

A PLATINUM PERFORMANCE



**READ OUR ARTS NEWS & REVIEWS
SEE PAGE 11**



**Artsmark
Platinum Award**
Awarded by Arts
Council England



Welcome to the Spring Term 2024
edition of News@Cam,
Cambourne Village College's termly magazine.

Thank you to everyone who has contributed to this
edition. You may notice that this edition looks a little
different from our previous magazines. We will be
evolving the layout of our magazine as we build our new
Press Team.

We hope you enjoy the new layout and features and if
you have any suggestions or if you are a CamVC student
and would like to join our Press Team either as a writer
or photographer, please email dpayne@cambournevc.org

Thank you
Mrs D Payne MCLIP

Publicity Co-ordinator and Librarian
CamVC

Cover photo taken by Raphael Yeung Yr11

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SPRING REFLECTION

Principal Lynn Mayes

As if to reflect the natural world around us, this term we have seen the school really thrive and come to life. It is the abundance of spectacular performances and achievements that we have seen this term that is why we can say with such pride that we have just been awarded Artsmark Platinum status, the highest honour. The staff here have provided opportunities for our students, but it is the students who have shone so brightly. The performances and backstage crew, and all involved in the school production, ensured that this year's magical Beauty and the Beast exemplified the true talent and dedication we value in this college.

In March alone, not only have we had the main school production, but the Not Just Black and White evening and the Easter Concert as well. And not to be outdone by the Arts, this term we've also seen trips and competitions from STEM subjects with the UK Intermediate Maths Challenge and trip to Bletchley Park, and a raft of activities to celebrate World Book Day, demonstrating just how diverse life is here at CamVC.

We have continued to develop our cultural and international experiences, with visits from students from Peru, as well as our German exchange programme. We have continued to support our Hong Kongese students and their families, this week hosting our first Hong Kong parent/carer network meeting.

Along with our Artsmark Platinum Award, this term we have also received an Attendance award from the Fischer Family Trust, acknowledging our attendance as in the top 25% of schools in the country. We are also through to the National Final of the Goldsmiths' Award for Community Engagement.

Thank you to everyone filling this term with pride, and I wish you all a restful Easter Holiday.

SIXTH FORM

Ms Frankie Rose



Progress with our brand new Sixth Form, opening in September 2024, continues rapidly. We have now completed the main phases of student recruitment for 2024, and we are delighted with the number of students both from Cambourne VC and further afield to whom we have been able to offer places. We encourage all offer holders to accept offers (students can accept offers from more than one centre) and to come along to our 'Welcome Day', held on Monday 1st July 2024.

The physical spaces will be completed in just a few weeks' time, with final touches including ceilings, carpeting and furnishing now taking place. 'The Crescent', our distinctive outside seating area, has been completed and we think it looks very special!

Over the course of the Summer Term, our final phases of planning will be completed: these include creating bespoke timetables for students, finalising our enrichment offer, and finally moving into our brand new building! We will be delighted to welcome Year 10 students for tasters (for 2025 entry) in early June, and to invite the wider community in too, to celebrate the 'official opening' of our new building.

Enquiries about the Sixth Form are always welcome and should be directed to: info@cambournesixthform.org.

HEADS OF YEAR

Year 11 - Mr Ian Knightley

This term has been a special one for Year 11 in that it's the last full term of lessons that they will have before beginning their long-anticipated GCSE exams in May. As ever, I have been extremely proud of the way my year group have risen to the challenges they have faced with a positive attitude and a clear desire to succeed. It was wonderful to see, despite the pressures of mock examinations, so many of my year group take on leading roles in our fantastic school production: Beauty and the Beast. I'm sure that anyone who went to see the show will agree with me when I say that the performances, night after night, were superb! As ever, the amount of work that went into preparing and rehearsing for this was immense and serves as another reminder of what dedicated, talented and creative students I am blessed to have in my year group. The minds of all Year 11 students are now keenly focused on preparing for the start of their GCSE exams, with high levels of effort and application being shown by students every single day. The Easter holiday will provide an opportunity for some well-deserved respite (with a sensible amount of revision squeezed in!). I hope everyone will join me in congratulating Year 11 students for their commendable approach to their studies and wish them the best of luck in their examinations next term.

Year 9 - Mr Warren Patrick

Spring term is never my favourite term; but as Winter fades and Spring arrives and the dark mornings and evenings gradually disappear a fresher feeling starts to permeate through the year group. Spring term has been a busy term, with Year 9s primarily focussed on selecting their GCSE options for Year 10 and 11. This has been an arduous, sometimes stressful, sometimes difficult but ultimately a positive experience (I hope!). I really enjoyed the opportunity to meet with parents either during the Options Evening, ably led by Mr Furbank, or during the many guidance interviews I conducted with Year 9s and their parents. It was reassuring and pleasing to see and hear so many parents positively invested in their child's future. Thank you to all staff involved in this process. It's a huge undertaking which this year has the added complexity of additional timetabling for the soon to be opened 6th Form.

We look forward to an exciting Summer term with a Sports Day, Activities week and a Summer Social (to be arranged – details to follow) to name but a few of the things we'll be doing.

Year 8 - Mr Hélder Ogunfowora

As we reflect on the Spring Term, I want to extend my gratitude to all Year 8 students for their adaptability in navigating changes to our dining arrangements. Your cooperation and understanding have helped ensure a smooth transition.

The Careers Carousel proved to be a valuable experience, offering students insights into potential future careers. I hope it sparked inspiration and provided clarity as they contemplate their paths ahead. It was delightful to see our Year 8 students shine in various extracurricular activities. From their captivating performances in "Beauty and the Beast" to their participation in the Easter music concert, their talents truly shone through. Special congratulations to Abigail (8B) for her outstanding performance in the Year 9 Netball fixture, where she was rightfully named Player of the Match, and to Moses (8A) for his commendable involvement in the badminton regional finals which were held here at Cambourne Village College.

As we look ahead to the Summer Term, I'm excited about Activities Week and the opportunities it will bring for Year 8s to continue to shine and have valuable experiences.

TRIPS & VISITS

Cambridge Art Trip

Getting all my ducks lined up – and for only £67

It's always a juggle and a challenge for teachers who try to find the perfect slot to take pupils out on a trip. It's about getting all your ducks lined up. How much cover will you be needing? Is the museum available? Is it a day we teach the group we are taking out? What other lessons will they be missing? How will we get there? Bus? Coach? At what cost? Who's available and dispensable to go with you? Where will we go for lunch? What's the weather forecast? How will I manage all the art materials and the First Aid box and the extra box with life-saving equipment for one of my students? And that's before we've even left the Art room in Cambourne!! The date was 24-01-24 - a good omen for me. I love symmetry, especially with numbers.

We are not talking about any old trip but a chance to make a real impact on the outcome of my Y11 Art pupil's Exam. They only have 18 lessons before sitting down and producing an outcome which is a culmination of their ideas, skills, development, experimentation and then a Final Outcome – the ten-hour exam.

Working directly from life, from artefacts, from paintings and the world around us has a great impact on our students and the way they respond to the Exam theme. One of the themes was "Collections", another was "Capturing the moment". Yet another example of the themes Eduqas sent us this year was "Self". In total we had a choice of 16 themes. How to please everyone was not going to be easy so I opted for two museums in Cambridge. The wonderful artefact filled Museum of Archaeology and Anthropology (the MAA) and the stunning Zoology Museum with its iconic 21-metre Fin whale and stunning redevelopment costing 1.8 million from Heritage money. There were endless collections in both museums. I felt I had it all covered. The only thing I didn't know and couldn't predict was that none of my students would choose the theme "Collections". Aaghhh!!! The good news was that quite a few of my pupils chose "Symbolic Objects" and I was relieved that the collections we had the privilege of observing and drawing presented numerous symbolic objects to work from. Especially in the MAA. They say they have a million artefacts. One in particular,

which I'm sure many of you have stood under and in awe of, is the 14m tall totem pole from Queen Charlotte Islands in Canada. There's also a skeleton of a Roman woman, tattoo instruments collected during Captain Cook's travels to the Pacific and freeze-dried potatoes from Peru which are at least 500 years old. So, laden like a pack horse and with our lovely Art technician to assist me on the day, we walked to the Co-op in Cambourne and waited for the local bus to take us into the centre of Cambridge. We got there early as I didn't want to risk the bus being full and then not getting a place on the bus. There were 20 of us. The pupils were great and didn't fuss about waiting. More time for them to chat. First stop in Cambridge were the public loos in the Grand Arcade!! I started to wonder.....will this trip ever get started?

The day was damp and cloudy, and I didn't really want our group to be outdoors for too long. We went into the MAA early and pleaded to be allowed to start drawing. The museums are always very busy and have lots of school groups booked in. I was ready for them to turn us away but surprisingly they told us we could start on the first floor and wait for our official slot time before we spread across the rest of the museum. I have a very mixed group of students and most wandered around for a few minutes absorbing it all and then got settled down and focused on drawing from the artefacts. A small handful had to be taught what to do in a museum. Some have rarely been to museums; let alone with a sketchbook and the expectation that they have to produce sketches. They eventually sat down in a safe little cluster and all drew the same thing. After a little persuading they split up and started to get the idea. Oscar and I walked around encouraging, cajoling, praising, and sketching. Every so often making sure they had the right materials and were drawing.

The plan was to then go for an early lunch and eventually get to our second museum. The Market Square was a good place to go to. One, there are lots of food stalls, two, it's close to McDonalds and there's an obvious meeting point next to the Snowy Farr sculpture. (He was an eccentric local who was awarded an MBE in 1995 in recognition of his fundraising). We eventually re-grouped and walked back to the museums. This time we went straight

into the Zoology Museum and had just over an hour of sketching. I think my pupils found this museum a lot more exciting. For one it was lighter, the displays were stunning and the specimens were all beautifully lit up and easy to draw from. We all got a lot out of this museum and there was something for everyone. Time for a group photo just before heading back on the local bus to Cambourne. Another wait, my ducks all lined up, we eventually got on the bus and headed back to school.

Was it worth it? Most definitely!! The pupils produced amazing work which will be part of their Exam sketchbook. The trip is always valuable, and it means that our pupils get to work from first hand sources and use them to inspire their developing ideas. Will I go again? I'm not sure. I've set my sights on the National Portrait Gallery in London for next year!! I'd better start planning it now and students may need to start saving as the local buses don't venture that far!!

Miss N Vassallo

German Exchange Visit to Bad Hersfeld

(12th December to 19th December)

In the early hours of 12th December, after weeks of joyful anticipation, a joint group of ten Comberton VC students, eleven Cambourne VC students (Y9 – Y11) and four staff travelled by bus, air and train to the lovely town of Bad Hersfeld near Frankfurt, to spend a week with their German exchange partners from the Obersbergschule, our long-time German partner school. The days in Bad Hersfeld were filled with exciting activities: Two days at the school, following lessons, taking a school tour, doing German Christmas baking and playing friendly but competitive ball games in the Sports Hall, and outside school, a treasure hunt in Bad Hersfeld, a visit to the Merkers Salt Mines 800 meters underground, a day in Frankfurt and a trip to the famous Wartburg castle. Evenings and Sunday were spent with the host families, where everyone had a go at speaking some German, trying new food, playing board games, going ice-skating or visiting various Christmas markets, and much more. On the last evening at the farewell party, German and English students joined in a big card game – a wonderful sight! On departure day, there were many hugs and some tears, and everyone began counting the weeks before the return visit in March. Here is what Mila (10R), Naomi (10E), Lizzie (9R) and Emily (9E) said:

"I always felt welcome by my host family and enjoyed the delicious meals they prepared each evening."

"At first I was super nervous, but I realised that I didn't need to be."

"Me and my German exchange partner got along together so well, we have so much in common and similar hobbies. She was so lovely and made my stay really special."

"I got on extremely well with my partner. We had a lot of fun and during the trip I learned what a daily school routine is like for a German student and gained independence."

Thank you to our wonderful German colleagues and host families in Bad Hersfeld, who organised such a varied programme and looked after everyone so well. Currently the German group and their teachers are visiting Cambourne and Comberton and are hopefully having an equally enjoyable time with their partners. This is a very rewarding, joint project between three schools, which we hope to be able to offer again next year.



MY GERMAN HOST FAMILY WERE VERY KIND AND WELCOMING. WHEN I FIRST ARRIVED AT THEIR HOME, THEY HAD A BRETZEL READY FOR ME! IN THE EVENINGS WE HAD A LOVELY HOME-MADE DINNER AND WATCHED GERMAN TV PROGRAMMES."



Philosophon Trip

Friday 15th March

A group of ten students who have shown a wider interest in their RPE work, or the Philosophy A-Level courses were invited to attend a Philosophon event held at the University of Cambridge's Faculty of Divinity. The focus of the day was on debating key questions around challenging philosophical ideas, including; the difference between belief and truth, questions around identity and personhood, and the issue of existence and when that begins. But instead of trying to 'win' a debate, the aim was to build a philosophical consensus of ideas around the discussion.

Student contributions were credited for adding in new ideas, responding to challenges from others, and for helping to develop the group idea under discussion.

The group of students, a mix of Y9-11, were able to put forward a range of ideas in response to the stimulus materials, and prompted some high level discussions around the prompt discussions, and represented themselves impressively. Starting with an extract from Jack and the Beanstalk, students grappled with questions around what knowledge is, using the familiar story to engage with a challenging topic. When faced with material that pushed the boundaries of their knowledge, including extracts from Sartre, students sup-

ported each other to grapple with new ideas and encouraged each other to question, probe and challenge the content.

The observing members of Cambridge University commented with great positivity on the way the group grew through the day to work collaboratively, and the high level of thinking that was on display, especially as the youngest group of students on the day. Based on the contributions of the students, and up against groups containing Sixth Formers, the group managed a highly credible top three finish.

Bletchley Park

On Friday 15th March, 60 Year 9 students went to Bletchley Park.

When we arrived, we explored the mansion and some of the huts. We particularly enjoyed Hut 11A which had various types of Enigma Machines you could watch in action and some great videos with more information about how they worked. You could also listen to recordings from the code breakers.

After a trip to the gift shop and some lunch, we had a guided tour from Sharon. We learned about what life was like for workers, who often travelled from across the country to help with codebreaking. People as young as 14 (our age!) worked there. Their jobs were often to run and deliver messages across the park.

We learned that the buildings were designed to look like a village so that German bombers didn't spot it and they could stay hidden. Also, the people who worked there had to sign a contract which said they couldn't speak about their work at Bletchley Park. This was because the information was confidential and they were worried there could be spies listening anywhere! We learned about how women drove bikes from the coast to deliver codes daily because they didn't have the internet or mobile phones and pigeons were in danger of being shot down. They had to take different routes each time in case the enemies started noticing them. These women were met by guards at the gates and they had to show ID as it was top secret.

After our tour, we did a code-breaking workshop with a guide called Ralph. We tried to decipher morse code as well as some other puzzles, some were trickier than others! We then learnt about how complicated the enigma machine was and how difficult it was for workers at Bletchley Park to crack the code because there were so many different combinations. The letters that were typed into the machine came out different every time and the machine got reset daily. Our school was lucky enough to get a chance to each type a letter on a real enigma machine. One of us chose the letter "A" and it came out as an "E". Then another picked "E" and it came out as an "A" which was a coincidence!

We would like to say a big thank you to Miss Reeves and the rest of the staff who helped give us the opportunity to go on this trip! We had a great time and really recommend it to anyone who is thinking of visiting

Ebony and Leah, 9C



PEOPLE AS YOUNG AS 14 (OUR AGE!) WORKED THERE



This was one of the best trips I've been on! I have learned so much more about the war than I have done in lessons and I now like computing and maths much more! Meeting Ralph our leader was amazing he was a great leader I hope to see him again soon, one of my favourite parts of the trip was learning how the enigma cipher/ code works because I learned that they don't only use morse code but other things as well that was fun to learn and do.

Jay, 9E



Edward Scissorhands

We have been waiting patiently to find out what our theme would be for the first part of our BTEC Dance Assignment, finally we found out that 'Hope' was the theme we were to explore. It was the perfect theme as Matthew Bourne is currently touring with Edward Scissorhands. This is a full modern ballet production choreographed by Matthew Bourne and his company New Adventures which takes place in a fictitious town called 'Hope Springs'.

The full-length dance production is based on the film and is an adapted version of the Tim Burton movie. The film is based on 'Hope springs eternal' which means that if you continue to hope then something good will happen. This dance theatre production was a perfect fit for our exploration into our given theme 'Hope'. All the BTEC dancers and teachers were very excited to see the show at Milton Keynes Theatre and we 'Hoped' it would be amazing which indeed it was.

Based on the classic Tim Burton movie and featuring the hauntingly beautiful music of Danny Elfman and Terry Davies, Bourne and his New Adventures Company return to this

witty, bittersweet story of an incomplete boy left alone in a strange new world.

Hope is the feeling that the audience have through most of this story. We get to know Edward and gradually it is revealed that he is kind and caring, and also that the people who lived in 'Hope Springs' feared Edward as his scissor hands could be dangerous. As an audience we hoped that he would be accepted and that he would feel 'hopeful' in finding friends and love. We all wished that Edward would be accepted by the Boggs family and the town of Hope Springs, but more than anything we hope that the love can grow between him and Kim Boggs.

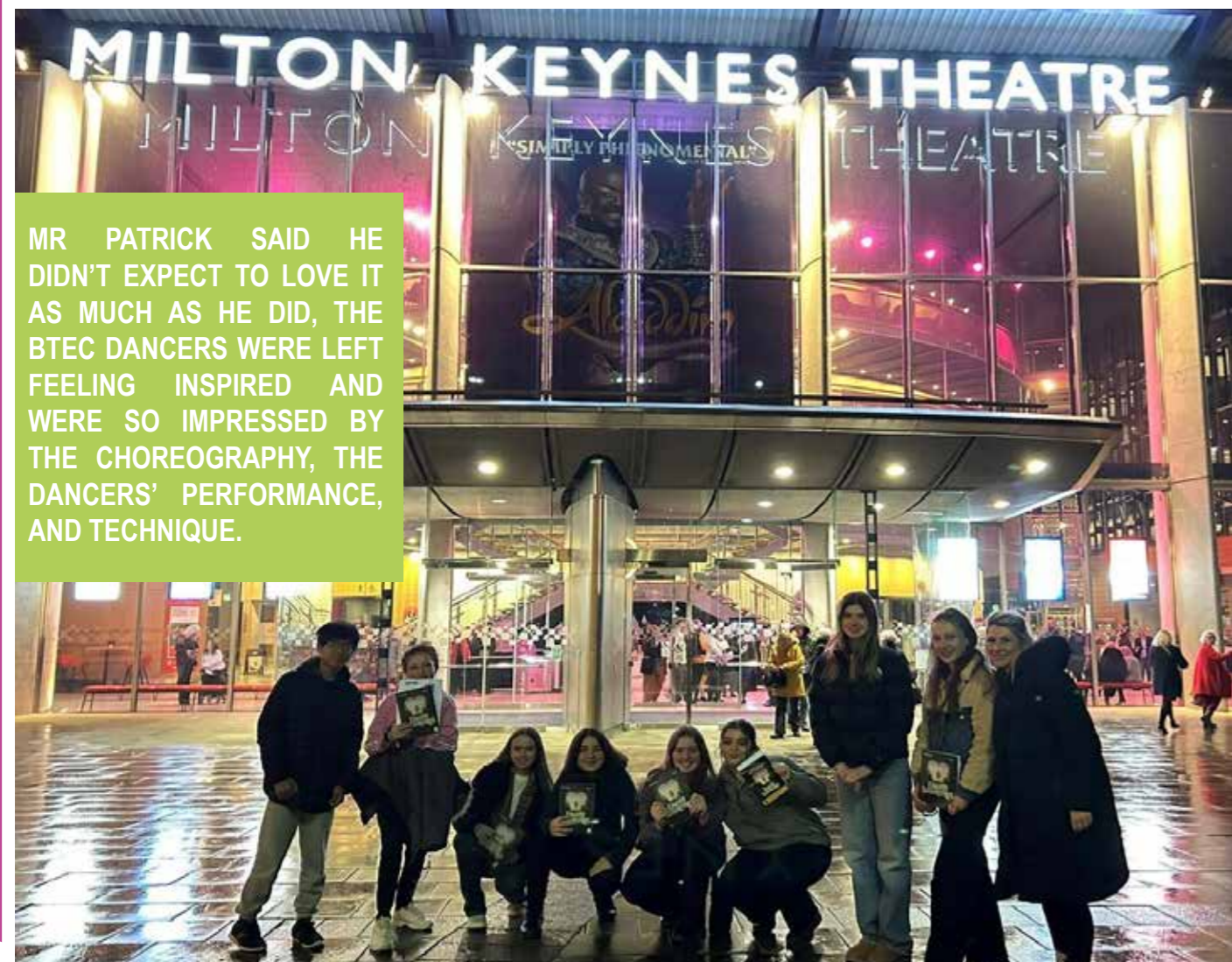
The contemporary ballet production was full of lovely duets, contact work and spectacular ensemble dance numbers and 'Hopeful' music. There was at times a dark and sad side, the music and movement reflected the feeling of 'hopeless' and hope to be accepted into a society where he was different. The piece was an incredible production with interesting characters, props, set, and the costumes were brilliant. The clever choreography and

inspiring movement showed a variety of dance styles. We took this back to our dance studio and the BTEC dancers have been exploring and creating their own ensemble numbers, duets, and their own characters. The ending was incredibly moving with snow falling and the 'Hope' that Edward had finally been accepted and had found love.

The BTEC Dancers and teachers really enjoyed watching the production, our emotions were moved in so many ways. A big shout out to Mr Patrick for driving the minibus, Miss Boyd and Miss Phillips for coming and helping make the trip possible. This was a brilliant first BTEC Dance trip and we had so much fun, we are all excited to explore these ideas in our BTEC Dance lessons. Everyone was smiling and crying at the end, we were blown away by this fantastic Dance production. Watch this space to see some of our own interpretations that the dancers have created that we hope to share with you soon.

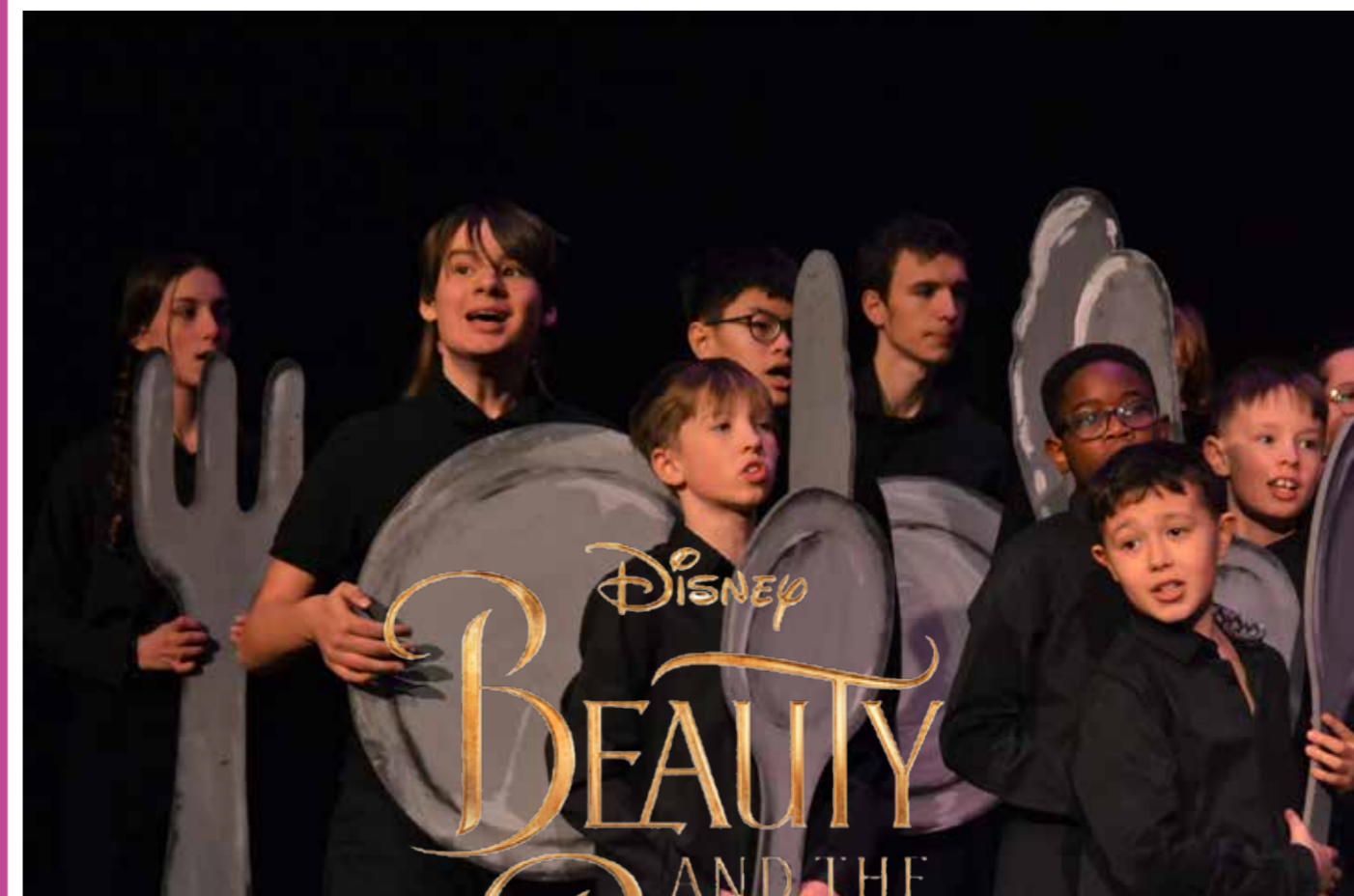
Matthew Bourne's New Adventures is still on tour - I would thoroughly recommend going to see this fantastic dance production. Thank you so much to the school and parents for your support in making this trip happen.

Miss J Ricketts



MR PATRICK SAID HE DIDN'T EXPECT TO LOVE IT AS MUCH AS HE DID, THE BTEC DANCERS WERE LEFT FEELING INSPIRED AND WERE SO IMPRESSED BY THE CHOREOGRAPHY, THE DANCERS' PERFORMANCE, AND TECHNIQUE.

THE ARTS



Beauty and the Beast - Pupil Review

Beauty and the Beast a captivating classic lay neglected from a worthy remake, but that was before a new idea flourished in the innovative mind of Lauren Phillips, who breathed life into a tale as old as time, creating a truly mesmerising masterpiece. Staged with pure passion enthusiasm and dedication with plenty of performers, this masterpiece transports its viewers into the world of the loved novel, grasping the audience's immediate attention, whilst throwing in a new flavour of excitement into the mix, a production truly worthy of its successor.

As soon as the ascension of the curtain takes places it's evident of the spectacle we are about to behold. The set design is nothing short of brilliant, with a cleverly crafted background which suited all the scenes perfectly and lighting perfectly in sync in every moment from the blood-red flashes from the Beast's outrages to the ocean-blues in the sombre moments, as well as the sudden lightning flashes in the dramatic moments. Throughout all the various destinations we were taken to on our journey throughout the performance it was an absolute delight to see the set and the tech team's contributions and they were a much-needed asset in setting the mood in such an incredible play.

The cast provided outstanding performances, and from their debut moment on stage, it was clear to see they heavily embodied their characters, and each displayed a truly breathtaking performance. The casting team truly deserves much credit as possible for casting such talented performers who all seemed to grasp their characters essence, ensuring that the story tugs at the viewer's heartstrings. They all delivered their dialogues dazzlingly and it was as if each actor switched to an alternate persona, fully engrossed in their role. All bound together with chemistry between characters and mesmerising solos and songs the recipe of Cambourne Village College's play was destined from the start for success.

It was thanks to Dance Choreographer, Jodie Ricketts, that the production achieved the flair of professionals. Under her guidance, the casts dances were polished and performed perfectly in sync with unique moves and originality which left the viewers awe struck. They were all performed enthusiastically, and it was incredible to see how whilst dancing each actor still embodied their character with their movements. Each song was performed with exciting new formations, a thrill to watch, my personal favourite performance being 'Be

our Guest', leaving the audience waiting for more.

Besides this, this production also displays an unforgettable performance of each of the timeless songs from the much-loved classic, by solos and group performances, all thanks to Geoff Page and Sarah Kwan (musical directors) and the dedication of the school band. Each performance mesmerised the viewers into the world of the story and such riveting tunes by the band couldn't go unnoticed.

In conclusion, CamVC's Beauty and the Beast was a joy to witness. With a spectacular hardworking cast and talented band and superb special effects team, it's no wonder this play was such a success. The costumes were a sight to behold, each filled with intricate details and a flair for originality. A play such as this, with its on point visuals and comedy, heart touching performances and nostalgic storytelling is sure to etch a memory in those that watched it and I am honoured that I could view such a performance filled with magic and *be their guest*.

Swara (8B)



Beauty and the Beast - Staff Review

THE "STORY, OLD AS TIME," GAVE A FRESH, EXCITING AND THOROUGHLY ENJOYABLE INTERPRETATION OF THIS CLASSIC SHOW."



From the moment the audience entered the auditorium of the Coates Theatre, guided by the friendly and courteous front-of-house crew (thank you Summer), they were swept back to a world of fairytales and possibility. From the magical, flying books to the grandeur of the three (yes, three!) chandeliers, the stage was set for Beauty and the Beast. The production that followed did not disappoint, but exceeded the highest expectations and swept the audience to a faraway time and place.

The "story, old as time," gave a fresh, exciting and thoroughly enjoyable interpretation of this classic show. Led by Riona as the Narrator – weaving through the story with warmth, humour and confidence in her rich, clear voice, she commanded the audience's attention as the scene of the Prince's/Beast change by the enchanting Enchantress (sensitively played by Abbie) to the hideous creature takes place and set the bar high for the rest of the production. The musicians (some of whom came from the student and staff body were Matteo, Alex, Ray, Beth, Shyla, Asuka, Joseph, Horace, Natalie, Ines and Karl) were placed at the heart of the performance; staged behind the castle walls (or the village wall, depending on the scene). The challenge of performing in unison with an orchestra behind them was carried off to perfection by everyone on stage. The music filled the auditorium, provided atmosphere and emotional sustenance to every scene.

The scene opened in the Town square, and the audience were charmed by the ensemble - dancers and singers alike created a visual feast with the opening number "Belle". It was the perfect introduction to the townsfolk, Baker (Lena) and the Bookseller (Chandria)(and the ensemble cast including Ellie, Abbie, Joseph, Rosa, Robyn, Adeline, Ilani, Polly, Joanna, Cara, Matthew H and Daniel, Marcelina, Beatrix, Max, Lap Heng, Jacob, Alana, Harriet, Izzy and Hannah Z who all gave magnificent cameo performances) as Belle, Gaston, Lefou, and the Townspeople set their scene with confidence and flair. Belle, portrayed beautifully by Stephanie, came forward as the fiercely independent but vulnerable Beauty with Stephanie's high, clear and emotional soprano soaring through the house.

Lefou (Tom), entertained as the scatty, good-humoured and cowardly side-kick who is afraid of his shadow (let alone the animals he should be hunting)

The audience laughed along with the eccentric inventor Maurice (Carter) and warmed to his tender relationship with Belle. His baffling

devices, foiled beautifully by the reactions of the ensemble cast, a testament to the creative stage design teams ingenuity. No Matter What sung touchingly by Maurice and Belle, was an insight into the loving father-daughter relationship and Belle's kind heart.

The arrogant and egotistical Gaston (Sam) was swooned and fawned over to perfection in the number Me by the three Filles de la Ville (Jamie, Mia and Abi). The three girls were a fabulous mix of dainty femininity and catty competitiveness. Gaston still managed to be on the right side of misogynistic and repulsive to delight the audience.

As Maurice got lost in the woods, the dancers gave a clever and convincingly atmospheric performance of the dark, scary wood full of wolves and other dangers- the audience were holding their breath as he is swept inevitably to the castle of the Beast and incarceration.

The first meeting with Lumière (Alexa) and Cogsworth (Aurthur), as they stand sentinel on the castle walls, hint at their comic relationships and the delights to follow. Maurice's inevitable capture and incarceration as the the fearsome Beast (Bofeng) sweeps onto the stage, counterpoints delightfully with the kind, caring if hapless, servants.

The humorous interlude with Lumière and Cogsworth contrasts with the pathos as Belle mourns the loss of her freedom as she courageously exchanges places with her father when the angered Beast threatens them both. So far from home, her father and even the town where she is misunderstood, Stephanie's heartfelt delivery leaves the audience holding the edges of their seats. At pace, the plot moves on and is contrasted with the warm and funny Mrs. Potts (Alieshia) and the lovable Chip (Gloria). Tears turn to laughter as the servants are introduced. Madame de la Grande Bouche (Ailsa), and Babette (Rielle), together they lighten the mood and show another side to the Beast's household. Belle's feisty refusal to dine when commanded, leads to her exploration of the castle and the discovery of the tragic rose (the magnificent centre-piece of the props). Mrs. Potts and the other servants soothe Belle's wounded pride as they ease her into castle life.

Action returned to the town, where Lefou and the townsfolk conspired to flatter Gaston's ego with the eponymous homage to Gaston. Sam and Tom led a flamboyant ensemble number.

The impatient Beast's frustrations turn to anger as he asks How long must this go? Bofeng's matserful baritone adds pathos to the Beast, as the rose sheds petals and his chance to be human again, along with the Enchanted Objects of the castle, slips inevitably away. His failure to win the trust and affection of Belle making all in the castle become acutely aware of what is at stake.

As Belle, settled into her new surroundings, her kind and thoughtful nature endears her to the servants and they gradually come to like her for herself. When she is hungry they launch into the iconic number, Be Our Guest. Alexa, Arthur and the ensemble cast as Lumiere, Mrs. Potts, Cogsworth, Madame de la Grande Bouche, Chip, Babette and all the Enchanted Objects pull out all the stops for this magnificent show-stopper piece. With barely time to draw breath, the scene moves to the Beast and Bofeng's heart-rending rendition of If I Can't Love Her, drawing the first half to a resounding close.

When the Beast frightens Belle, she runs away, is surrounded by wolves and would have perished, had the Beast not stepped between Belle and the feral beasts - drama was added by the Narrator setting the scene. While relations between the Beast and Belle are still slightly strained, with the gentle encouragement and support of the Enchanted Objects, Belle realises her feelings are touched as she saw there was more to



"It was amazing. I almost fell out of my chair it was that good." - Primary pupil

"The costumes were absolutely beautiful!... The stage lighting and acting was fantastic and I enjoyed it so much!" - Primary pupil

"I liked the bit when Gaston wanted to marry Belle, it was so funny!" - Primary pupil



the Beast and she admitted there was Something There. The Beast shares his Library with Belle showing his understanding and empathy for her love of reading while exposing his own weakness - he cannot read. Through the number, Belle and the Beast, supported by Lumiere, Mrs. Potts and Cogsworth, mark a shift in their relationship. With hope, Lumiere, Mrs. Potts, Cogsworth, Madame de la Grande Bouche, Chip and Babette sing of becoming Human Again - their own dearest wish.

Meanwhile, Maurice tries to recruit help to rescue Belle but Gaston laughs him out of the town. Maurice tries to find his way back to rescue Belle alone but is once again cornered by the wolves.

Belle and the Beast, serenaded by Mrs Potts singing Beauty and the Beast Alieshia's clear voice ringing out, holding the audience spellbound, as Belle and the Beast dance together. The extended scene change was managed humourously with younger students confidently taking to the stage with signs that had the audience giggling.

Belle sings A change in me, recognising her feelings towards the Beast had changed and she was no longer afraid of him and she sees there is more to him.

The Beast, seeing Belle was still not completely happy, gifted Belle his magical mirror. Seeing her father in trouble she begs to be allowed to go to help him. The Beast is devastated to lose Belle, as well as his last chance of breaking the enchantment. He had learned about his own feelings and needs then makes the only possible choice - he lets Belle go. The Enchanted Objects, clearly disappointed, are still proud of the Beast.

Back in the town Maurice is ridiculed by Gaston who has him and Belle try to convince the towns people and Gaston has Maurice held by Monsieur d'Arque (played by Aoife) Gaston begins rallying the townspeople to kill the Beast in the Mob Song. The ensemble gave a strong performance supporting Gaston and they move towards the castle and the fight scene between Gaston and the Beast were thrilling. As Gaston's body disappears into the wings, the Beast and Belle's final scene plays out and the transformation of the Beast, achieved with the support of the dancers, is enchanting.

As the cast moved into the Finale, the audience were on their feet cheering the work of the cast, crew and musicians. It was truly a magnificent production from everyone involved and will be hard to better.

Mrs V Fielding-White

THANK YOU TO THE PUPILS FROM HARDWICK AND CAMBOURNE COMMUNITY PRIMARY FOR THEIR WONDERFUL REVIEWS!

AND THANK YOU TO ALL WHO SUPPORTED THIS YEAR'S PRODUCTION!

Not Just Black & White

Dancing, decorations and disco lights: the third annual Not Just Black and White art exhibition and celebration of diversity was another fabulous occasion. This staple of Cambourne's calendar was this year a collaboration between the anti-racism Taking Up Space group, and the LGBTQ+ inclusion group We Are All Made of Molecules – and what a success it was. We took the theme of "colour" as a starting point, and invited artwork and performances centred on culture and identity, which was interpreted in all sorts of different ways, as you'd hope in a school as diverse as ours.

The hall was decked out in style, with glamorous decorations designed, sourced and put together by the pupils. Likewise, it was the pupils themselves who ran the auditions, promoted the event, co-ordinated the submissions of food and art, did the music, lighting and MC – it showcased their ability to organise, collaborate and create something very special. We were treated to stunning performances of dancing and song, before everyone hit the dancefloor and really let their hair down!

Once again, it was particularly lovely to see that the event was so well-attended, not only by pupils from all year groups, many of whom wore their own cultural clothing, but also by parents, younger siblings, and former students. The night had a genuine community vibe, and a real buzz.

Everyone is welcome at Taking Up Space and We Are All Made of Molecules student groups – and we are already looking forward to planning our next events!

AWARDS

Arts Mark Platinum

Cambourne Village College is very proud to have been awarded the Platinum Artsmark Award presented by the Arts Council England. This is the highest level of award in the Artsmark scheme, the only creative quality standard for schools. This is the result of documenting our arts journey over the last two years, looking the schools work in culture, values, equality, CPD, range of offer, curriculum, pupil focus and leadership relating to the arts.

We have built art collaboration projects with our local primary school Jeavons Wood, and plan to expand this further, already creating links with Monkfield park. We devised a drawing and clay project to be taught across sites, with pupils looking at their belonging in the local community, as well as supporting their transition to primary school. Pupils developed their drawing skills, and designed a clay tile, visiting CVC to create and fire the tile. Pupils, primary teachers and TA's really benefited from the project, with pupils improving self-efficacy in drawing as well as building relationships with CVC staff ahead of transition.

A key part of this has been the set up and support for the Taking Up Space group. Led by pupils initially to decolonise the curriculum, has now evolved into a powerhouse of pupil initiative, with multiple art exhibitions, collaborations, and support of our school's cultural diversity. One significant achievement is presenting to 260 trainee teachers from across the UK at University of East London Festival of Inclusion.

At last year's cultural art exhibition, Melissa spoke to the 300+ members of the public in the audience: "It has been the most amazing journey and I can tell you this is just the beginning." Following the pupils' presentation to trainee teachers, Ashvika said "It felt like I was being heard, like what I said mattered and this was very empowering". Huan-Yi said "I hope that by using our voices to demonstrate bad and good experiences, we improve the education system for future generations."

The trainees said it was "eye-opening and enlightening to hear from the pupils' perspective". "It has increased my desire to enter the profession".

Goldsmiths' Award for Community Engagement

"Powerful, emotional and inspiring". "It has made me more aware of my impact in the classroom and how to sensitively and inclusively deliver a decolonised curriculum". "Pupils showed so much commitment, eloquence, passion and creativity".

With open pathways at GCSE options, we now have 59% studying an arts based subject, with 23% choosing to study two or more arts subjects. The introduction of GCSE Dance and 7 arts based A-Levels further reflects our support of the arts.

Further work with culture including the Brilliant club, Cultural Capital and Aspirational Fridays have also added to the rich opportunities at Cambourne Village College. Our recent appointment of an International Coordinator is also working hard to support our EAL pupils.

With the imminent opening of our Sixth Form, we are striving to continue this excellence for KS5, academically, pastorally, and holistically.

The Artsmark assessor said: "We were impressed by your strong commitment to the transformative power of the arts, which is beginning to make a difference to arts-based practice within local settings and through your initial teacher training provision.

"Cultural capital is clearly referenced within the school planning documents and is now supported by a new co-ordinator role.

"SLT, Governor support, and specialist teachers drive an established range of provision within the curriculum and through extra-curricular activities. There is a credible, and increased, arts offer from KS3-5 with rising uptake. It's really good that you are sharing your practice and expertise with Jeavons Wood (feeder primary) and other local schools, and that you can track your impact into pupil results and through quotes."

Principal Lynn Mayes said: "We're extremely proud of achieving our Artsmark Platinum Award. We are committed to delivering a high-quality arts and cultural education not just for our pupils but across the Cambourne community."

Last week our students for attended the virtual Heats for the Goldsmiths' Award for Community Engagement.

All of the judges were extremely impressed with our students' activities within their local community and the efforts made to prepare for, and to attend, the Heats. Our students should feel very proud of their achievements.

The standard of the submissions this year for the Awards was extremely high and determining which entrants should proceed to the National Final was not an easy task.

The judges saw a significant number of entrants in this stage of the Awards, and chose just eight to take through to the Final.

We are delighted to announce that our school's entry was successful, and we have been invited to attend the National Final at the Goldsmiths' Hall on Tuesday 25th June.

Well done to Mrs Federle, Mrs Teo and all the students!

INTERNATIONAL

Lunar New Year

In February, CamVC students celebrated the Lunar New Year with a range of activities. Highlights included student-led assemblies, a calligraphy workshop and an opportunity to try delicious authentic Hong Kong cuisine. A huge thank you to Miss Lam, who organised these events, and who has also been busy setting up our after-school Hong Kong Community group. We are looking forward to more events to follow!

CamVC Hong Kong Community Group	CamVC 香港社區團體
<p>Would you like extra advice and support with your learning and homework?</p> <p>Would you like to practise your Cantonese reading and writing for your GCSE exams?</p> <p>Would you like to talk to others, with shared experiences, about life in the UK and at CamVC?</p> <p>Would you like to discuss and plan community events to celebrate and raise the profile of Hong Kongese culture?</p>	<p>你在學習和作業方面需要建議和支持嗎?</p> <p>你想為 GCSE 考試準備練習粵語閱讀和寫作嗎?</p> <p>你想同其他人傾嘍英國同CamVC嘅生活嗎?</p> <p>你想討論和計劃社區活動去慶祝同埋提升香港文化的形象嗎?</p>
<p>If you answered YES to any of these, please come along to our Hong Kong Community Group meetings on Mondays 3.15pm - 4.15pm led by Miss Lam in the Activities Hall (under the stairs in the main entrance). We look forward to seeing you there!</p>	<p>如果你對其中任何問題的回答是“是”，請參加我們的團體！每週一下午 3.15 至 4.15 在活動室（正門樓梯下）舉行的由Miss Lam主持。期待見到你！</p>



Language Leaders

This term, our Language Leaders have been busy planning, creating, and delivering Spanish and Cantonese lessons to primary pupils.

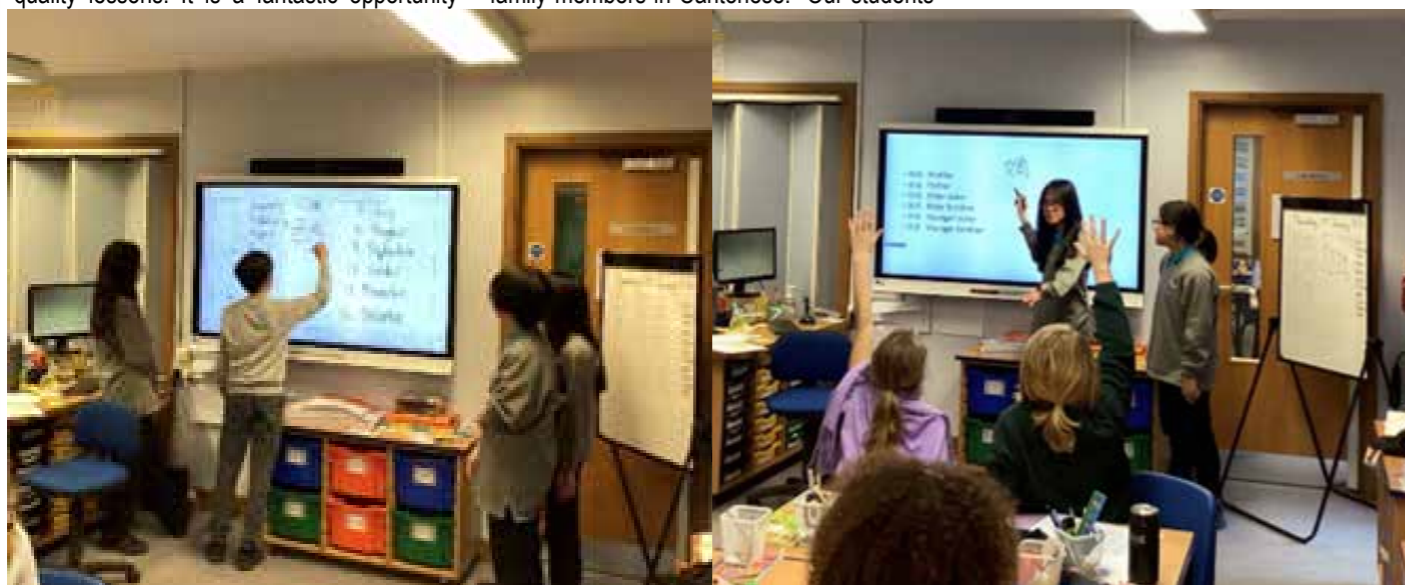
Language Leaders is a programme open to Year 9 students, led by Routes into Languages. Students at CamVC meet once a week and work in groups to prepare high quality lessons. It is a fantastic opportunity

for students to develop valuable skills in leadership, teamwork, and communication, as well as to develop their language skills.

At the beginning of the term, students went into Monkfield Park and Hardwick and Cambourne Community primary schools and taught a range of topics to year 5 and 6 pupils, including free-time activities in Spanish and family members in Cantonese. Our students

were excellent ambassadors for CamVC and the Language Leaders Programme. One Year 6 teacher commented, “The children in my class were engaged and behaved exceptionally. The leaders properly taught and modelled pronunciation. In my 7 years here, it was one of the best language leader lessons I have seen.”

Our Language Leaders are now hard at work preparing their second lessons, which they will deliver next term. We can't wait to see them in action!



Peruvian Visitors

Earlier this term, we welcomed students from Lord Byron School in Arequipa, Peru, with three students staying with CamVC families.

Our visitors enjoyed immersing themselves in school life and attending Year 10 lessons with their buddies. They also enjoyed a project day at CamVC, along with their peers based at Comberton, which included a quiz on British culture, taste testing typical British snacks and an engaging Spanish speaking activity with students from Year 11.

During their two-week stay, our visitors had a full itinerary which included visits to London, a tour of Cambridge, visits to museums and punting along the river Cam. They also spent time in Monkfield Park and Jeavons Wood primary schools delivering presentations to Year 5 and 6 students about Peruvian culture, which included a performance of a typical Peruvian song.

Their stay was rounded off with an incredible Peruvian evening, organised by CVC.

Host families and students were wowed by performances of traditional dances and music and enjoyed sampling some Peruvian cuisine. It was a fantastic evening of celebration and emotional farewells, particularly to their host families.

Their visit was an unforgettable experience for everyone involved and highlighted the importance of international partnerships. A huge thank you to our host families who made their stay so memorable.

Ms Helena Ground



COMPETITIONS/EVENTS

UKMT – Intermediate Maths Challenge

On Wednesday 31st January, selected students from Year 9, Year 10 and Year 11 took part in the Intermediate Maths Challenge. This national competition encourages mathematical reasoning, precision of thought and fluency to make students think. The questions are designed to challenge the gifted and talented mathematicians in Years 11 and below.

2024 saw Cambourne's largest ever cohort participate. Over 190 budding mathematicians, equipped with nothing but a pencil and eraser, attacked this challenge in its true spirit; with determination and an enthusiasm to be mathematically challenged. Overall, we are overwhelmingly impressed with the results. Eleven of our pupils achieved the "Gold Award" putting them in the top 9% of participants nationally. Moreover, ten of these superb mathematicians have been invited to participate in further rounds. Whilst we are extraordinarily proud of these students, we are also very impressed with the 102 students who received a recognition of Bronze or above.

Congratulations to all students who took part in the UKMT Intermediate Maths Challenge. The CamVC Maths Department are incredibly proud of you all!



Maths Feast

On Tuesday 5th March, eight of our most talented mathematicians headed to Linton Village College to participate in this year's Maths Feast. Run by the ASMP, the maths challenge is a fun, educational experience for Year 10 students which tests problem-solving and teamwork skills. The students participated in teams of four.

There were several rounds requiring different skills and strategies for success. Overall, the event took three hours and our students were put to the test. They had to solve mathematical questions with more mathematical questions, enter an arbitrary world of different coloured hats, and put their technical geometry skills to the test with a "bake-off style" technical round. Overall, Cambourne won two out of the four rounds. With no overall winner mentioned, this was a fantastic achievement. Well done to the students that represented us, you did CamVC incredibly proud!

Miss Coral Reeves



World Book Day

As part of the school library's World Book Day 2024 celebrations, students in Year 7 and 8 were invited to create their favourite book characters using a root vegetable. The imaginative designs were brought in on the day and became a discussion point for staff, pupils and visitors to the library.

The range of characters and creativity was truly inspiring. Staff and Pupil Librarians, who helped judge the competition, had a difficult time choosing the winning entries.

Everyone who took part received a certificate and a sweet treat. The winning entries also received signed copies of books and the overall winner a Book Token.

The theme of World Book Day this year was "Read your way" and activities offered aimed to engage students to do just that. Across the school departments showcased reading in their own subject areas, either teachers' choices or reading around subject areas. Maths had some reading games and Computing used an Isaac Asimov short story to inspire their work.

In the library there were displays of "Books that made me..." [cry, laugh, happy and other emotions – use emojis??] There was also the chance to go on a Blind Date with a book – wrapped in a plain jacket so the reader had no idea what their book was about. In addition, students were invited to speed date with audio books to see if they could find a suitable match. Students from around the school engaged in the activities to help inspire them

Revision Café

Year 11 pupils are offered an additional extended hour in the library each week. They can revise either independently or in small groups accessing resources and at the same time have something to eat and drink. This is a special offering to Year 11 students only to help them as they work towards their GCSE exams. Students enjoy the additional freedom and the privilege of having food in the library – which is not normally allowed.



Yr7 Winner: Reanna 7R
Yr8 Winner: Ishbel 8M
Best Setting: Emily 7N
Overall Winner: Euan 8N



TRUST NEWS

New Chief Exec

The Trust has appointed a new Chief Executive. Claire Heald will take over from Stephen Munday, who has been Chief Executive since the Trust was formed in 2011 to oversee the conversion of Comberton Village College to an academy. She takes up the post overseeing the four secondary schools, two sixth forms and seven primary phase schools in June.

Stephen retires from the post this week, having initially joined Comberton Village College as Principal in 2001 before moving on to lead the Trust which oversees it when it became an academy 10 years later. Mark Norman, the Director of Finance and Operations, will be acting CEO for the interim period.

Claire's appointment, following a rigorous selection process, comes as CAT looks to the next stage of its development. Alongside potential future growth — with Fowlmere Primary School set to join next month and a number of other schools also interested — the sixth form at Cambourne is set to open in September 2024, with new, state-of-the-art facilities.

Claire joins from Academies Enterprise Trust (AET), a network of 57 schools nationwide, where she is currently National Director of

Education. Before joining AET in 2021, she was Deputy Chief Executive at Inspiration Trust, a Norfolk-based group of 16 schools. Claire founded and led a free school in Norwich, and before this had a number of senior leadership roles in Norfolk schools.

During her time at AET, the proportion of schools rated Good or Outstanding by Ofsted improved from 71% to 86%. Last year also saw AET's highest results on record.

Claire is also a trustee of The Difference, a charity whose focus is to improve the life outcomes of the most vulnerable children in society.

Sue Williamson, CAT's Chair of Trustees, said: "I am absolutely delighted that Claire Heald will be joining the Trust family later this school year. She has an impressive track record — both throughout her time at AET and prior to that at Inspiration Trust.

"She very much shares in our values at CAT, and I have every confidence that our trust will go from strength to strength under Claire's leadership as we move into this next phase of our development. Claire will be joining us at an exciting time for the trust — our new sixth form will be opening, and we have a healthy pipeline of schools expressing an interest in



joining our family. This will be an important new chapter for us, and we are absolutely committed to delivering the high-quality education that local families deserve."

Claire said: "I am thrilled to be taking on the post of Chief Executive at The Cam Academy Trust. The Trust has the potential to be an exceptional group of schools. As a values-driven leader, their six core principles resonate deeply with me, particularly around standards of excellence and inclusion. It's also very important to me that the Trust's schools continue to be at the heart of their communities.

"I'm very much looking forward to getting to know all of the schools and working with the staff to build on the successes to date."

Ever Expanding

After a long journey and a lot of hard work by all, Fowlmere Primary School is on the cusp of joining The Cam Academy Trust.

There is still some last-minute work to be done, but the sincere hope is that the school can become part of the Trust from April. The school is local and feeds into Melbourn Village College. The move to join the Trust will strengthen further our aim to create strong local educational communities and work at the centre of our communities.

Harston and Newton Primary School is another that feeds into Melbourn Village College. It is also seeking to join us. Following a pause in the process while a new Chief Executive of the Trust was appointed, this process is now fully resuming.

It is hoped that formal approval can be granted soon after Easter and that the formalities enabling the school to become part of the Trust can be worked through.

Farewell Stephen Munday



Stephen Munday, the first and only leader of The Cam Academy Trust since its inception — originally as The Comberton Academy Trust — retires from his role this week.

Before he helped set up the Trust in 2011, he was Principal of its founder member, Comberton Village College.

He said: "It has been a pleasure and a

privilege to have served as the Chief Executive of our Trust since establishing it 13 years' ago.

"The world has moved on a lot in that time and the Trust has grown and developed both in its number of schools and also in terms of the influence that it has exercised on the local education system and beyond.

"But what has not changed are the values and principles upon which we are based and that frame all that we do.

"This matters at all times, including when a new Chief Executive takes over from a previous Chief Executive. People may come and go, but the essence of what our educational organisation and community is stays the same.

"It is in safe hands, ultimately the hands of all staff who work in our Trust and group of schools."

CAREERS



Work Experience

In July, over 230 intrepid and adventurous Year 10 pupils headed out on Work Experience placements, all ready to get a real taste of the world of work and show off their best skills. They have now been able to use their work experience to support their Sixth Form applications and gain real focus and ambition for their GCSE year. Here is a taste of what some of them thought of this amazing experience:

"My work experience was amazing! I particularly enjoyed having a different routine." Kyle Airey 11O / Headline Music Studios

"I was really pleased with how confidently I could deal with members of the public. One customer at my bank gave me £20k but unfortunately I had to pay it into his account!" Jack Flint 11O / Nat West Bank

"I really loved helping the public and the buzz I got from it at the nursery I worked at." Mathilda Hales 11B / Coton Orchard

"Customer relations was a huge part of the sewing shop I worked in and I think I enjoyed that part the most." Katie Sherwood 11R / Backstitch

"They let me use some really expensive equipment — I made the world's

smallest version of Van Gogh's 'Starry Night'." Will Graves 11B / Durham Magneto Optics Ltd

"I was lucky enough to go on lots of site visits with my engineering company". Sadhbh Gorman 11E / TTP plc

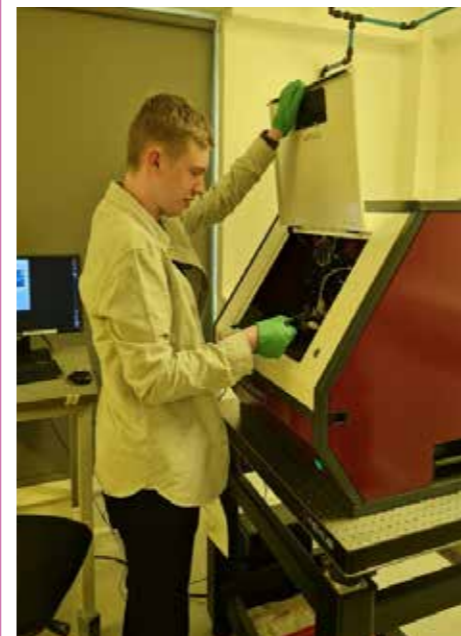
"I would recommend getting some good work experience before you do your college applications." Louise Mhishi 11U / Better Care Homes.

"It really helped me understand how it is to hold down a job instead of being at school." Saskia Brown 11R / Wimpole Home Farm.

"It was a great experience to work with different sorts of people, including multi-millionaires." Fred Johnson 11A / Beyond Food Foundation

"I worked in a cashier position. I really loved meeting the public." Maggie Lau 11N / Scope Charity Shop, Cambridge.

Can you or someone you know offer one of our youngsters an opportunity in Summer 2024? Our work experience period runs 15th -19th July 2024. Please contact vmccormack@cambournevc.org .



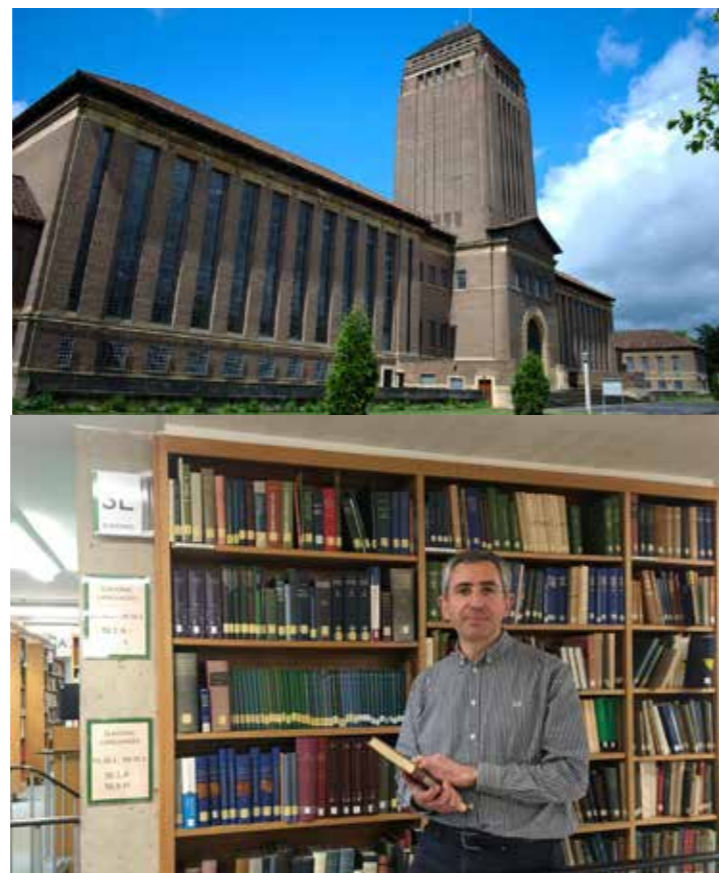
OLD CAMBOURNIANS

Mr Francisco Garcia

Hello, everyone! It has been now over a year since I left my position at Cambourne Village College's Library after six and a half years working there, and joined the University of Cambridge to work in two of its libraries: the MMLL (Modern, Medieval Languages and Linguistics) Faculty Library and the University Library, also known within the university as the UL, located in a building whose famous tower can be spotted from many parts of the city. It was designed in the 1930s by Sir Giles Gilbert Scott who is also renowned for his iconic red telephone box.

At the MMLL Library I work four days a week, and I am responsible for the Slavonic Languages (Russian, Ukrainian and Polish), Linguistics and Modern Greek collections. I need to make sure we have copies of all the books the students are going to need for their studies in the faculty. At the UL, I work one day in the Collections Department under the supervision of the Slavonic Specialist, and I am currently working on a project cataloguing a large number of Russian books.

I really like my current job and I am lucky to work with an amazing group of colleagues. But I also miss working at the CamVC library and, especially, playing Kahoot in the library lessons!



WE LOVE TO HEAR FROM OUR ALUMNI PLEASE DO GET IN TOUCH MORE INFO ON OUR [WEBSITE](#)

Arushi - 2020 Leaver

Since graduating CamVC, my passion for learning has continued to flourish; leading me to the scenic campus of the University of Edinburgh. I owe a debt of gratitude to my CVC teachers for nurturing both my creative and analytical skills. These have proven invaluable in navigating the abstraction as part of my physics degree. Moreover, they have played a pivotal role in my proudest achievements, such as reaching the finals of a competition with Edinburgh Airport, where our undergraduate team stood out amidst our postgraduate peers.

However, even with time and distance, not much has changed in my personal life since secondary school. My closest bonds stay with my classmates, despite our geographical dispersion across the country. We make it a point to embark on annual trips to various European destinations, with our most recent adventure taking us to Croatia.

My commitment to challenging my boundaries has persisted, facilitating deep connections with my peers, all the while, keeping daily life engaging and fulfilling. I have taken part in activities like bouldering; Muay Thai; volunteered as an editor in student newspapers and am currently a choreographer for an Edinburgh Dance Society.

I look back at fondly on my time at CVC, for the enduring friendships it began; the curiosity it nurtured; and unwavering support of staff.

Arushi is a 2nd year undergraduate Physics University of Edinburgh



Filippos, Fred and Jonathan - 2023 Leavers



Using our privilege as students studying STEM subjects and our summer break, Fred, Filippos and I are Year 12 Students who are looking to make a lasting impact to a junior school in rural Kenya (Mbaranga, Meru, Kenya).

In the UK, the exposure children have to computers from a young age is often taken for granted. Early introduction to computers allows children to develop essential digital literacy skills crucial in today's technology-driven world. However, for rural schools in Kenya, such as this one, where my mother went to primary school, access to computers is a privilege rather than the norm. This discrepancy exacerbates the digital divide, widening the gap between developing countries like Kenya and developed nations like the UK.

As technology continues to advance rapidly, the lack of access to computers and digital literacy

skills further perpetuates this gap, hindering opportunities for education, employment, and socioeconomic development.

Our plan involves bringing 10 Raspberry Pi units, along with monitors and other peripherals, to Mbaranga Primary School in Meru, Kenya. As a group of 3 volunteers, we aim to teach digital literacy skills to 30 junior school students aged 11 to 13, who have shown exceptional promise, organised into three groups of 10.

The effect of this initiative is to create lasting change in the community, as these skills can be passed down from school year to school year. Eventually, these computers will complement the new curriculum being introduced in Kenyan junior schools to teach Computer Science. Our aim is to empower students and broaden their vision.

The breakdown for the targeted £2500 is as follows:

- £1500 for fundraising for the 10 computer systems (£150 per computer)
- £300 for other peripherals (mi-fi, projector, other essential purchases)
- £300 for data for 2 years of internet
- £200 for shipping
- £200 for general fundraising for the school (other learning resources).

If we surpass our target, we will use the extra money to buy more of the computer systems for the school. We appreciate your donations and generosity, thank you.

To make a donation please visit:
<https://www.gofundme.com/f/digital-literacy-tech-for-a-rural-kenyan-school>

INSPIRE THE NEXT GENERATION AS A TEACHING ASSISTANT

We have positions available across our schools

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www.catrust.co.uk/key-information/vacancies

SPORTS

Sport Education

Since January, Mr Ferguson's Year 9 PE group have been partaking in a Sport Education model, with Mr Young's group joining after February half term. For Sport Education the lesson structure is different, with students taking different roles of responsibility within their same team over a half term basis, with a series of league games being played each week. Each team will have a manager, captain, equipment manager, a team admin

and a grounds person. How well students consistently fulfil their role determines how many points they earn for their team. In addition to this, match results, fair play, sportsmanship and performances in the sport of study (currently Futsal) add additional points to their team total.

After each lesson, students have a chance to write a match report for bonus points,

summarising their lesson as a team and the league games that they played. Each team will also take part in the transfer market where they can sell or gain a player using their team points as currency. Only the team with the highest points after the half term will be the winners.

Week 1

This week, we learnt a lot about our skills as a team. At the start we realised we were 2 players down, so we had to change up our formation. We played 2 friendlies, where we tried out different formations and strategies, and 2 league games. We drew one game and barely lost in the second.

In our first friendly we tried out a 2 – 2 formation. We put our 2 strongest players up front as we had an extraordinarily strong goalkeeper. Throughout the match, we established that a common mistake of ours was losing possession on our half. To fix this problem, our attacking players stayed up the pitch, while the defending players tried to win possession and clear it up field. This way, the attacking players could try and make something of the opportunity and score. Because of this, we recovered from 3-0 to 5-3, an outstanding comeback.

In our second friendly match, we played against a much stronger team, which challenged us as a smaller squad. However, we stayed strong and kept using our strategy. This way we were able to narrow down our loss to 3-2. In the future, we would use one of our extra 2 players as a Centre Back, to tighten up the defensive line.

In our first league match, we faced the Purples.

They had a full squad which meant it was a 5 vs 7. We kept our heads up and played to the best of our abilities. In the first half of the match, the other team kicked off, but was quick to lose possession. We advanced up the pitch making sure that no one kept the ball for too long. We were able to use the passing skills we had practiced in our warmup to our advantage and were able to slip through their defence and score our first goal. We remained strong but their attackers managed to cut through our defence scoring 3 goals.

In the second half, we started to try and win possession more often. At this point our defenders had figured out which of the opposition was dominating the game and managed to crack down on the amount of time they touched the ball. Through this, we won possession several times and our attackers managed to translate these opportunities in to 2 more goals. By the end of the match, we were left at a tie of 3-3. Through this game, we worked out that our defenders need to be a bit more aggressive with their tackling, while making sure it was still legal.

In our second league game, we were met with a team who had an extremely strong front line, but a slightly weaker back line. We made a gamble at the start of the game to put our weaker players up front, and our stronger players at the back. This way we could ensure

that the opposition's front line would be dealt with, as necessary. This did not go to plan. In the first half of the game, the opposition had most of the possession and our now attacking players found it difficult to try and win the ball. We managed to concede 3 goals due to miscommunication and a lack of experience.

In the second half, we understood our mistakes and changed back to our original formation. This way we were able to make the score even at 3-3. However, at the last minute, we gave away a corner which resulted in the other team scoring their final, and winning goal. In this game we understood that we initially had a much better formation and for now we should stick with it. We also identified another player who we are looking to transfer in the next transfer window. This new player would make a powerful addition to the teams as a centre back.

Overall, we learnt a lot from this match day, and we hope to improve of the coming weeks. We think we will be able to do much more with a full squad and we hope to prove that next week.

Srivishnu 9

Week 2

Today was Week 2 of the FUTSAL tournament in PE. This time we had a paper booklet to log our scores in. I was appointed manager of our team (non-bibs), agreeably quite suiting for me. Our team also sorted out roles quite peacefully, and everyone came into agreement swiftly. Previously I had given some thought about the team and where players could be able to perform their best, so I was quite excited to be able to share my tactics with the team.

We started off with warm-ups, where we received maximum points for it. Our team was very enthusiastic in the exercises under the great leadership of our warm-up coach, Sam. Everyone was feeling quite ready for the matches. Later on we tried out some football training. We did some passing, as well as training for our backup goalkeeper Arthur, who had to come in after Hayden had an unlucky misfortune with a hand injury. I'm glad to say Arthur picked things up fast, stopping numerous shots in our practices.

We readied ourselves for the friendly matches, where I applied my tactics into the first game. We were frankly disappointed when we suffered a 5-0 loss due to the lack of connections between our players. Hayden also suffered from fatigue and inconvenience due to his arm injury, unable to make the best of his passes. Joseph was key into making key blocks, however the lack of communication and inability of positioning between the both of us resulted in the terrible loss. Arthur had also opted to go out of goal for the next match. Despite our embarrassing loss, we kept our spirits up and I gave the team a motivating talk before the second friendly game. However, our team did not manage to improve much as we ended up with another loss. During the

game, I was fouled on by an opponent, with the injury being quite painful; but I stepped up, and bravely played on our closing minutes, awarding the respect of our opponents. However, our inability to communicate made it so there was a little argument between the team. However, it was shortly settled by me, and we readied ourselves for the league matches. By then all of our points had been from enthusiasm and non-match points.

For our first league game, we were drawn against the green team (to correct an error from my last match report, greens were my former team). Having once played for their team, I understood the strength of the opposition and I knew that the only weakness that team possessed was overconfidence. We ensured that there was more dynamic within our team, yet a fatal mistake we made was forgetting to help Sam with goalkeeping. Defenders ran outfield whilst our attackers were positioned terribly. Sam had made quite a few passing errors, leading to quite a significant loss of 8-0. It was very disheartening towards our team, and we started to lose hope. However, Hayden had also managed to improve his passes and he often outperformed the green team's midfielders.

We had another league game, this time against the yellows. I had played against them last lesson, so I could re-analyse their team's tactics. They had a fantastic attacking front-three, whilst having two other players at the back. This time we understood our mistakes, and allowed more team dynamic, ensuring that we were one of the best defensive teams of our class. We understood that the yellows had a massive weakness in defence (the two players opted to stand by the post so there was no one in midfield or defence). We took

full advantage of their weakness, with Sam making successful long shots to go over the attackers and providing open goals. We ended up winning the game 3-2, a massive boost to morale and team spirits as their team had three skilled attackers. They were quite disappointed at their loss, however we still shook hands in an act of sportsmanship.

By the end of the lesson, my tactics were completely redeveloped based on the performance from today. Sam would be in goal until Hayden's hand recovers, Joseph would continue carrying out wonders in solid defence, whilst I played as a CDM so that I could play for my best in tackling and short passes whilst connecting with Joseph. Jacob and Hayden proved to be a great winger duo, whilst Arthur has managed to fully boss the midfield. Next lesson our teammate Vibudh would have "recovered from injury" (He was absent) and he could help secure our defences. Our aim is to find someone in our team to play as a permanent striker or forward and I am looking into having Sam up front as soon as Hayden recovers.

In conclusion, today's lesson was one very inspiring for me and my team. We won most points off enthusiasm, teamwork and warm-up drills, yet the final win was very meaningful as it proved that we could beat even the best attackers. Our defence in that game was very solid, with the forwards being surprisingly outplayed. I am looking forward to continue with the integrity of our team's defences, and I am looking forward to seeing our team scoring more goals.

Amos 9

Week 3

Administrator's Notes – Games 1 and 2 for Team Non-Bibs (Reject Spirits FC)

Non-Bibs 0 - Green 8

The first match served as the basis to establishing and confirming our roles as a team. Team Green consisted of many confident footballers (whose skills had transferred over to futsal), and this posed a clear challenge to us, with much less experience in the sport.

The result of the match blatantly explains how the game went; with a score of 8-nil to Green, it was apparent that their offensive would be strong. Within the first half, the first five goals had made, with no return for our team, shattering morale and bringing us to question our choice of positions. The advance upfield to our goal would be met with little resistance, as Green effortlessly passed through our defenders. This gave us the resolve to clamp down on defence; though it had been our

priority from the start, we realised that our players upfront would be more valuable in the back. Being unable to gain possession of the ball in the first place, offence was a redundant focus, and as evident by the score, we consequently did not make any goals.

The second half was much slower paced, undoubtedly because of our firmer wall of protection, but we were not impenetrable. By the end, Green had relaxed their approach, in assurance of their win, and still managed to gain another three goals.

After discussing this match over and moving on from the complete loss that we faced, motivation was refreshed and rejuvenated. Our second game was against Yellow, in which we managed to take the lead.

Non-bibs 3 - Yellow 4

Structurally, Yellow was not as organised. With

two goalkeepers (who both wanted to stay back), and a lack of defenders, getting the ball up to the box was not a problem. Rather, the limited communication between their teammates gave us a massive advantage and allowed us to take many attempts at scoring. While the occasional slip-up led to the opposition catching up (in the second half, Yellow scored two goals), our teamwork shined through and took us to victory.

Overall, from an administrative perspective, Reject Spirits FC benefited greatly from our preparation and our enthusiasm working together. Admittedly, our lesser familiarity with futsal did lead to a catastrophic first game, but our ability to recover and understand each other ultimately pulled us through. As the transfer window opens in the next week of the futsal league, we should affirm our affinity as a team and consider opening up to more experienced players.

Joseph 9

Action Sports

Students from Cambourne VC joined their peers from the other Cam Academy Trust secondary schools plus Gamlingay Village Primary for an Action Sports Experience Day.

More than 50 Year 7 students from CamVC, Comberton, Melbourn and St Peter's and some Year 6 pupils from Gamlingay were pushed out of their comfort zones and challenged to master new skills with an 'I can' attitude at the BMX and scooter workshops at Comberton Village College.

The day was organised by the South Cambs School Sport Partnership and delivered by professional stunt scooter rider Terry Price and ex-BMX world champion Mike Mullen. Students first listened to an inspirational talk from Mike, where he spoke about how he got into BMXing and the challenges he faced and had to overcome as he learnt from his failures to master riding and reach the top of his sport.

Mike then impressed the students with a trick and stunt display before they were fitted with helmets and took part in separate BMX and scooter workshops.

Despite many of them initially feeling nervous or scared, by the end of the sessions the students all had beaming smiles across their faces as they learnt how to handle their fears and gained a real sense of achievement from persevering and stretching themselves to learn something new.

Pupils took some really key messages away from the day and commented the following when asked what made them feel good about themselves during the event or what they had learnt:

"I persevered and did most of the tricks", "I learnt I can do more than I think", "I can't do it 'yet' but I will if I keep trying", "It's important to get back up again and go again", "Practice makes progress", "I can overcome my fears" and "It made me feel good when I achieved the tricks".

The day ended with motivational story from Terry about how he began scooter riding, the challenges along the way and how they were overcome. He finished off with a huge backflip!

