article about our sponsor later in this edition of the Herald. Also, look out form the new ACES website, due to launch after Easter.

At the start, we may be, however we have already engaged in discussions about some exciting partnership opportunities. Earlier this term, for example, we hosted a visit from Professor Rashid Makoul, the Vice Chancellor of the University for the Creative Arts and his Director of Marketing Andy Blair. I am quite sure that this, and other discussions, will lead to opportunities and advantages for the staff and students of Hinchingbrooke School and any other schools in our ACES Trust.

As parents already know, our Performing Arts are very strong indeed at Hinchingbrooke, as was shown once again by the production of the 9th annual dance show, IndepenDance, the production of ‘School of Rock’ and the Easter concert. We have been very proud to hear of the enormous success of Rob Burton in the Young Musician of the Year competition, due to be televised on 13th May. Many, many congratulations to him with his superb saxophone playing, following in the footsteps of last year’s trumpeting success of Zoe Perkins. We have also celebrated entries and success in the Cambridgeshire Area Young Artists Competition, which attracted entries from some 70 schools.
The ‘Creativity’ in ACES however, is not merely about the performing arts, but across the whole curriculum, so ‘watch this space’, as they say.

A year ago, I wrote in the Herald about a new Faculty Structure being implemented from September 2018:

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<th>CORE Faculty</th>
<th>STEM Faculty</th>
<th>ARTS Faculty</th>
<th>GLOBAL Faculty</th>
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<td>Helen Fullard</td>
<td>David Pendlebury</td>
<td>Matthew Pinder</td>
<td>Kate Tandy</td>
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<td>English</td>
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<td>P.E.</td>
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<td>Administrator: Rachel Kitt</td>
<td>Administrator: Jackie Moore</td>
<td>Administrator: Jodie Brasher</td>
<td>Administrator: Caroline Pittock</td>
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I have been delighted how well this new approach has been working. All four Heads of Faculty have provided excellent leadership, along with their heads of departments, for the many aspects of the work within their faculties. It has also allowed Anna Nightingale and Simon Cooke to lead more strategically as Vice Principals. We are all indebted to the many different support staff who support our work, whether in faculties, schools or as SSOs.

This structure came about following the appointment of former Vice Principal, Lee Walker, to a Headship in Suffolk. He has been recruiting a deputy head and our very own Tom Grey was successful in securing this post. Having spent a little short of three years at Hinchingbrooke, in that time, Mr Grey has achieved so much. His preparation for and leadership of, the Academic Review Days has been outstanding. He has been a constant and positive supporter of the pastoral side of the school, line managing the Heads of Year and Student Support Officers as well as our Attendance Officer. He has contributed to both the Geography department and the I.T departments through his teaching and has played an excellent role in the debates undertaken by the senior team on a wide variety of issues. He is a quality person. We thank him most sincerely for his contributions and wish him well for his Deputy Headship.

This term has seen the successful completion of the Options process for Year 8 students, the trial examinations for Year 11 and Year 13, another ‘Academic review Day’, Year 10 examinations and some favourites such as Glastonbrooke and the plethora of sporting activities and fixtures. You can read about these and others later in this edition of the Herald. Thank you for your support of these events and processes and thank you to the staff for making them such a success.
I am pleased that we managed to stay open during the snow and bad weather and our site team did an outstanding job in making the site safe and accessible. Most students sensibly managed to show the extra caution necessary during this time and, again, thank you to parents for their extra efforts and understanding at this time.

I always look forward to seeing what has been chosen as the ‘Theme of the Week’ to inspire us or remind us of something important. I would like to share one of my favourites of all time:

![Image of Stephen Hawking]

> **NEXT TIME SOMEONE COMPLAINS THAT YOU HAVE MADE A MISTAKE, TELL HIM THAT MAY BE A GOOD THING BECAUSE, WITHOUT IMPERFECTION, NEITHER YOU NOR I WOULD EXIST.**

The staff return on Monday 16\(^{th}\) April to an in-service training day, which we are undertaking as a joint project with the staff from St Ivo School. The focus of our work is in **developing independent learning** and I am enormously grateful to the leadership of Anna Nightingale in steering all of the preparation for this day, and to all staff who have supported, especially Dan Wilson from St Ivo School. For students, we will see you all on Tuesday 17\(^{th}\) April for the final run-up to those all-important examinations.

Happy Easter.

Kind regards

Andrew Goulding
ACES ACADEMIES TRUST

Our sponsor: Brian Message

What is a sponsor?

Not all multi academy trusts have a sponsor.

The ACES Academies Trust is delighted to have Brian Message as its sponsor.

The role of sponsor is not to add personal finance to the trust, but to add value to the overall direction, effectiveness and performance of the trust.

Within our trust Brian Message has a number of clear functions:

✓ to be the chair of the board of trustees;
✓ to work with the Chief Executive Officer to establish the vision for the trust and the year on year priorities;
✓ to work as a champion and advocate for the trust in all areas, especially in the interface between ACES and the business community;
✓ to bring the skills of a successful businessman to the trust and, in particular, to encourage the trust to take a global perspective whilst remaining true to its local community.

Brian is an experienced and successful businessman, having operated in many fields, primarily within the music industry. Since 1995 he has been a partner in Courtyard Management; the organisation which manages Radiohead. He was the co-founder of ATC in 2002, an umbrella business set up to manage established and emerging musical acts. Brian still leads ATC, the business now representing many acts through its London and Los Angeles offices. Between 2009 and 2014 he was the chair of the Music Managers’ Forum, the world’s largest trade organisation for artist management.

Outside the music industry, Brian has been a director of a number of growth companies, including Stephen Webster Jewellery and The Fine Burger Company. In 2016 he helped launch the fashion business, The Vampire’s Wife and recently became its chairman.

On a personal note, he has been married for almost 20 years, has 5 children and lives in North London. He was educated at a secondary comprehensive school in Hereford and graduated with a 2:1 in Geography from
Southampton University. Upon leaving Southampton, he worked for 4 years at Arthur Andersen where he qualified as a chartered accountant.

**Why has the sponsor chosen to work with ACES Academies Trust?**

Working as the sponsor of ACES allows Brian the opportunity to bring his skills from the world of business, in particular that of change management, into the education sector and to improve the experience and outcomes for both young people and for the teams who work in schools.

His particular interest in schools comes from a belief that technology will have an increasingly significant impacts on both schooling and the ever-changing job market.

He believes that we need to help young people make better informed choices about their futures and help them to be aware of all routes to fulfilling their post-school potential. Much of Brian’s work is in the field of identifying, developing and nurturing talent. This is directly applicable to the education sector, both in terms of students and their paths through and out of formal education, and to the recruitment and retention of staff within schools. ACES sees the growth of its own future leaders as being a core function.

Having identified a desire to work with schools in a MAT, Brian viewed a number of opportunities across the East of England. The Cambridgeshire area is easily accessible from both his work and home in London and, most importantly, he identifies with the potential recognised by school leaders in this area and their ambition for what this opportunity could represent for their communities.

As someone who works globally, Brian is clear that one of his key roles is to examine what is developing and working internationally, with a view to bringing what is relevant into the local community in order to contribute to the future successes of our young people.

Having been successful in his own areas, Brian is keen to use his skills and experience to benefit schools with a clear expectation of success. This is not a vanity project for him, but a real opportunity to create an interface between the worlds of education and business, with a strong focus on improving the outcomes and life chances of young people.

**What skills does the sponsor bring to ACES?**

Within his field, Brian is recognised as a skilled manager of change; this will often involve taking a non-conventional approach to a problem. As part of the team behind Radiohead, Brian was instrumental in the journey that saw the band self-release their seventh album “In Rainbows” in 2007. The band became the first superstar artist not to renegotiate and extend their contract with their record label. Instead they opted to be free agents in order to sell their music directly to fans through their website. This is now fairly common across the industry and has given artists more freedom in terms of how, when and with whom, they release music. Brian’s role in this was to create an alternate vision of how the industry could operate and, once calculated risks had been properly researched, planned for and minimised, to help execute a plan. The ability to look at problems from a fresh perspective and
to encourage people to take risks, makes him an excellent asset in terms of setting an ambitious direction for ACES and in helping to plan strategies to achieve these ambitions.

Between 2009 and 2014 Brian was the Chair of the Music Managers Forum. Recognising that the previous leadership of this group had become stale and was focused too much on outdated business models, with the support of the management community, he replaced the board, became the new chairman and moved the function of the group into new 21st century practices. His role was to encourage funding and sponsorship for the group (provided by Google and Spotify) and also to build a new team without losing the momentum of an existing organisation. The experience of this, has given Brian a clear sense of what can be achieved by refocusing an organisation and developing a team around a new set of priorities. At the outset of ACES, the ability to bring disparate groups together under a common, agreed purpose, is essential to our initial success and long term potential.

The idea of team building has been central to all of Brian’s work. He is currently the Chairman of ‘The Vampire’s Wife’, a fashion company formed in 2016. His role has been to take the ideas of Susie Cave and Alex Adamson and to help them build this into a successful business. Again, the strategy has been non-conventional with sales being focused on the high margin, direct to consumer market. By disrupting the traditional wholesaler and retailer model the company has quickly created a reputation as an exciting and innovative brand business. Through the mentoring of management teams with little experience in business, Brian has been able to give them the confidence and sense of ambition to succeed and to take calculated risks. ACES is keen to establish a unique reputation for standards, innovation and ambition. Such experience will bring a sense of what is possible to schools and leaders within the trust.

ATC also offers an innovative model of how the music industry can function more effectively. In a more conventional model, artists would have a manager operating, virtually in isolation. ATC became one of the first management agencies to set up an umbrella organisation bringing managers together to share facilities and share support services. This model of sharing common structures and support to allow a clear focus on the front end of the business is an approach that Brian is keen to bring to his work as part of ACES. Where rationalisation can be found this has the potential for cost savings and the releasing of greater resource to focus on the classroom experience for young people.

Brian is a chartered accountant by training and has a high level of comfort with large and complex budgets, including those much larger than the proposed MAT budget. As a trust we take great comfort in the probity of his skills as a financial manager. His skills range from long term financial planning and accounting through to innovative models for developing finance, such as crowd funding. There is no doubt that the current climate of education funding is complex and leaves all schools with challenges. The skills of this sponsor will allow ACES to get maximum return from the funding it does receive and also to access other forms of funding and sponsorship where needed.
What does the sponsor want to achieve?

The success of ACES will be measured by sustained improvements in outcomes for students. Brian and ACES also aspire to create a MAT which focuses on the whole child and, in particular, on the qualities of aspiration, creativity and excellence, which we believe are critical success factors in terms of employability.

ACES Academies Trust aims to stand out from others. ACES should have the capacity to deliver quality, initially on a small scale, but with clear aspirations for future growth. We hope to create a MAT which offers something which is better and different from existing organisations, in terms of the models it uses and the range of experiences upon which it draws. By using innovative solutions which are seen globally, we aspire to give ACES a strong reputation within the local, national and international communities.

The first priority is to enhance the culture of excellence and capacity in the founder schools. Part of this is the recruitment and retention of high quality staff. This will be encouraged with a high profile given to CPD and also creating opportunities for internal promotion and career development.

Brian is adamant that 21st century schools need to explore more innovative use of technology to support all of its functions. If a school is spending 70-80% of its budget on staffing, the opportunity to use technology to empower change and also to perform routine functions must be taken. ACES would seek to put the creative use of new and emerging technology at the forefront of the student experience.

As a cross phase MAT, we have the opportunity to help share the focus and direction of the 5-18 journey with families. This would include clear transition support across the phases and a strong focus on the transition into post 18 training, study or employment, through up-to-date and appropriate information, advice and guidance.

Alongside curriculum innovation and improving the student experience, ACES would be looking to appoint a Business Development Officer to source funding and to liaise with local and national businesses. One of the functions of the sponsor is to create an environment like that of pencil.org in New York which provides a focused forum for business and schools to come together to support work which is of mutual benefit. In Brian Message, ACES has a sponsor with the outlook and capacity to create an innovative working model, which brings the worlds of business and education together to improve the experience and outcomes of young people in the area.
Key Dates

Term & Holiday Dates

2017

Summer Term closes Friday 21 July
[Staff Training Day : Friday 1 September 2017]
[Staff Training Day : Monday 4 September 2017]
Autumn Term opens Tuesday 5 September 2017 (Years 7 & 12)
Wednesday 6 September 2017 (all pupils)
Half Term * Monday 23 October Friday 27 October 2017 (inclusive)
[Staff Training Day : Monday 30 October 2017]
Autumn Term closes Tuesday 19 December 2017

2018

Spring Term opens Wednesday 3 January 2018
Half Term Monday 12 February – Friday 16 February 2018 (inclusive)
Spring Term closes Thursday 29 March 2018
[Staff Training Day : Monday 16 April 2018]
Summer Term opens Tuesday 17 April 2018
May Day Holiday Monday 7 May 2018
Half Term Monday 28 May – Friday 1 June 2018 (inclusive)
[Staff Training Day : Friday 29 June 2018]
Summer Term closes Tuesday 24 July 2018
[Staff Training Day : Monday 3 September 2018]
Autumn Term opens Tuesday 4 September 2018 (Years 7 & 12)
Wednesday 5 September 2018 (all pupils)
[Staff Training Day : Monday 29 October 2018]
Half Term * Monday 22 October - Friday 26 October 2018 (inclusive)
[Staff Training Day : Friday 7 December 2018]
Autumn Term closes Wednesday 19 December 2018
Parental Update: Doddle
Assistant Principal - Mr Pendlebury

In September last year, we launched Doddle Parent for Years 7-10. This was following a very successful trial with Years 7 and Year 8 students.

Doddle Parent is designed to provide detailed reporting information to parents about how their child is progressing at Hinchingbrooke. For each of the different skills or knowledge components that make a successful learner in that subject, students are rated as:

- **Novice (red)** – students are just starting out getting to grips with this component.
- **Developing (amber)** – some understanding of this component, but it is not yet consistent
- **Secure (green)** – students have demonstrated that they clearly understand this component.

**NEW FEATURE:**

**Doddle Homework**

**Launched September**

Not only did we launch, Doddle Parent for Years 7-10 but parents of all Year groups can now use Doddle Parent to track homework. Instead of students writing (or not!) their homework into their planners, teachers will put all homework tasks on Doddle. Parents and students can then see the homework that needs to be completed and when it is due. This facility will allow parents to see the full picture of homework and support their child in effectively managing their time.

All parents should have already received their child specific log-in information (Parent Key), but if you would like a reminder please contact Jackie Moore on JM@hinchbk.cambs.sch.uk

**KEY POINTS**

- Works on any tablet, computer or smartphone
- Provides up-to-date and detailed information
- All parents/carers for a child can have their own account
- Progress data is available for Y7-Y10 students
- Homework information is available for all year groups
- To improve, students need to focus on the areas they are rated red or amber for
House News

Head of Vesey House - Miss Walder

I am running the Virgin Money London Marathon on April 22nd 2018. I am raising money for Addenbrooke’s Charitable Trust. This is also the same charity as Vesey’s house charity. Speaking of which….

Vesey have held some outstanding charity events this year including a Cake Sale in December and a Fete in March. Along with the house captains and ambassadors, the charity reps have organised and run these events which have raised more than £100!

My favourite inter-house events this year have been Dance and Public Speaking – some really amazing performances! We are a very talented house and I commend everyone who has taken part in house events this year…keep going!
Christmas really was the ‘most wonderful time of the year’ and Pepys managed to raise £500 for their Christmas video. The money will go to the Pepys charity ‘Epilepsy Action’.
House News

Head of Wylton House – Mr Hall

What a difference a year makes! This time last year Wylton house was under the leadership of Mrs Nicholls and sitting in 5th place in the house cup. Fast forward 12 moths and the Wylton Waterfall is in full flow. Under the guidance of Mr Hall and the new house captains, we are currently sitting in 3rd place of the house cup! Ollie, Holly and Alex have done an excellent job as house captains and have helped to inspire the current crop of Wyltonians. We have become cross-country champions in both lower and middle school this year due to the hard work and determination of all year groups. It has taken a lot of effort from everyone associated to the house to get to where we are now and we would like to thank all pupils and form tutors for playing their part. This term we have participated in boys handball, girls basketball, lower school dance and the famous public speaking. It has been amazing to see all those who have competed and the work rate they put in! The final week of this term also saw us undertake the interviews for next years house captains so as keep an eye out for the results. Keep it up Wylton, it is still all to play for! Could you be part of history by making us the first Wylton students to win the house cup?

Do you have twitter? Why not give us a follow @wylton_hbk

Happy Easter!
Lower School News

Year 7 - Mr Milner

The Year 7 students have now moved past the halfway point in their first year at Hinchingbrooke, I am not sure where the time has gone to be honest. Despite this term being shorter than the first, it has been no less busy.

The term was punctuated by the great performances from a number of Year 7 students in the school’s Drama production of ‘School of Rock’. The fact that so many of the youngest members of the school felt able to audition speaks volumes for how well they have transitioned into Hinchingbrooke. They were so confident and assured in their performances, which was great credit to both them and the team of staff supporting them.

We were also inspired by visitors who have hopes of representing Team GB in the Invictus Games later this year. They visited the school on Monday 19 February 2018 and spoke with the Year 7 students in their assembly. It was an excellent opportunity for the young people to hear first-hand from individuals who have overcome some very challenging circumstances. I hope their stories of resilience and determination will inspire our students to always strive to improve and be the best they can.

On Tuesday 20 February 2018 the whole cohort took part in a study skills event. They were involved with a variety of workshops over 2 hours, ranging from memory techniques to having a positive mind-set. I was fortunate to be able to move between the workshops and witness for myself the enthusiasm and light bulb moments from the students.

We had our first students gaining over 300 5s in lessons, which is a fabulous achievement, recognised through them receiving their silver ribbon. This means that some of our students have gained a 5, which signifies an excellent attitude to learning, in over half their lessons since September! I hope this will act to spur everyone on for the remaining term of their Year 7 and that some students will go on and reach 500 5s and so earn their gold ribbon.

We run an inter-form competition each half term. The one in the first spring half term was to design a housing for a map intended to help new students and staff find their way around school. We hope that these structures will now be put into production and be positioned in key areas around the school. Each one will have a symbol on it to indicate where their location is on the map, in order to help people find their way to their intended destination. In essence, it is Year 7 creating something to help future Year 7 students avoid getting lost.

The second half term competition was inspired by an assembly presented by Mr Goulding early in the year about integrity. A key aspect of the assembly was about what students would do if they found increasing values of money on the floor in school. The message being that it should not matter the value, but that someone with integrity would hand it in. Some of the Year 7 students took this parable literally and began to hand in coins to me which they found around school. I felt that this was a perfect opportunity to raise money for charity whilst also creating a competition. So it became our inter-form competition to collect as much change that they could find. They were then tasked with creating ‘something’ using the coins to show what Hinchingbrooke means to them. I await these with great anticipation!

Some of the Year 7 students have taken part in the BBC Radio 2 competition to write a 500 word story. Last year one of our current Year 10 students won this competition, which I am sure has acted as a huge inspiration to other students. Who knows, perhaps we have another author in the making in Year 7.
We were also treated to a dance spectacular from 7P1 to open one of our assemblies this term. They performed a creative piece to ‘Don’t Stop Me Now’ by Queen, and trust me there was no stopping them! As Mr Turnbull announced in his introduction, getting involved in these types of activities, which certainly took many students out of their comfort zone, is exactly how they can grow as people. It was wonderful to see that all the students took part and I am sure they would have gained confidence from the experience. It was very entertaining and having students perform in assemblies is always something I am keen to encourage. Another performance in an assembly came from a singing duet of Dan and Ruby. They were accompanied by Mrs Nichols on piano and Mr Ingrey on guitar. They were brilliant, showing real confidence and capability. They also went on to take part in Glastonbrooke Unplugged which is something quite exceptional for Year 7 students.

I think all these achievements and activities illustrate how so many of our Year 7 students have become an integral part of the Hinchingbrooke community. I am proud of them and how they have adjusted to life in the school. I am sure they will go from strength to strength and continue to be the best they can be as we head into the Summer term.
Lower School News

Year 8 - Mrs Nichols

The beginning of 2018 has started with a busy term for year 8. As soon as we started back we had the celebration event which rewarded our students who had nothing but 5’s. These students had missed out on the cinema experience before Christmas and we wanted to reward them and celebrate positive attitude towards school as a whole too. This event was fabulous! The panto was great and our students set a good example to those young students from local primary schools who also attended.

Academically, our year 8’s has the taste of exam excitement as the year 8 exams took place. Students worked hard to ensure they met their full potential in these. Well done to you all for trying your very best! Working hard has also fuelled our form of the week competition. As you can see, some weeks the numbers are incredibly close!!

Year 8 have also been working hard out of the classroom, bringing us memorable performances on the stage, behind the stage and on the pitch alike. Our wonderful year 8’s played an essential role in the school production, School of Rock. Our netball girls have shared their sporting prowess and have secured top position on the league table, scoring a phenomenal amount of goals. As you can see both A and B teams have done incredibly well!!!! Go Girls!
As the term progressed through February so too did the options process. We had 2 weeks of taster sessions lead by fabulous staff and our option evening ensuring that the years 8’s made well informed decisions as the deadline approached at speed. All students had interviews and conducted these with confidence and maturity. They were a credit to you all! Thank you for getting your forms in on time.

Not only have we had team success this term, there has also been individual success. Namely Rose, who has had trials for the GB ice hockey team... potentially our very own Olympian in 4 years’ time! And talking of snow..... a huge heartfelt thank you to you all for getting into school during the spectacular snow falls!

When we think this short term can hold nothing else, some of our students have performed at Glastonbrooke unplugged, competed in the inter house public speaking and the number challenge, are taking part in Indepdance, our own Lauren McMaw is performing at Buckden church in our rising stars concert, as well as the Easter concert that is taking place at the end of this term!!!!!

If you haven’t as yet followed us on Twitter please do so...HBKYear8

We are It leaves me only to say well done to all and I wish you all a well-deserved break! Sleep well, eat well and charge your batteries in preparation for the final term of year 8!
Year 9 - Mrs Treen

Year 9s at Hinchingbrooke have certainly been busy over the last term. I am thrilled to be able to share the Year group achievements with the Hinchingbrooke community.

Possibly the busiest and one of the most rewarding events to take place within Year 9 has to be our Annual Chinese Student Visit. This took place over a two week period, with 20 visitors and two staff members experiencing what our school has to offer. During this period students took part in several lessons, had a tour of Hinchingbrooke House, performed a unique talent show, created clay tile Artwork and took part in making and eating a traditional British Afternoon Tea. Thank you’s must go to Mrs Crabtree for hosting the Afternoon Tea, Ms Lombard for the Ceramic Workshop, our Sixth Formers for the tour, teaching and tutor staff who hosted our visitors in lessons, and most of all to our dedicated buddies who volunteered to take part in the visit. Each buddy did an exceptional job at being true ambassadors for Hinchingbrooke School, and made lasting friendships with our visitors.

Buddies:


"We feel that it is excellent, especially the education here"

"Couldn't be better"

"Excellent!"
I also had the pleasure of watching our school production of School of Rock. As always, every year somehow manages to top the last; and this year was no exception. So many of our Year 9’s took part and displayed their amazing talents. You all made me very proud! I must mention George Garnett, whose drumming talents are outstanding!

A small group of students in our year group have been taking part in an “Arts in Mind” programme run by Anglia Ruskin University on a Friday afternoon. As an Art teacher myself, every day I can see the positive impact that creativity has on our wellbeing. This was a fantastic opportunity for students, some of whom have not opted for an Arts subject to experience mindfulness through creativity. The practical outcomes have enabled students to explore a wide range of materials, in addition to making new friends within such a close group. Watch this space for an Exhibition showing the experiments, outcomes and artwork produced by all students on the programme!

Bronze and Silver Dragon badges are continuing to emerge within our year group. It is wonderful to see students wearing these with pride. This term sees the first two students achieving their Golden Dragon Badge for reaching 300 5s! A fantastic achievement so soon in the year. Well done to Ronis Regis 9C1 and Issy Wilkins 9P2.

Sporting achievements continue to flourish within Year 9. From Sports Leaders continuing to represent Hinchinbrooke in affiliating Year 5 and 6 tournaments, to Springboard students showing role model and leadership skills with a range of other students. As always the netball A team continue to live up to their fierce reputation, having completed a clean sweep across the district beating all schools and scoring 132 goals with none scored against. Well done all!

As I write this, revision guides are being handed out to students to assist the preparation for our Year 9 exams, beginning on the 23rd April 2018. Information in Assemblies will follow, in addition to each student receiving a personal exam timetable. I wish you all good luck and as always, try your best.

Until next time...

Mrs Treen
Upper School News

Director of Sixth Form - Mr Fordham

We are pleased to announce that Max Harding and Isabel Williams have been appointed our new Head Boy and Head Girl respectively, beating off a strong field. We would like to thank the outgoing Head Girl and Boy, Poppy Leech and Andrew Birks, who have both done an outstanding job. Poppy has shown superb levels of enthusiasm and creativity, whilst Andrew has provided calm and organisational skills. They have organised the Senior Students’ Handover Meal, InterHouse Competitions and Events, Year 6 Taster Days, and the OAPs’ Christmas Meal, as well as contributing to and leading in many other aspects of daily life in the Sixth Form. We’ll miss them but are thrilled that Max and Isabel have already thrown themselves into the role.

This year we have had Clive Strafford Smith, Simon Woodroffe and Gideon Rachman, among others, talking to our students. Clive is a world leading human rights lawyer. He was the defence lawyer for most of the British detainees at Guantanamo Bay. He runs a charity called Reprieve, which campaigns on behalf of those facing the death penalty. Clive is often on the news being interviewed about human rights issues and victims. He talked to us about assassination. Simon Woodroffe is a hugely successful entrepreneur who founded Yo Sushi among other businesses. He is a sought after and dynamic public speaker, and was on Series 1 of Dragon’s Den. Gideon Rachman has been the Chief Foreign Affairs commentator of the Financial Times for the last 12 years. In 2016 he won the Orwell prize for political journalism, and has also been named both British and European Commentator of the Year at the annual Press Awards. He talked to us on the topic: ‘How the World is Changing’. He discussed the changes that have happened since the fall of the Berlin Wall, with 9/11, the rise of China, Obama and Trump. All three were hugely impressive and engaging.

We had an excellent Careers Day at the beginning of March. We had speakers from Anglia Ruskin, Leeds, and Bedford Universities come into the Sixth Form to talk about why go to university, student funding and finances, the student experience and degree apprenticeships. We also had outside providers come in and run a session on the world of work, with 7 volunteers from local employers. We had a session on apprenticeships run by CRC and other providers. Hopefully students are able now to begin thinking constructively about the possible choices for their next steps. This was followed in the evening by a Parents' Information session explaining the processes of application to and funding for university.
This second term has gone really quickly with so many activities happening both within and outside the classroom. The sheer breadth of lesson activities and extra-curricular activities is amazing.

This term the Arts Faculty delivered many excellent events. The School of Rock Musical was an absolutely brilliant show, delivered to a packed theatre on three nights. It was good to see some of our experienced performers alongside many younger members of the school in a performance, which spanned all year groups. We certainly have many talented students ready to take on the senior roles next year! Many thanks to Mrs Akielan for leading a whole team of staff to deliver this performance from the Drama, Music, Art and many more departments from across the school.

IndepenDance9 was another superb success with over 150 students taking part in wide range of dances. It was great to see lots of boys performing as well as the girls, showing that dance is great for everyone. The shows were packed over both nights and a great experience for all who could attend. Thanks to Mrs Trewin and Ms Phillips for leading this event.

Glastonbrooke Unplugged was another successful event with lots of students taking the opportunity to get involved and show what they can do! I am already looking forward to the Summer Glastonbrooke and Picnic in the House events this summer. Hopefully the weather will be better than the snow and ice earlier this term.

The Easter Concert featured solo performers, ensembles and the choir to name but a few. Many thanks to Mrs Cooke and all of the music team behind yet another great event.

Congratulations to all students who have successfully taken their Level 1/2 LAMDA (London Academy of Music and Dramatic Art) exams. This has been a new initiative this year in which students can opt to take this additional qualification and it has been very well received.

As Miss Bonner departs for maternity leave, we welcome Mr Gladstone to our PE and Arts Faculty team. Mr Gladstone and Mrs Jago will be taking over Miss Bonner’s lessons whilst she is away. We all wish her well. Everybody likes a challenge, so best of luck to Miss Walder who is training hard for the London marathon – can Miss Walder beat the average time of 4 hours 23 minutes? Of course, she can!

By the time you read this, our Year 11 students will have completed their Art, Drama and Music practical exams and be preparing for their written papers in May and June. Walking around the departments it has been great to see our students focused and eager to learn and reach their full potential. I wish all our students who are taking their exams this summer the best of luck.

Next term sees lots more events including the Art Exhibition and the Sports Awards, so lots to look forward too. As always, please try and attend as many events as possible – your support is always appreciated. Please do read through the department pages for more information.

Have a great Easter.
The Physical Education Department
Head of PE - Mr Turnbull

A successful half term at Hinchingbrooke at the Level 3 Games.

Hinchingbrooke Sports Council hosted the Level 3 Rowing championships, they organised and ran the day together with Dan from British Indoor Rowing.

We had success with the year 10 team lead by GB prospect Poppy Shipley finishing second by 50 metres and the Aspire team also getting silver.

Harry Hurst was the leadership team manager and got all aspects of a successful championships running like clock work, well done the sports council.

Our year 7 boys were victorious, led by Josh Tomlinson, thrashing Peterborough, Cambridge and the Fenland schools and bringing home the silverware.

Follow the department on:
@HBKPE_Sports
The year 9 girls competed in the district basketball tournament in February. They were focused on the task set, tight defence and plenty of baskets. They were unbeaten and finished the basketball tournament with... 98 points for 0 against WINNERS with 7 gold medals

They join the year 9 girls hockey team being district champions and good luck to the netball team at the end of this month.

On Wednesday 14th and Thursday 15th Mrs Trewin and Miss Phillips put on a spectacular show: IndepenDance 9. This is a show where students from all year groups get together and learn choreography taught by other students and more importantly by the amazing teachers.

This year, as every year, tickets were sold out leaving all the performers and audience members excited. The atmosphere this year was absolutely fantastic - the audience were amazing and dancing in their seats.

There were students involved from year 7 all the way to year 13, involving over 175 pupils in total and each piece was different making each dance full of excitement.

Each year there is a boys' dance and this year's went through the roof and everyone loved it. The show this year was fantastic and all students wish it hadn't ended. This year's show left the audience wanting more from all the fabulous routines.

All the students have a real passion for dancing so they were all able to communicate their pieces with confidence. All the dancers and dances brought passion and inspiration to the stage. The energy on stage was mind blowing and the dancers and audience were able to connect. The dance show every year is amazing and helps build students confidence and enjoy what they're doing.
Music Department
Head of Music - Mr W Cooke

The Music Department has had a busy start of the year! We have been proud to be part of the show this year with Mrs Cooke as MD and the band consisting of students from Y10 to Y13. Music Technology students Jacob O'Neil and Joel Kew were behind the mixing desk and managed the enormous task of live sound with the guidance of Mr Howells.

We have put on two editions of Glastonbrooke Unplugged where students from all year groups performed in a relaxed and supportive environment.

Our GCSE students have now completed the performance element, Mrs Nichols and Mr Cooke had an enjoyable day listening to a wide range of Music from the talented Y11 group. A level Music students have their recitals, using the Bosendorfer in the PAC on the 21st March 2018.

Buckden Church hosted us for a concert featuring several soloists and ensembles for an evening of Music titled 'Rising Stars'. We are also looking forward to the Easter concert on the 28th March, which will feature the department ensembles as well as several solo performers.

Ex-student Rob Burton competed in 'The Young Musician of the Year' competition on the 18th, at the time of writing we don't know the result but we are all rooting for him!

Our Twitter account is being used more and our followers are steadily increasing – please follow us

@MusicHbk

Lots to look forward to in the Summer term including Glastonbrooke and Picnic at the House!
The Art Department
Head of Art - Mrs Lombard

Cambridgeshire Area Young Artists Competition 2018

Sponsored by Arts Societies of Cambridgeshire and East Anglia Area as part of Jubilee Celebration of 50 years of NADFAS, the Parnell Trust and Cambridge School of Visual and Performing Arts.

The following Art students work was entered:

**KS3**
Year 9:
Yasmin Stewart  Mechanical & Digital, 2018.  Acrylic on plywood
Melissa Fish  Mechanical & Digital, 2018.  Acrylic on paper

**KS4**
Year 11:
Chiara Gensale  In The Zone, 2018.  Acrylic and ink on paper
John Vincent Cailao  Hoodie, 2018.  Acrylic on paper

**KS5**
Year 12:
Francesca Butler  Interpretation for Body, 2018  Felt, lino printing and hand stitching on mesh.

Francesca Butler in year 12 came away with the overall prize awarded by the sponsors, which was 3 weeks summer school at The Cambridge School of Visual and Performing Arts!
CORE Faculty
Mrs Fullard - Assistant Principal

We have shared another busy and eventful term in the Core Faculty. With the exam season just around the corner, students in both Year 11 and Year 13 have undertaken their second round of mocks and, as I write, the Year 10 students are halfway through their Year 10 exams. Students have the opportunity to attend an extensive programme of revision support with a plethora of lunchtime, form time and after-school sessions taking place.

It has been a busy term in Maths with many students taking advantage of additional sessions and drop-ins. Students have enjoyed further competition and success in the ‘Maths challenges’ and ‘Time Tables Rockstars’ has been launched with much excitement into KS3.

In English, students have enjoyed being creative through poetry and creative writing competitions. After her success in the 500 word competition last year, Livia Turner has been on Radio 2 passing on advice to the next cohort of budding writers. Closer to home, students were successful in winning ‘World Book Day’ prizes for exemplary reading at KS3. Year 11 students were lucky enough to attend the ‘Poetry Live’ event in Cambridge where they could hear their examination poetry read and discussed by the poets including Simon Armitage, Carol Ann Duffy and John Agard among others.

The Religion, Philosophy and Ethics Department are busy preparing Year 10 for their early entry GCSE in Religious Studies. Miss Newman has written a useful article about how to support students in their revision at home. In addition, the RPE department wish to showcase the superb assessment projects completed by students this term.

Finally, many of our literacy interventions introduced last term have gone from strength to strength. Students have flourished under the new ‘Accelerated Reader’ programme with many students winning prizes and appearing on the roll of honour board. Please read the literacy report for more details of how you can support your son or daughter. We have much to look forward to in the final term of this academic year. In the meantime, have a great Easter.
Mathematics Department
Acting Head of Mathematics - Mr Banham

NSPCC Number Day February 2018

On Friday 2 February, Hinchingbrooke joined other schools around the country to celebrate Number Day supported by the NSPCC. This is a special event that reminds the school and its students that every child deserves the opportunity to develop lifelong numeracy skills, but most importantly, that every child deserves a happy and safe childhood. In the week running up to number day form groups took part in a number of numeracy-related activities and all students were involved in inter-house assemblies where they raced against the clock to answer as many mathematical questions and challenges as possible. It was fantastic to see the collaboration and enthusiasm of the students. With only 1 or 2 points between each house, Vesey came 1st in Year 7, and Montagu reigned supreme with the older year groups. Special thanks must go to the Year 8 and sixth form students who helped run the assemblies and organised the collection of donations. Students enjoyed wearing their own clothes on the Friday and some even chose to pay homage to Number Day by including numbers or a mathematical theme in their attire, my personal favourite being a well-dressed Einstein! I would like to thank all the students and staff that got involved and helped raise a total of more than £1200 for such a worthy cause.

Here are Olivia Lea 7M2 in numbers and Mannie Nichols 7C2 (as a unicorn).
Times Tables Rockstars Challenge

For Academic Review Day the Maths department launched the Times Tables Rockstars challenge. Hundreds of students in Year 7 and Year 8 logged onto the website and took up the challenge of becoming the fastest in Hinchingbrooke School.

We are proud to announce the winners of this competition. On the left is Ayushma Gurung. Her prize is for achieving the most coins by completing the most activities within the app. In the middle is Chloe Thien. She is highest placed Year 7 on the leaderboard with a speed of 1.63 seconds per question. On the right is Alissa Palar, the highest placed Year 8 on the board and the student who is competing with Mrs Corn for the top spot in Hinchingbrooke School. Her time is an incredible 1.22 seconds per question.

We have big plans for using this website in the future to improve the numeracy skills of our students and climb the local school leaderboards.

We have more prizes and competitions coming up so keep practising!

Mr Boyle

Targeted Intervention in Mathematics at Cromwell Primary Academy

I have been visiting Cromwell Primary Academy, which is now part of ACES Academies Trust, once a week to support the targeted intervention taking place with the Year 6s. I have been extremely impressed by the enthusiasm and ability of the groups I have been working with and have been able to share some KS3 and even KS4 resources and activities with them.

The students are particularly enjoying a favourite starter activity of answering Maths questions to reveal a catchphrase that they then guess. Furthermore, two weeks ago, some Year 7s enjoyed writing their own challenging Maths questions for the Year 6s to answer and there is now an ongoing competition between the two Year groups to outwit the other.

I even had a chance to get involved with their WW2 day, which involved them recreating a 1940s shopping scene. Students managed the finances of the shops, collected their rations using a ration card and ate spam and jam sandwiches for lunch!

I look forward to developing the partnership with the Primary School and especially the Year 6 cohort as the transition to secondary school approaches.

Miss Andrews
English Department

Head of English - Miss Spikesley

From an enrichment perspective, it has been a busy term for English and we are very excited about the opportunities that we have enjoyed so far and the opportunities on the horizon.

Our budding novelist Livia Turner enjoyed another stint on BBC Radio 2 following her win in the 500 word competition last year. We all very much enjoyed her top tips and advice to aspiring writers and look forward to watching her contribution in this year’s final. We are very keen to harness the talent of our next generation of writers and so this term sees the launch of our KS3 Creative writing Challenges where all KS3 students will have the chance to win some prizes and show off their work.

This term also sees the return of extra-curricular debating and we are delighted that we already have a new cohort of around 20 students who are learning the craft from scratch and joining the ranks of our debating society. We are thrilled that so many Year 9 students are stepping out of their comfort zone to hone this fantastic skill! Coached by last year’s National Champions, we look forward to participating in this year’s Up For Debate competition in the hope that we might bring home some awards again. Stay tuned for updates on our Department and school Twitter feeds!

Miss Spikesley

Literacy – Accelerated Reader

Exciting news: September saw the launch of a new reading scheme at Hinchingbrooke School called Accelerated Reader. Many of you might be familiar with A.R. from your child’s primary school days and fondly remember finding out how many quizzes your child had taken or how many words they had read. Maybe your child was an AR millionaire? When children read and quiz on a regular basis AR has a proven record of success at improving reading ages so practice is key! Currently we have 150 children, mainly from Y7 and Y8 who are being encouraged to read and take book quizzes on a regular basis. With Easter re-screening taking place as I write, I am thrilled to report that reading ages have gone up for the vast majority of our regular readers.

With the new GCSE format it is even more critical for all of our children to be equipped with a secure reading age to enable them to tackle the requirements of the exams as well as equipping them for life. Some examples of outstanding effort and commitment so far has been shown by Daniel Lovegrove in Y8 who has read a total of 27 books to date and Darcy George in Y7 who has a word total of 306,859 since she joined AR in January. So, the gauntlet has been thrown!

I will finish with a quote I discovered whilst reading with my own children when they were very young and I still use today.
‘The more that you read, the more things you will know. The more that you learn, the more places you’ll go.’ Dr Seuss.
Happy reading!

Mrs Williams
Literacy Intervention Coordinator
Our philosophy in English is to promote the autonomy of KS5 students to result in better outcomes, and bridge the gap between Post-16 studies and Higher Education.

From the outset, our KS5 students are driven by the fundamental need to commit to independent consolidation and extension (ICE) outside of the classroom. We encourage students to see our classes as wetting their appetite; it is only through ICE that these appetites are sated.

At the heart of our ICE philosophy is the setting of regular assessment-for-learning tasks and opportunities for extension in order to expose students to top band criteria. By providing students with a clear ICE scheme, followed up with routine one-to-one progress conversations, we have seen a marked improvement in their ability to engage with assessment criteria in exam contexts.

It is our aim for ICE not to just work in the present but also the future, as students are exposed to the demands and expectations of Higher Education institutions. The use of journals to record all of their ICE work continues to motivate students to facilitate their own academic success.

Priorities:
1. Greater engagement with exam expectations and material
2. A focus on self-diagnosis, therapy and testing as a symbiotic process
3. A focus on consolidation and extension outside of the classroom

Mrs Ogbechie
Y10 Revision

Y10 students will be taking their RPE GCSE exams in 2 months time. Please find below some revision tips in order to help you:

1. Create your own revision guide using your class notes
   Using colour and images will help as a visual reminder in the exam.

2. Create concept maps
   Explain how all of the ideas within a topic link up to help your understanding.

3. Practice exam questions
   Ensure you use the mark scheme to understand how and why examiners award marks. Use a green pen to re-draft answers to gain full marks.

4. Make podcasts
   Use your phone to record your notes and listen back to them.

5. Make Kahoot Quizzes
   Compete with friends using quizzes you have all made on Kahoot.

If you haven’t already done so, please consider buying one of the following exam revision guides from Amazon:

There are also topic on a page sheets for each of the units on Doddle so please do remember to make use of these.

We look forward to seeing so many of you at the revision sessions during the Easter holidays!
Y8 Holocaust Memorials

For their assessment this half term, Year 8 students were asked to produce a creative response to and in memory of the Holocaust. The RPE team have been amazed by some of the outstanding work produced and wished to congratulate the following students:

Alice Lawrence
Liam Marsh

_Auschwitz_

Help us, we are stuck here,
Everyone trembling with fear,
The decreasing Jewish population,
Just because of Hitler’s discrimination.

Not knowing when it’s my turn,
People saying that we will burn,
_Auschwitz_ is the living hell,
Everyone waiting to hear the death bell.

Nazis blame us for losing World War One,
Are they killing us just for fun?
They took away our hair, toys and personality,
Now all we have is a number and fatality.

They took my family and my friends,
All of us waiting to meet our ends,
Please help us, take us away,
Please, soon, tomorrow, today.

We remember those who died in that place,
Who were killed because of their race,
So we can stop it ever happening once more,
And remember the people who fought in the war!
Chloe Butler

Even Animals Don’t Deserve To Be Treated Like This!

Concentration camps were camps where the Nazis put people in for “not being as good as them”, for example, disabled people, gay people, and mostly Jews. They were all carted off on cattle trains to the camps, mostly without food & water for several days. When they got to the camps, they would be put in a train track, and get separated into two groups, many got separated from friends & family. The “lucky” few that survived were put in marriages, with a dozen other people in their bed. Every day, more people would die from starvation, from being put to dig holes (their mass graves), from being shot in the head by the soldiers, or being gased in the gas chamber. Some of the survivors managed to escape, but for most, it was the end of their lives.

Izzy Prince

The Holocaust happened in 1933-1945. It was a mass murder of over six million Jews and millions of others. In 1921, Adolf Hitler became leader of the Nazi Party. The Nazis here believe that Jews were a problem that needed to be removed.
Another hectic and thrilling term has come to an end. Year 11 students have recently sat their second set of trial exams in Science. This has given the pupils another experience of what their summer examination period will be like and has also given them the chance of going through the paper 2 exam. In other subjects, pupils’ are all making progress towards finalising their coursework and projects. I have enjoyed walking around the Textiles department and seeing the final items completed. In Design Technology the quality of the final objects that the pupils’ have made is amazing. Our Year 13 Business Studies pupils are preparing their “Business Breakfast” as part of their course, it is impressive to see them working as a team to organise an event such as this. One of the pleasures of my job is to observe pupils working within their subject areas and this is especially true in Food where I am amazed by the high standard of cuisine our pupils make from Year 7 onwards. I was also impressed with Year 7 recently who were programming their BBC Micro:bits to make music.

Alongside this, revision sessions are in full swing and I have been blown away with the generosity of staff to give up free periods, lunchtimes or after school to help pupils who have exams this summer. This investment in time from staff and pupils alike will hopefully see excellent outcomes this summer.

Unfortunately, Mr Grey is leaving the ICT department and I wish him well in his future role as a Deputy Head in his new school.

I would like to take this time to thank the students and staff for their hard work this term and to wish you all a restful break.
Science Department
Head of Science - Mr Moore

The spring term in the Science department has been dominated by preparing our year 11 and year 13 students for the forthcoming summer examinations. Our year 11 students are very aware that they are the first group sitting reformed Science GCSEs and the increased demand is evident in the specimen papers that have been released by the exam boards. Key skills being developed by the year group include learning by heart equations in Physics and being able to describe the method and analysis of key experiments. Students in lower years will need to follow suit and start practicing these skills.

We have had some staff changes in the department, with Ms Haynes joining the team as a Biology teacher and saying farewell to Mr Silva from the technician team. We have recruited two new staff members to join us in September, Miss Reilly who trained with us in the Autumn term, and Mrs Bowman who brings significant experience and energy to an already strong department.

In January, we took our year 12 Chemistry students to attend the ‘Science Live for A-Level’ conference, in Birmingham’s Bramall Hall. The main event was a series of inspirational presentations, delivered by some of the UK’s most influential chemists. Students also got the opportunity to improve their understanding of the examination process, through two sessions led by A-level Chemistry examiners.

In March we were also able to take a small group of our top year 10 students to a demonstration lecture entitled “It’s a Gas!” by Dr Peter Wothers as part of the Cambridge Science Festival. Dr Wothers’ lectures are always entertaining as well as informative and well and truly ended with a bang as he demonstrated the combustion of a large Hydrogen balloon.
ICT & Computing
Department
Head of Computing - Mr Kilby

During 2 weeks following Easter holidays, 17 to 27 April 2018 the Computing Department are housing an exhibition called ‘The Glass Room’ in the Computing Corridor. The exhibition was originally put together by Tactical Tech College, Berlin and the Mozilla Foundation. The Glass Room was set up as a pop up exhibition near Leicester square London last year. You can see further information at the following link www.theglassroom.org. It is all about Privacy and how data is collected and used about us, which is very relevant considering latest Facebook news and includes lots of videos, posters, art works and interactive examples. We have also been creating some of our own pieces. Some demonstrating how supermarkets and museums are tracking our mobile devices to record our movement, or how CCTV can be used to recognise us from the information that we share on social media. There will be students on hand at break and lunchtimes to explain some of the pieces and help you to do a data detox. Data detox packs will be available to help students complete an 8 day detox of what data they share about themselves. We will also have a survey going out to forms to do some analysis of how the students consider privacy issues and the systems that they use.

Coder Club

The Coder club have been hard at work this term developing their skills in Python Programming and going through the process of developing a computer game. Next half term, we will be building and programming some small drivable cars, powered by the Raspberry Pi computer. Not only will students be able to build their own vehicle, they will be programming it in Python. To give students an idea of what they could produce, we will be going to the Pi Wars event in Cambridge University in April.

If any students are interested in joining Coder club, they can come along on Wednesdays after school from 3:30 to 4:30.
Business Department

Head of Business Studies - Ms Haines

Business and Economics Update

Year 9 GCSE Business students have been busy learning about the different types of business ownership in the UK and making presentations on the advantages and disadvantages of each. Pictured with their Easter Egg winning presentation exploring issues of unlimited liability for sole traders and partnerships, formation of limited companies and the pros and cons of franchising, are E Hills-Johnson, N Woolner, A Mallas and E Watts.

Meanwhile, Year 9 Cambridge National (CNAT) students are busy designing hats for their first piece of coursework. Exam board requirements ask them to gain feedback on their designs using primary research; watch out for a questionnaire waving Year 9 student coming your way very soon!

Congratulations to our Year 13 Cambridge Technical Extended Certificate (CTECH) students who took their second examined unit in January. All students either achieved or exceeded their target grades, which is testament to their hard work in this subject. They are now preparing for their final piece of coursework, which is to organise and run a business event. With the model assignment being a careers fair, students have elected to organise a 'Business Breakfast' for our sixth form students who are looking for employment this year. Aiming to match students to an employer in their chosen field of work, we hope to create links with business and industry, whilst generating the opportunity for students to receive independent advice and guidance relevant to their future careers. For more details, please see the write up in the Careers section by A Trott, one of our CTECH students.

Our Year 13 Business and Economics trip to the Tutor2u Strong Foundations study workshops in December proved so successful that students wanted to go again. We aim to please, so have arranged a further trip to the Grade Booster workshops in April. We hope our students win at least as many prizes as they did in December!

For those students sitting exams this summer, we are offering a number of after school revision sessions. I would like to ask parents to please encourage students to attend these valuable sessions.

GCSE and CNAT Business: Monday after school, H12 or H13 with Mr O'Shaughnessy or Ms Haines
A Level Business: Monday after school, H13 or H11 with Ms Haines or MR O'Shaughnessy
A Level Economics: Thursday after school, H13 with Ms Haines

Coursework catch up continues to be available at these times and during Core PE lessons by arrangement.

Wishing all our exam students the very best of luck in the forthcoming exams.
Food and Technology Department

Head of Business Studies - Mrs Crabtree

Once again the food department helped the Chinese visitors in making an afternoon tea which they then enjoyed with their hosts.

Year 10 Hospitality and Catering students helped our visitors produce the food and setting the table before our year 9 hosts joined them to enjoy the extravagance.
Design and Technology Department
Head of Design and Technology - Ms Lee

across all years
Careers Education and IAG
Head of IAG - Mr O’Shaughnessy

Hinchingbrooke School places great importance upon giving students current and accurate careers education, information and guidance. The aim of our careers programme is to develop the skills, attitudes and abilities of our students so we enable them to make effective decisions about their future education, training and employment. We see this as an essential role of all teachers whether in their role as tutors or subject teachers. Additionally we have a Careers Team for targeted support.

To assist students, parents and carers we are developing our online support via the school website and Parent Mail please keep an eye on both as we will be updating them regularly. Some general resources to get started include;

- Finding the best future for me – regardless of age – www.plotr.co.uk
- www.careersbox.co.uk – Sponsored by BT, but has many useful podcasts and links
- http://www.careersbox.co.uk/skillsexplorer/ - a free new way for students to connect with the extensive Careersbox library of world-of-work and job profile films and videos. Explore your skills and match them to a world of work and training opportunities.
- The National Careers Service was relaunched on 5 April. This replaces Connexions direct. For young people (aged 13 and over) this provides the website – nationalcareersservice.direct.gov.uk– and various ways of contacting an adviser - a phone line 0800 100900, web chat, email or texting service. Take a look and see if you find it user-friendly for young people.
- E-clips – vast and regularly updated careers database with many external links - go to ‘student intranet’. Enter the school postcode to access (PE29 3BN)
- www.apprenticeships.org.uk – the national ‘apprenticeships’ website

Further education and skills:
Apprenticeships - GOV.UK
www.apprenticeships.org.uk
List of information about Apprenticeships.

There are a number of more specific resources available on the website looking at apprenticeships (local and national), University applications and local employment opportunities

Year 12 Post 18 Choices Conference

On Wednesday 7 March 2018 the year 12s were given an insight in to their future. They were involved in talks and activities from universities, employers and apprenticeship providers. The morning consisted of students finding out about routes in to degree apprenticeships, the chance to meet with employers to discuss the world of work. They were also given the incite in to student life at university from a student’s perspective, along with life as an apprentice from an apprentice perspective.
Global Faculty

Mrs Tandy - Assistant Principal

It has been another busy term in the Global Faculty as you will see from our reports in the pages below. Clearly students have continued working hard, as attested by the high number of 5s earned this term. Below are the classes who earned the most 5s in each subject this term.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Winning Class</th>
<th>Class Teacher</th>
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</thead>
<tbody>
<tr>
<td>French</td>
<td>7A Fr-1</td>
<td>Mrs Tomkins</td>
</tr>
<tr>
<td>German</td>
<td>7B Gm-3</td>
<td>Mrs Tomkins</td>
</tr>
<tr>
<td>Spanish</td>
<td>8A Sp-2</td>
<td>Mrs Hobbs</td>
</tr>
<tr>
<td>Geography</td>
<td>7A Gg-4</td>
<td>Miss Brown</td>
</tr>
<tr>
<td>History</td>
<td>8B HiA-1</td>
<td>Mrs Tandy</td>
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<tr>
<td>PSHE</td>
<td>7BPd-2</td>
<td>Mr Milner</td>
</tr>
<tr>
<td>Health and Social Care</td>
<td>12DHa-4 &amp; 12Ahs-7</td>
<td>Mr Gwynne</td>
</tr>
<tr>
<td>Psychology</td>
<td>12C Py-12</td>
<td>Miss Findlay</td>
</tr>
<tr>
<td>Sociology</td>
<td>13A So-9</td>
<td>Miss Dearnaley</td>
</tr>
</tbody>
</table>

One of the lesser known subjects in the Global Faculty is the Extended Project, or EPQ, led by Mrs Black. I asked Mrs Black to put together an introduction for those who would like to know more about this fantastic opportunity on offer to sixth form students:

*Inspiring Independence: As Hinchinbrooke focuses on creating independent learners it seems an ideal time to celebrate a qualification on offer in our 6th form that does exactly this. The Extended Project Qualification (EPQ) sees students choosing a topic of their choice (it could be the chances of nuclear war, the morality of euthanasia, the benefits of social networking or size zero models - just a few we had last year). Students work with teachers*
and tutors to formulate their own question and go about answering it. The choice the individual has does not stop there; although the majority of students end up writing up their research in a dissertation style, others produce primary investigations, performances or their own artefact.

The skills that the EPQ facilitates are invaluable. Students are taught how to research effectively, how to critically engage with academic literature, how to evaluate others evidence and most importantly, how to develop their own arguments. Furthermore, they are rewarded for being organised and completing detailed logs and being able to reflect not only on their conclusions but the process as a whole.

We are thrilled when a student tells us that taking the EPQ has meant they have been given a lower offer from the University of their Choice. Our students tell us that universities comment on how impressed that they are already being given the opportunity to work independently and in seminar style lessons that mirror what they get at university. What could be more impressive than in an interview at a top university being able to discuss an element of the course that you have already studied in great detail and developed your own thinking on?!

Often students start the course with an understandable naivety that everything they read is true and that they have no right to question the work of ‘experts’. It is with great pleasure we see them finish the course with a maturity when assessing the work of others and the confidence to express their own opinions.

We have honestly never had a student reflect on the process negatively. Much the opposite! Students tell us how helpful these skills are in their other subjects and how the discipline and need to work independently not only sets them up nicely for higher education, but the big wide world that is full of information and jobs that require all the skills they have thoroughly enjoyed putting into practise.

Finally, from me, I was privileged this term to participate in the History Year 13 trip to Russia. As you will have seen from the photos and videos posted on the History Twitter site (@HistoryHBK), a fantastic time was had by all. George’s report below goes a long way to capturing the many trips and sites visited. Although my third trip to Russia, this year’s was my favourite because the students we took with us were so engaged and enthusiastic in everything we did. Indeed, they were a true credit to both the History department and to the school.

I wish you all a very pleasant Easter break.

KM Tander
Out and about with Geography

#HBKGeogontour

With plunging temperatures, the spring term is a quiet one #HBKGeogontour, with only the Year 12 students venturing out. They embarked on two days fieldwork to ascertain if Huntingdon was carbon neutral. After much tree measuring and vehicle surveying they came to the conclusion that Huntingdon absorbs more carbon dioxide that the world emits...perhaps some inaccuracies in measurements?!

Geography: the students’ views

I joined the sixth form in September 2017 after studying at Sawtry Village Academy for my secondary years. Moving to Hinchingbrooke was the best decision I made as I stepped out of my comfort zone and made new friends. I chose to study A’ level Geography, and do not regret this; I love the lessons as my teachers make them enjoyable, the trips give me invaluable memories and the content we learn gives me a sound understanding of our environment, not only physically, but economically and socially too. I will most definitely use the skills I am learning in Geography in my future.

Sophie Gray (Year 12)

Geography was the one choice I was 100% sure I wanted to carry on studying at GCSE, simply because the subject is so giving. You get to study the scientific aspects of geography, as well as how people in different countries deal with economics, government, their environment and the social aspects of life. It has helped me understand key parts of science, economy and global influence, which I feel has opened my mind to lots of knowledge that I can use in everyday life. At the start of Year 7, I wasn’t very good at geography, and this created boundaries that meant I wasn’t able to enjoy the subject. However, as I progressed through Year 7 and Year 8 this completely changed, as I studied more and more fascinating topics. When I started the GCSE course I took the chance to go on a fantastic trip to Sicily to visit Mt Etna and in July we are going on a fieldtrip to the Dorset coast. I love the subject and will continue to use the skills I’ve learnt throughout the rest of my life.

Elsa Paoluzi Cusani (Year 10)

Follow us on Twitter @HBKGeog
History Department
Head of History - Mr Leigh

Over & Above

The following students listed on our scroll of honour have received a small certificate for going over and above in their History work this term. Every two weeks each member of the department chooses a very small number of pupils to reward in this way so the named students must have really impressed their teachers.

Melissa Allen in 7C1 went over and above to demonstrate creativity by building a lovely square keep castle as part of her independent learning linked to our Medieval History topic. Well Done!
Russia History Trip Review

Between the 12 and 16 February 2018 the Hinchingbrooke School History department, along with 38 Year 13 pupils, embarked on a trip to Russia which both enchanted and thrilled our hearts and minds. During the trip we explored Russia’s current and former capitals, Moscow and St Petersburg, whose current architectural style has clearly been shaped by the multitude of wars, revolutions and political surges that Russia has endured over the last couple of centuries.

Upon arriving in Moscow, we were instantly met by the characteristic Russian snow, famed for defeating Hitler’s army and turning the tides of war in favour of the Allies. Braving the cold, we spent that evening and some of the following day exploring Moscow’s historic Red Square. Here we saw the body of revolutionary and Communist Russia ruler Vladimir Lenin, preserved by numerous unnatural chemicals which gave the man a waxy haunting visage. We were also fortunate enough to see the stunning St Basils Cathedral and explore the interior of the Kremlin; unfortunately, we were not able to find Mr Putin. Later on we ascended to the top of Christ the Saviour Cathedral where we were treated to a 360-degree view of the city. We then ended our stay in Moscow by taking a tour of the Metro whose palace architecture made us feel as though we were royalty.

Arriving at St Petersburg by overnight train, a truly unique experience completely devoid of sleep, we embarked on another city tour. We journeyed through the Russian Political Museum and stepped aboard the Battleship Aurora which housed the gun Trotsky fired to signal to the Bolsheviks to storm the Winter Palace and spark the Civil War. The following day we visited the Yusopov Palace where Rasputin, ‘the mad monk’, was murdered and were treated to a traditional folk show in the evening which thoroughly entertained all bar Mr Wheeley, who had had the privilege of watching the exact same performance at least 7 times before. In St Petersburg we came across what was for many the highlight of the trip, the Winter Palace AKA the Hermitage. No words or photos can truly capture the sheer scale and majesty of that fantastical building and none ever should. On our final day we visited the fortress and Cathedral of St Peter and St Paul, the highest architectural structure in the city, before sleepily embarking home.

No review is complete without acknowledging, as many students and parents already have, the efforts of the teachers to organise the trip and keep us all safe. If a problem arose, you could guarantee that Mr Howells, Mrs Tandy, Mr Wheeley or Miss Fender were the first ones there, devotedly fixing the issue. To sum up, the History Russia trip is an unmissable experience whose splendour I would recommend to anyone studying or planning to study History at A level.

George Rendall, Year 13
Year 8 French students have enjoyed a French breakfast this half term, as part of their work on Food and Drink. They spent a pleasant hour in the Food Court sampling croissants, charcuterie, fruits and hot chocolate. On their return to the classroom they wrote about their experiences:


-Eilidh Campbell

The students now have an insight into French cuisine and eating habits, as well as the ability to describe what they eat and give opinions on different foods.
The Spelling Bee

We are now in Stage 3 of the Spelling Bee Competition. For those of you who haven’t been following the progress of this competition the Spelling Bee is for students in Year 7, who are learning a foreign language, to practise and improve their vocabulary, spelling, pronunciation and memory skills in the target language (French, Spanish and German). Students have to translate the word (picked at random) into the target language and then spell it out correctly using the phonetic alphabet in the target language. When participating, students are given one minute to correctly say and spell as many words as possible. Twenty students made it through to stage 2 of the competition, which took place at the beginning of February. These students had to learn 100 words and the 3 students who won the second round of the competition were: Robin Hill (French), Sarah Dear (German) and Maxim Keen (Spanish). They will now be taking part in the regional final, which is taking place in Comberton Village College on Wednesday March 21st. We wish them the very best of luck.

7BGm1 Poster Competition

To help them prepare for their writing assessment, Mrs Ball set 7BGm1 the task of coming up with a revision poster for themselves - and others, as their work would be displayed in the classroom. The posters had to be informative and colourful and students had also to work well together in a group, sharing ideas to produce their best work. There was a German edible prize at stake!

Mrs Tandy, Head of Global Faculty, judged the posters. She was very impressed with the overall standard and chose the winners as follows:

1st: Mark Smith, Robert Davidson, Filip Wojcinski

2nd: Avajoy Richmond, Natalia Hill, Niamh Morrisey-Verastegui

3rd: Edward Willmer, Olivia Power, Oscar Humes

The whole class enjoyed sampling Haribo sweets, with prize winners also tucking into Kinder bars and/or a Kinder surprise egg.
MFL FLAS

In Languages, we are extremely lucky to have three FLAs (Foreign Language Assistants) for German, French and Spanish they do a wonderful job with the students and they are an integral part of our Department.

They are involved with students at all levels and years. They help with projects like the Spelling Bee with Year 7s, speaking assessments at KS3, lunchtime language clubs, interventions sessions with year 11s and of course with very important and essential conversational lessons with our KS5 linguists.

The whole team is delighted and grateful for their professional work and for their dedication to our Pupils.

This is what they have to say about their experience at HBK:

My name is Ana. I am the Spanish assistant; I have been working here for three weeks and I really love it. I find the school an ideal place either to study in or work at thanks to the harmonious atmosphere. Some of my commitments as a Foreign Modern Language Assistant are to help and encourage students to practise their Spanish. I really enjoy helping them to build confidence in speaking for them to develop their speaking skills and, therefore, to fulfil their potential. It is being definitely an amazing experience for me here!

My name is Anna, and I have been working here since October as a Foreign Language Assistant for German. I really enjoy working with the Sixth Form and GCSE students and help them to get ready for their final exams. It is very interesting to experience the differences between the different educational systems in Europe. I am glad to be part of such a lively and diverse department.

I think being an assistant is a great opportunity. It is interesting to see a different educational system and at the same time, it is a rewarding job because throughout my speaking sessions with the students of all years, I have seen them improved their skills but also be more confident in speaking in another language.

Anne-Claire MOTHAY (French Assistant)
Connecting Art with Languages

Dominik Kozuch is one of our talented Y12 Spanish students, who has made a special connection between culture and language. As part of the Y12 curriculum, Spanish students learn about History, Art and Architecture in the Hispanic World. This term, we have focused specially on the main Pre-Columbine civilizations, such as the Mayans, Aztecs and Incas. Students also learned about the most prominent differences between Northern and Southern Spain through watching and analysing the movie “Ocho Apellidos Vascos”, which is one of the topics on which they will write essays in the Writing Assessment.

When we ask Dominik what art is, and how it is connected to his work, he answered: "'Art: The expression or application of human creative skill and imagination' is a definition I adore, the antonym to lacklustre: packing historical context into a time-travelling picture frame where the Spanish culture is known for its rich profusion of the craft. Nevertheless, art does not tell time; art speaks every language; art has the space to welcome us under its umbrella."

Film Studies
Head of Film Studies - Mr Lloyd

In Film Studies, the Year 12 students have been getting to grips with the new curriculum and are looking forward to the new Mac suite in the House being ready soon. The 2017 specification requires a change from group filmmaking projects to solo work, so the students are eager to get going on their masterpieces with the new facilities.

The department is massively expanding very quickly and the imminent arrival of Media Studies A Level will mean an even busier 2017-18.
Duke of Edinburgh Award
Lead by Miss Leighton & Mrs Brooks

This year we have had a fantastic response to Duke of Edinburgh, with over 170 Year 9 and 10 students enrolling. Students have to fulfil four sections; Voluntary, Physical, Skills and an Expedition, with students covering a wide range of interesting activities, to enhance their life skills and confidence.

The Voluntary section includes activities such as helping at Hinchingbrooke Park Run, local after school clubs, church groups etc.

The Physical section is possibly the easiest one to complete, with team sports, such as football and netball to roller blading, dance and yoga.

The Skills section can include playing musical instruments, performing in drama productions, debating, reading and writing book reviews.

The Duke of Edinburgh is designed to broaden student’s horizons and each year we see the benefits of students who go out on Expedition, growing in confidence and maturity and experiencing the great outdoors giving students a sense of achievement and purpose.
Extra-Curricular and Trips
Administrator Mrs Pittock

Educational Visits and Extra-Curricular Activities.

As the Spring term starts to draws to a close and we take a look back over the year so far, it is safe to say that the Spring term has been great for Educational visits and extracurricular activities at Hinchingbrooke School.

Please click on the link to take a look at the fantastic and varied clubs that have been on offer during the Spring term - http://www.hinchingbrookeschool.net/TIMETABLE

HBK Club Spotlight – Music

Our Music Department is a corner stone of the extracurricular clubs on offer at Hinchingbrooke School! The Music staff relentlessly give up their time at lunch and after school to ensure that we offer a varied and inclusive timetable of extracurricular clubs to our students! Please see the Music departments current

<table>
<thead>
<tr>
<th>LUNCH</th>
<th>AFTER SCHOOL</th>
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<tbody>
<tr>
<td>Monday</td>
<td>Pop Choir - KZC</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Swing Band - HMN</td>
</tr>
<tr>
<td>Wednesday</td>
<td>Ukulele Orchestra - PLI</td>
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<tr>
<td>Thursday</td>
<td>Fusion Band - PLI</td>
</tr>
<tr>
<td>Friday</td>
<td>Senior choir - KZC</td>
</tr>
</tbody>
</table>

If your child is interested in any of the clubs listed in the timetable above, please ask them to speak to one of the Music staff for more information. Alternatively, they are always welcome to come and see me, Mrs Pittock in the Geography building to ask any questions.
The extra-curricular club timetable for the Summer term will be published to all parents and students in the first full week of term in April. It will also be displayed in form rooms and available on the school website at the following link www.hinchingbrookeschool.net/Timetable

GOING PLACES WITH HBK

It has been a great term for Educational visits and extracurricular activities! Below, to name but a few, are some of the fabulous opportunities that have been available to students this term.

In January the Art Department took Y11 Art students to the Tate Modern Museum in London as part of their Art course so that they could access primary source information and see first-hand other artists, designers and craftsmen’s work for their exam projects.

During February half term the History department took a group of 6th Formers to Russia trip where they took in all the key sights of Moscow and St Petersburg. A highlight was a visit to the Kremlin grounds. The word Kremlin means fortress and the Kremlin to this day is surrounded by high walls which mark the original site of Moscow

Mr Turnbull took 55 Y8 – 13 students skiing to Folgaria, Italy in February half term. Students and staff stayed the Hotel Vittoria which is located directly on the nearest ski slopes of Folgaria, which provided doorstep skiing. A great time was had by all!
Hinchingbrooke Alumni Association
HAA Vice President - Mr Wheelely

I hope this edition of the Herald finds all our alumni well. I would like to thank two of the HAA committee for their contributions to this edition. Firstly, Peter Downes (ex-headmaster) has kindly provided an article on Hinchingbrooke’s place in the search for fair funding for schools. As a current member of staff I had little idea what a key role our school had played in recent decades in helping make the case for a more equitable deal for schools; as an ex-student of the 1990s I was also oblivious to the national debates and the role that my school was playing. Thank you to Peter for providing this fascinating insight into a chapter of the recent history of our school. Secondly, Dan Milner (ex-student and currently Head of Year 7) has provided the third instalment of his recollections of the old lower school along with some excellent reminders of the old green blazers!

In other news, the OHA ‘generation’ organised a reunion lunch at Hinchingbrooke House – something that will hopefully be repeated, although perhaps avoiding Mothering Sunday may be a good move! If anyone is interested in holding a reunion of any description, do please get in contact, and the HAA can help advertise and facilitate it. Meanwhile, our Alumni Officer, Amy Cuffley (from Future First, the charity that help us maintain our alumni network) has been busy arranging for ex-students to come in and talk to students in assemblies. Amy has also been meeting with Heads of Year to discuss how the HAA can continue to play an active role in supporting our current students. Our association with Future First has also ensured that Amy was able to organise a session for Sixth Formers considering going into employment. The session, held as part of the ‘Post 18 Future Pathways’ event, saw a range of managers from industry come into school to meet students and discuss how to make applications and make themselves standout in a competitive world.

Do please see details later in the HAA pages for the AGM and Reunion Supper in the Summer Term. The event will follow the same format as our inaugural AGM held last year – a brief AGM followed by a ‘knife and fork’ buffet. We had a good turnout last year and very much hope we’ll see you there.

In the meantime, please accept the HAA’s best wishes for a very Happy Easter!

Tom Wheelely
(Vice-President of the HAA)
trw@hinchbk.cambs.sch.uk

Keeping in touch - ‘Where are they now?’

This feature gives your old classmates a chance to see what you have been up to, and it will give current students a chance to see the variety of pathways they might follow. If you wish to tell us what you’ve been up to, please visit, http://bit.ly/2n35InQ and complete your ‘Where are they now?’ feature.
<table>
<thead>
<tr>
<th>Name:</th>
<th>David Jackson</th>
<th>Leaving Year:</th>
<th>1971</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Current job/course title:</strong></td>
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<td><strong>University attended:</strong></td>
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<tr>
<td>Senior Engineer</td>
<td></td>
<td>Birmingham and Sheffield</td>
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<tr>
<td><strong>Favourite Subject at school:</strong></td>
<td></td>
<td><strong>What have you done since leaving school?</strong></td>
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<tr>
<td>Woodwork, because the teacher Mr Row was funny and kept the work interesting. It was also a practical subject which was relaxing compared to the more academic subjects. It also did not matter that I was dyslexic.</td>
<td></td>
<td>I have a BSC and a PhD, I have worked for a range of companies around the world.</td>
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<tr>
<td><strong>What has been your biggest achievement in life, and how did your experience at school help you to achieve other successes?</strong></td>
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<td><strong>What one piece of advice would you give to current students?</strong></td>
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<tr>
<td>I would say keeping an open mind has been my biggest achievement. I did a wide range of subjects at school which gave me an interest in both science and art subjects. Though I have always worked as a research engineer, I have retained my interest in music, film and literature which started in school.</td>
<td></td>
<td>Make your own mind up and do not follow others.</td>
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<tr>
<td><strong>What's your next big goal?</strong></td>
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<tr>
<td>I plan to take out New Zealand citizenship as I could not return to live in the UK after the Brexit result!</td>
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<thead>
<tr>
<th>Name:</th>
<th>Katheryn Ayres</th>
<th>Leaving Year:</th>
<th>1991</th>
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<tbody>
<tr>
<td><strong>Current job/course title:</strong></td>
<td></td>
<td><strong>University attended:</strong></td>
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<tr>
<td>Academic Support Officer</td>
<td></td>
<td>University of Derby</td>
<td></td>
</tr>
<tr>
<td><strong>Favourite Subject at school:</strong></td>
<td></td>
<td><strong>What have you done since leaving school?</strong></td>
<td></td>
</tr>
<tr>
<td>History. It encourages you to ask ‘why?’. It makes you curious, helps you develop skills such as researching a question and writing up the results.</td>
<td></td>
<td>Secretarial qualification in my gap year, then 3 years at University (degree in Law with History). Then started work and completed an MA with the Open University later on. Now working for the University of Cambridge</td>
<td></td>
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<tr>
<td><strong>What has been your biggest achievement in life, and how did your experience at school help you to achieve other successes?</strong></td>
<td></td>
<td><strong>What one piece of advice would you give to current students?</strong></td>
<td></td>
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<tr>
<td>I won an award for outstanding student support for three years running – the award has never been given to a member of staff in consecutive years, so I’m very proud of that.</td>
<td></td>
<td>Keep curious, keep learning, keep your options open, do well at school, but also experience life at the same time. The world is a very different one from the time I finished school, so I think it’s vital that young people learn to appreciate and value differences between us all, and also respect one another. That was important in my time, but is now really vital these days...</td>
<td></td>
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<tr>
<td><strong>What's your next big goal?</strong></td>
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<tr>
<td>I’m not big on goals to be honest, but I have an important in March – our accrediting body, who approve the degree my department provides, are visiting to look around and scrutinise what we do, so there is a lot of work to prepare for that over the coming months.</td>
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### Sean Morris

<table>
<thead>
<tr>
<th>Current job/course title:</th>
<th>University attended:</th>
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<tbody>
<tr>
<td>Partner</td>
<td>Universities of Essex, Oregon and the American University</td>
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<thead>
<tr>
<th>Favourite Subject at school:</th>
<th>What have you done since leaving school?</th>
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<tbody>
<tr>
<td>History – it can be a great predictor of the future.</td>
<td>Travelled to more than 25 countries. Raising a family. Lead large groups of management consultants to fix some of the most challenging issues in government agencies.</td>
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<thead>
<tr>
<th>What has been your biggest achievement in life, and how did your experience at school help you to achieve other successes?</th>
<th>What one piece of advice would you give to current students?</th>
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<tbody>
<tr>
<td>Determining how to positively impact communities by using my business skills and the leverage of my firm around topics like education and anti-human trafficking. Hinchingbrooke provided me with lots of opportunities to develop leadership skills.</td>
<td>Never give up</td>
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<table>
<thead>
<tr>
<th>What's your next big goal?</th>
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<tbody>
<tr>
<td>Help to end modern slavery</td>
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### Elizabeth Fairclough

<table>
<thead>
<tr>
<th>Current job/course title:</th>
<th>University attended:</th>
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<tr>
<td>Recently retired school teacher</td>
<td>Essex College of Education</td>
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<tr>
<th>Favourite Subject at school:</th>
<th>What have you done since leaving school?</th>
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<tbody>
<tr>
<td>My favourite subject in school was English because I enjoyed reading and discussing books and authors. I also enjoyed writing essays and learning grammar and this has continued to be my favourite subject to teach in school.</td>
<td>I studied English and Drama at a college of Education and then taught in a variety of schools over a forty-four year period!</td>
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<tr>
<th>What has been your biggest achievement in life, and how did your experience at school help you to achieve other successes?</th>
<th>What one piece of advice would you give to current students?</th>
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</thead>
<tbody>
<tr>
<td>My biggest achievement to date, has been to teach a wide variety of children and often meet them in their later years and find out about their lives since they were in my class. My experience at school taught me that you have to go out into the world with expectations and aims for the future because without those, you might not achieve your ambitions and so become discontented and dissatisfied with life.</td>
<td>Use everyday to learn something new, whether small or large, and aim for your dream, because school days are over very soon and impossible to get back.</td>
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<tr>
<th>What's your next big goal?</th>
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<tbody>
<tr>
<td>My next big goal is to do things I have not had time to do in my working life – but as yet I have not decided what!</td>
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<tr>
<td>Name:</td>
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<td>---------------</td>
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<tr>
<td>Current job/course title:</td>
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<td>Favourite Subject at school:</td>
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<td>What have you done since leaving school?</td>
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<tr>
<td>What’s your next big goal?</td>
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### HAA Facebook and Twitter Pages

[Facebook Link]

[Twitter Link]
HAA REUNION SUPPER & AGM

6pm Thursday 5 July, 2018, Hinchingbrooke House

You are cordially invited to join us for a Reunion Supper. The event is open to all vintages of Alumni, but if there is a small group of you who wish to attend together this is the perfect opportunity to do so! The evening will be relatively informal with no fixed seating plan so that members will be free to sit with their friends or meet other alumni.

Your ticket will entitle you to a ‘knife and fork’ buffet supper with dessert. A cash bar will be available. We will take the opportunity to complete the business of the AGM as part of the evening.

Tickets are £12 per person.

To book your ticket and let us know of any dietary requirements, please call Mrs Lynn Pettit on:

01480 375700 ext.5723

Book now!

Huntingdon Grammar School Memorial Stones

A plaque has been added to the memorial stones from the former Huntingdon Grammar School buildings. These stones are located near the PAC. This was inaugurated at a recent gathering of former HGS pupils. The plaque places on record the support given to HGS and Hinchingbrooke School for over 80 years. Pictured here is Hilary Angel While, the last chairman of the OHA prior to the creation of the HAA in 2015.
Hinchingbrooke and the evolution of the funding for schools

In this article, Peter Downes (ex-Headmaster of this school) describes the key role our school played in a national educational policy.

At the end of 2017 the government announced a major decision on funding for schools. They published a formula for allocating money to schools all across the country. Though this was welcomed by many, it has also caused some controversy. This article explains the part played by Hinchingbrooke School in the long process of arriving at a National Funding Formula (NFF).

Strange as it may now seem, it all started way back in 1981. At that time state schools were controlled by Local Authorities (LAs). The LA decided how many teachers could be appointed, how many ancillary staff and how much the schools could spend on equipment and books. The LA looked after the buildings, arranging and paying for all the repairs and re-painting. They managed all the accounts. The only freedom schools had in spending money was with the money they raised themselves through the Parent Teacher Association.

In 1981 two Cambridgeshire County Councillors had a bright idea. ‘Why don’t we work out what the LA would have spent on a school and then allocate all the money to the school so they can decide on their own priorities?’ One councillor was a Conservative who thought that this would make schools more cost-effective and eventually reduce expenditure. The other was a Liberal Democrat, a retired headteacher, who thought that people actually working in schools are best placed to make decisions about what is best for their own school.

They called this ‘Local Financial Management’ (LFM) and invited schools in Cambridgeshire to apply to join a pilot project. The then Head of Hinchingbrooke, Mr. Wakelin, was keen on the idea and volunteered the school for the pilot project. It was one of seven in the trial, along with St. Peter’s and Buckden Primary School. Unfortunately Mr. Wakelin had to resign in 1982 on grounds of ill health so the new Head, Peter Downes, took on the project because he too was an enthusiast for the idea (having proposed it in Oxfordshire where he had previously worked, but failed to get the Oxfordshire County Council to take up the idea).

Obviously, I, as Head, was expected to take the lead in coordinating the project but I was keen to involve others as well in the process. After all, if LFM was about local involvement, it would be contrary to the intention of the scheme for the Head to act autocratically. Many hours were spent discussing with various groups of staff and governors how we should allocate the money made available. Should we have more teachers and smaller classes, or fewer teachers, larger classes but with more classroom assistants? How should the money for books and equipment be divided up among the various departments? How much teacher time could we afford to devote to administration and pastoral oversight? How many free periods could we afford to allocate to teachers? One outcome, for example, was that we spread the management and pastoral responsibilities across a wide team of Heads of
House but all the senior staff, including Head and Deputies, continued to have class teaching commitments. For example, Mr. Hughes, Deputy i/c Lower School, taught Geography, Mrs Hargreaves, Deputy i/c Middle School, taught English and Mr Dickinson, Deputy i/c Sixth Form, taught History and I taught Modern Languages. That gave us all direct daily contact with pupils in the classroom and prevented us from being isolated in our ivory towers!

I was also keen that parents and students should understand the pilot scheme in which Hinchingbrooke was involved. So we held meetings about this with the Education Committee of the Hinchingbrooke School Association (HSA). We talked about it to students, explaining that everything we spend in the schools is ‘our money’, not somebody else’s. So, if we behave sensibly e.g. not losing books, or damaging property, or even remembering to turn off the lights when a classroom is empty, we are saving money we can spend on other things we might like. On one memorable occasion a Sixth Form study group came up with the idea that the school could save quite a lot of money by not having a Headmaster. This idea was not taken up!

The LFM pilot scheme lasted for five years and attracted a lot of interest. It was evaluated externally and judged to have been a success. Margaret Thatcher’s education adviser came to spend a day in Hinchingbrooke and clearly reported back positively because, when the Education Reform Act was passed in 1988, it extended what was now called Local Management of Schools (LMS) to the whole country. Not surprisingly, both I and some of the governors were much in demand explaining the approach to other Heads and Governors across the country.

By 1991, as LMS was getting established, the Secondary Heads Association began to organise seminars where Heads from different parts of the country came together to compare their budgets. The initial idea was to compare the % allocations to various headings but as we examined each other’s budgets in detail, we were struck by the huge differences in the cash amounts available to schools of a similar size in different parts of the country. We obviously knew that schools in London would get more cash per pupil because teachers in London are paid more because the cost of living is higher there than elsewhere. What we could not understand was why schools of identical size in neighbouring LAs with similar socio-economic circumstances got very different budget allocations. I studied two schools in detail on the border between Cambridgeshire and Hertfordshire. They were so close that the Cambridgeshire school even had a Hertfordshire post-code. Both schools had 500 pupils but the Hertfordshire secondary school had £300,000 more in its budget allocation.

The more we investigated, the more glaringly unfair were the disparities of funding. Then in 1992, the government introduced a national inspection regime, known today as Ofsted and this is where it began to get serious. Secondary Heads realised that their school’s performance was being judged against national criteria but they were being funded by Local Authorities according to local political decision-making. Moreover, very few people seemed to understand how the local decisions were made.

So, in October 1994, the campaign for a national fair funding formula was launched. By that time I was President of the Secondary Heads Association so was well placed to lobby for change. All the time, I was basing my arguments directly on the pilot project at Hinchingbrooke School and drawing on the experience and expertise of my colleagues.

While all that was happening at national level, back in Cambridgeshire Hinchingbrooke School was involved in a working-group set up by the County Council to create an ‘activity-led and needs-led formula’ for the
distribution of money to schools. What that means in practice is that, instead of starting your budget distribution from a set sum allocated by the LA, you work out from the bottom what it is you want to provide as an educational experience for your pupils, i.e. their activities in the classroom and outside it. It also has to be ‘needs-led’ because it must take account of the different needs of pupils at different ages and with varying disabilities. That was ground-breaking work at the time.

Returning to the political battle, our challenge was to persuade central government to make a fundamental change to the ways schools were funded, i.e. ceasing the locally based decision-making and recognising that education is a national public service and so central government should take the responsibility for deciding how much should be spent on schools and how it should be distributed. A delegation of Cambridgeshire Heads took this to the very top, i.e. the Prime Minister as, by then, it was our local MP John Major who was in office. We made no progress. It was simply too difficult. A new formula would create winners and losers and the political risk of that was too great. One senior civil servant told me that he greatly admired the clarity and logic of the case we had presented but ‘it is too clear – a little obfuscation assists the political process’. I remember that remark to this day, some 20 years later, partly because I had never heard the word ‘obfuscation’ before! Now I realise that politicians have to cover their tracks by bluffing, or confusing the public, by manipulating the figures or, alas, by being blatantly dishonest.

I retired from Hinchingbrooke School in December 1996 but by now had become so caught up in this campaign that I was employed, part-time, by the Secondary Heads Association as their Funding Consultant. There was a change of government in 1997 and in 2000 they set up an ‘Education Funding Strategy Group’ on which I served, along with over 30 others, for nearly two years, with monthly meetings in London and working-parties between. This culminated in a set of proposals based closely on what we had been initiating at Hinchingbrooke and in Cambridgeshire i.e. an activity-led and needs-led approach to creating a national amount for schools, with a clear, logical and equitable way of distributing money across all schools in the country. It was rejected! Why? Because it would have required more money than the government thought it could afford and, more worryingly, would have moved money away from London to the rest of the country. The power base of the political party in government at the time would have been disadvantaged.

Many other changes have taken place in the following years, not least the fragmentation of the education system by the creation of academies outside LA control. The financial structure was tweaked from time to time but remained basically unchanged until . . . 2017.

So you would expect me to be rejoicing but no, alas. The proposed formula, which comes into effect in April 2018, is, in my opinion, a step in the right direction but the government is not allocating enough money to schools to cover the increasing costs incurred by schools to provide the currently expected curriculum. That is why there is such widespread dissatisfaction. As far as Cambridgeshire schools are concerned, having been one of the lowest funded in the country, there is some modest improvement but the Promised Land, i.e. an adequately and equitably funded education system, remains a target for the future.

Peter Downes, March 2018
Memories of the Old Lower School - Part 3
By Dan Milner (Teacher 2007-present and student at Hinchingbrooke School, 1988-1995)

I still don’t fully understand how staffing worked in the days when there were 2 school sites. We had all our normal lessons (other than swimming) on the Lower School site. So did staff just teach in Lower School or Middle School, or did they have to move between the two during the day? Not sure, I would fancy moving between 2 sites, although I guess it would get the Fitbit steps up!

What I do remember was some of the family events we had, particularly on the field. There were fetes and sporting events which really got the whole community involved with the school and were a lot of fun.

The idea of stairs probably feels quite odd to our current students, as the majority of the school is on one level. The main old lower school building had 2 floors for the most part and there was even a 3rd floor, where we had History in what felt like the attic. The staircase that led up to this room was steep and often dark and certainly gave a ghostly feel to the lessons.

There was also a plethora of portacabin classrooms, where we had Geography, Maths and RE. They had their own unique charm and the little steps leading up to the doorway acted as useful extra seating. In an area between the portacabins and the dining hall, was a large holly bush. This played an infamous part in a particular myth. I did not attend a feeder school and so had no knowledge of the story that spread like wildfire throughout the students before their transition. The story went that you were pretty much guaranteed at some stage to be thrown in the holly bush as some form of initiation. I have to say, I can’t recall this ever happening to anyone but the stories really added to the sense of mystique regarding attending such an institution.

I haven’t yet touched on the uniform we had in those days. The blazers were a very bright green, I am not sure of the official name of the shade of green but subtle it was not! However, despite the vivid colouring, because everyone wore it no-one batted an eyelid. Although we shared our pretty much universal dislike of the colour with each other, we wore it as a badge of honour and pride when representing the school in sporting fixtures. Hinchingbrooke will be forever green in my view and there are still hints of it in the current uniform.

My recent visits to Primary schools in the area, as part of the transition process, have allowed me to meet many parents of future Hinchingbrooke students who are also alumni. This has given us the opportunity to reminisce about all sorts of aspects of Hinchingbrooke as it used to be. All of these memories were positive and it was clear that I am not alone in having a huge amount of pride having attended Hinchingbrooke School. I hope that this will also serve to inspire the next generation of Hinchingbrooke students.
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Hinchingbrooke School
Brampton Road
Huntingdon
PE29 3BN
01480 375700
www.hinchingbrookeschool.net

Lower School Contacts:  lowerschool@hinchbk.cambs.sch.uk
Lower School Administrator - Tel: 01480 420522
Year 7 Student Support Officer - Tel: 01480 375700 ext. 5204
Year 8 Student Support Officer - Tel: 01480 375700 ext. 5826

Middle School Contacts:  middleschool@hinchbk.cambs.sch.uk
Middle School Administrator - Tel: 01480 420506
Year 9 Student Support Officer - Tel: 01480 375700 ext.5202
Year 10 Student Support Officer - Tel: 01480 375700 ext.5205
Year 11 Student Support Officer - Tel: 01480 375700 ext. 5827

Upper School Administrator:
upperschool@hinchbk.cambs.sch.uk _Tel: 01480 420539

For details of contacts in school please follow the link below:-
http://www.hinchingbrookeschool.net/contactus/?pid=2