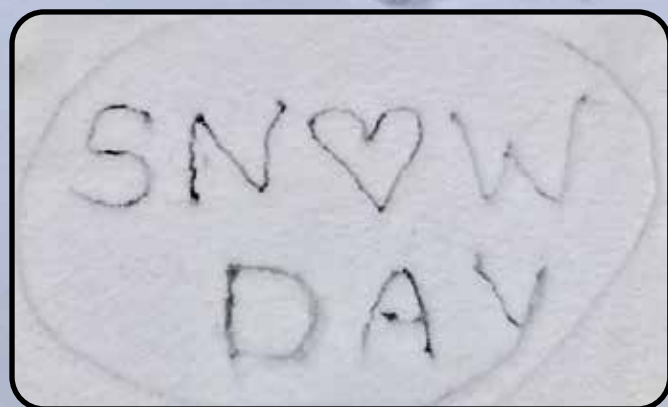


Welcome Back!

PORTRAIT



Issue 33
Easter
2021

CONTENTS INCLUDE: HOUSE NEWS, SNOW DAY, COMPETITIONS, CAREERS, SPORT & 6TH FORM

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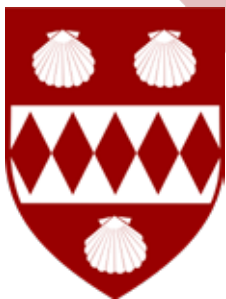
ARCHIVE *Museum*



As we said goodbye to Mr Lloyd he left us with a TGS legacy - The Archive Museum. This room contains history about our school since it opened in 1973 as Great Cornard Upper School and continues up to the present day.

In here you will find year group photos, building developments and some of the fantastic achievements accomplished over time.





'Believe that you can and you're halfway there.'
(Theodore Roosevelt)

I thought that I would start my section in the newsletter with an inspirational quotation that has always helped me. Believing in yourself and those around you is quite possibly one of the simplest and easiest ways to make you feel stronger, braver, bolder, happier and more like yourself. Try it and see what happens! I am smiling as I write this article as this is the week in which you all return to school. I cannot wait to see you all again back where you all belong as part of our Abbas House and as part of the wider TGS school community. I know that all of our tutors are very excited to see you and catch up properly with you too. During the lockdown period, I have pursued different activities to help me keep both happy and healthy. I have started to bake again which I don't always have time to do. I have mastered the perfect(ish) breakfast muffin! They are delicious. However, they don't last very long in my house as the kids demolish them as soon as they are out of the oven. I have also been going for some lovely, long walks with my family. I especially have enjoyed visiting the swans at Brundon Mill. They are very graceful and peaceful to watch. I have enjoyed lots of family time too which has been more important than ever. I hope to hear your stories from lockdown- please come and tell about something new that you have accomplished or a hobby that you have re-visited that you have forgotten about or quite simply if you have found a renewed love for nature or spending time with loved ones. I'd love to hear about it- big or small. Enrichment Day on 10th February was a resounding success for Abbas House. I was inundated with emails and notifications from the Abbas Google Classrooms showing me all of the amazing activities that you had chosen to complete during your 'Enrichment Afternoon' session. My inbox nearly

exploded! These activities ranged from baking, to walking, bonding with new furry members of the family, winter wonderland photography sessions, spending time with family and mastering new reading skills. Mrs French sent me a wonderful picture of scones and home-made bread which made my mouth water instantly. I definitely had food envy! I spent my Enrichment Afternoon reading and catching up with the series 'Snow-Piercer' on Netflix with a lovely cup of hot chocolate. I was in my element. I was very privileged to see evidence of the students in Abbas House relaxing and looking after themselves and those around them. Abbas House has been exceptional in terms of the Values that have been achieved during the last half term. I'm immensely proud to showcase these Values with you all. Firstly, a massive congratulations to Connie Clasby-Myers. Connie is now a National medalist after being awarded a silver medal in the Women's Under 15s <55kg Category of the English Weightlifting Championship. This was her very first Weightlifting competition. We are all incredibly proud of her hard work, dedication and drive to win. Secondly, I would like to mention the amazing work that Matthew Fairbairn has been taking part in during the lockdown period. He has been assisting his parents with launching their first online webinar that focuses on talking about the establishment of the Fulibroch Goat Herd. Matthew was instrumental in helping create and deliver the webinar remotely. He has also been involved in working with both the Women's Institute and the Merville Army Barracks too. This helps to support soldiers with their recovery. This is so interesting to learn and hear about. Well done Matthew. We are very proud of your efforts. Finally, a huge well done to Harvey Whybrow for being selected for the Northampton Rugby Team. Well done Harvey. Again, we are all very impressed with your efforts. The range of Values this half term have spanned from several nominations for Happiness, Resilience and Positivity. This is really uplifting and inspiring to see and hear about all of these outstanding accomplishments. I look forward to seeing you all build on these efforts and interests as the Spring term progresses.

Year 9 Options are just around the corner, please make sure that you continue to talk to your subject teachers, form tutors, myself and Mrs Osborne (in Careers) about what your future choices are or if you need any subject specific advice, pop along and see us, we are more than happy to help you. Remember, the deadline is 17th March (St.Patrick's Day!) So, to round up, a very successful start to the first half of the Spring Term. Continue to smile, work hard, get involved and try your best! Make time for yourself and doing the things that you enjoy.

Mrs K Wells





I cannot believe it is already time to write the second Portrait article of this academic year. Despite the disruption to our lives and our schooling that we are all still experiencing, time is still passing at an incredibly fast rate. Hopefully within the near future, a sense of normality can be reinstated, and we can start to move forwards and enjoy the Summer term, which is always my personal favourite. I thought I would write this piece to summarise 2020-2021 thus far in preparation for your imminent return! There has been snow, there's been warm sunny spring days, there's been highs, but there have also been lows. Waving goodbye to Mr Lloyd in December was a difficult thing to do. Since we all started at Thomas Gainsborough School, Mr Lloyd has been the Headteacher, and I think we can all agree on the fabulous job he has done. The improvement to the school he, along with the senior leadership team, have made over recent years has been magnificent. If you have not yet ventured over to G Block to look at our new gallery in honour of Mr Lloyd, please do so on your return as it is lovely to witness the evolution of the school. However, it is onwards and upwards. Mrs Yapp has been appointed the permanent head teacher with immediate effect, so on behalf of Chamberlain House, we wish her the best of luck as she undertakes her new role.

Now onto the house news. I will start with the bad news first. Unfortunately, we were unsuccessful in retaining the Chelsworth Cup at Christmas. Of course, by now you all know how competitive myself and all my fellow Heads of Houses are, so it always saddens me when I must remove the orange ribbons and pass the cup onto another house. It does awaken a fire within me though. It absolutely makes me more determined to pull out all the stops to ensure the orange ribbons do not stay off for too long, so that we once again come out on top. I am ever optimistic that they will be back on the trophy at the end of this term – I might be biased, but I believe the Chelsworth Cup

just looks better in orange! And now for the good news! You have taken online learning in your stride and have done an absolutely sterling job. I have been overwhelmed by the way you have adapted your learning routines to encompass the changes put in place to ensure your education remains as successful and positive as it always is. I have been inundated with positive emails from your subject teachers, and I know many letters and emails have been sent home to congratulate you on your unfaltering work. I am so proud! Chamberlain students have also been making the most of the remote tutoring offered during this period of forced school closure. I have been in all Chamberlain registration Google Classrooms and it has been lovely to see evidence of your continued work on topics such as Theme of the Fortnight and the weekly quiz. I have awarded merits to all who have contributed as a way of acknowledging your hard work, and as a "well done". Please do not forget the upcoming competitions Miss Hilson has emailed you, this is one way we will ensure the Chelsworth Cup returns to where it belongs, with us.

It was lovely to see so many of you at ARD back in February, and I know your tutors enjoyed it equally. It was pleasing to hear that so many of you had utilised your time during home learning to include broadening your education outside of the curriculum. I had conversations with students about how they had been ensuring they are remaining physically healthy by walking the dog each morning before online lessons began, learning how to cook and bake, to learning how to garden. A number of students have used their time to participate in charity and community events such as litter picks, and I am so proud of the way you have embraced our school values and continue to demonstrate these both inside and outside of the school setting. The mental health wellbeing activities you undertook during enrichment day were great too. Please make me or your tutors aware if you have done an act that has demonstrates our school values outside of school, as you can be nominated for a Head of House Values Award. If successful, you achieve a certificate for your Record of Achievement and ten merits and

each student will receive five merits per nomination. A polite reminder to Year 9 students that options forms are due in by the 17th March, so I do hope these are nearing completion if not done already. I endeavour to visit as many tutor groups as possible upon your return to school to welcome you all back, as well as distributing the large number of badges and certificates you have achieved from Autumn term.

See you all shortly,

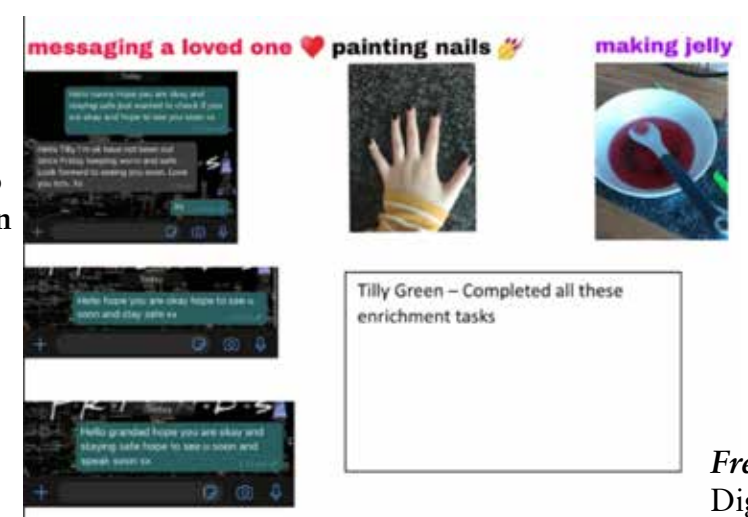
Miss A Alston



Jake Cutmore – Created and edited a cartoon



Max Freeman – Reading



Freya Bordell-Priest – Digital drawings



Heidi Jones – Snowboarding



Eloise Bozwood- Davies – Baking



Nel Zukowska – Baked sticky buns



Amelia Barker – Crocheted an octopus



Megan Turner - Knitting



Harry & Daniel Judd played a board game

I am writing this almost exactly a year to the day that Covid-19 first became the subject of daily, no, hourly conversation in homes, offices, schools and other places where people meet. Who could have foreseen the challenges it has brought to us all. The challenges made all the harder by the fact that in the autumn term at least, things appeared to be relatively “normal” certainly in relation to most of the activities and work that was going on in school.

And yet, we have seen so much positivity from the students of Houghton house and their fantastic tutors. A reassuring Academic Review Day, an uplifting Enrichment Day, continued exemplification and recognition of school values and so much adaptability and hard work as we have all got to grips with Google Meets and Google Classrooms. We have also all found new ways of working and making progress and demonstrated a really mature acceptance that this set of circumstances will not be for ever and that we will be able to return to school at some point sooner rather than later. I think we can all say we have all learned new skills that we might not otherwise have done - that for me is a real positive.

I’ve also been really impressed with the examples of genuine kindness, thoughtfulness, creativity and ingenuity that the students in Houghton have exhibited. For example, who would have thought that a story begun in a hospital ward in Manchester would earn the writer a Blue Peter badge? Who would imagine that a plastic lunchbox from the kitchen would make the perfect “snow brick” for the construction of an igloo? And who would have predicted that one member of Houghton would become the assistant in a series of YouTube videos produced to support the children in a school for children with severe and complex learning needs where his mum works? And yet it has all happened this term involving members of Houghton House and is so good to see.

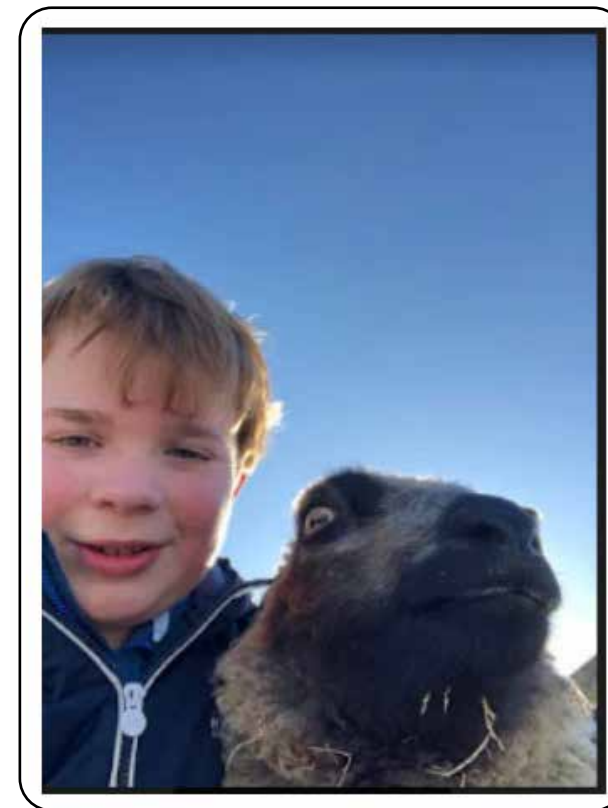
Year 9 students have been working maturely and methodically on the Pathways process - please remember that there is lots of guidance about this available on the school website, through the documentation that has been sent home and via tutors. Remember the deadline for submission of the electronic options form is 17th March.

And now, we prepare for a return to school (in fact by the time you read this, this will have already happened). I know that as this process works itself through, the members of the Houghton House community will continue to show common sense, live by and exemplify the school values and remember that good things happen to those who do the right thing when it might be easier not to: “Honour is the Reward of Valour”

Mr M Gibson



Isaac Carlier

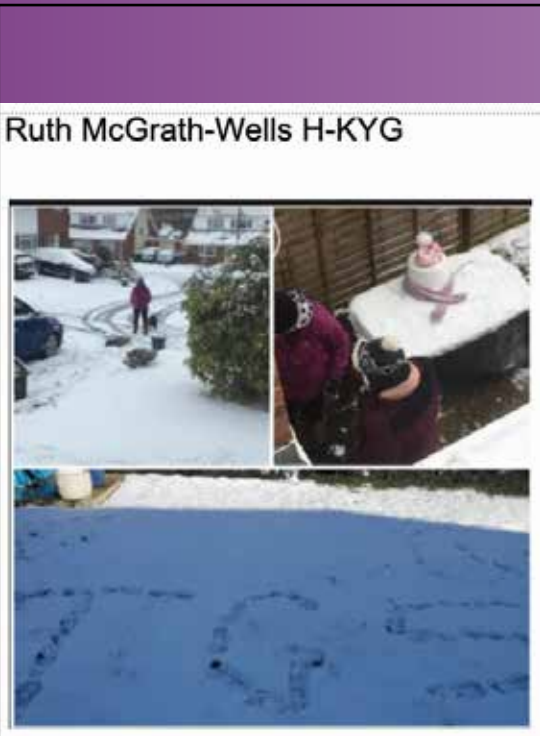


Digby Thorogood



Iyla Hesketh

Houghton in *Lockdown*



It has been a very strange term for us all but by the time you read this things should be getting back to normal with everyone back at school. One of the key words I have found myself using this term is 'interesting'. It has without doubt been the most 'interesting' term of my career. It has been 'interesting' to see how well you have all adapted to learning remotely. It has been 'interesting' learning to teach you in a different way and using teaching methods we have not used before.

The way you have adapted to cope with the current situation has been amazing. You should be really proud of how you have coped. Many of you have done more than just coped too, some of you have really taken responsibility for your own learning and have flourished. Having looked through your reports it is obvious to see those who have really embraced the current situation and have gone above and beyond what was expected of you.

Jasmine Howard



The quality of the poetry written during the cultural capital activities set during tutor time has been fantastic to read. A special mention has to go to Ms Birch's class for their efforts both finding appropriate poems and also writing their own Values poems.

Some of you have also found a novel way of recording your time in lockdown to help you remember it in the future. I wouldn't be surprised if this 'interesting' time in history is actually taught in schools as part of the History of Medicine unit in the next 20 years. Your first hand records of it could well help future generations understand exactly what we went through. Sienna (in Miss Nichol's Tutor Group) has recorded the lockdown in a google slides presentation, documenting her 2021 from Boris Johnson's announcement on 4th January right up to March the 11th when everyone is back in school. New ways of learning, new hobbies, a snow day, a virtual enrichment day, missing friends and appreciating others all seem to be common themes. Let's hope that the roadmap goes top plan and we can leave those things behind and move forward together towards where we all want to be.

To finish I would like to remind you of the 'Design a Mascot' competition that needs entries by the 4th April. Please check your email and google classrooms on how to enter and let's get some amazing entries from Peyton House and get those all important house points for this term's cup.

Mr W Ponsford



WHAT I GOT UP TO IN LOCKDOWN 3.0

NHS

By Siena Ricci
8G1
Peyton

NHS

I HADN'T BEEN DOING ONLINE SCHOOL FOR VERY LONG. I WAS ISOLATING FOR 2 WEEKS BEFORE CHRISTMAS SO I DIDN'T HAVE MUCH EXPERIENCE WITH IT, BUT I SOON GOT USED TO COMING INTO SCHOOL AND GETTING MY CHROMEBOOK EVERY MORNING, AND THE MANY COMPLICATIONS WITH GOOGLE MEETS.



THEN CAME THE NEWS...

On the 4th Jan 2021, Boris announced that we would not be returning back to school after the holidays. For how long? We had no idea, we just knew it wasn't over yet.



SNOW DAY!!

Of course I made the most of the snow day we had in early February, I went out on a very snowy walk with my dogs and mum since she couldn't get to work and I couldn't get to school. I later met up with as friend and went on a 'Social-distanced sled'! It was very fun, and I then completed a science experiment with bubble freezing, since I missed my science lesson that day. (Starring Barney the snow penguin)



THANK YOU ALL SO MUCH TO ALL MY TEACHERS WHO HAVE STRUGGLED TEACHING US, BUT HAVE GOT THROUGH IT AND STILL MANAGED TO DELIVER OUR LESSONS IN THE BEST WAY POSSIBLE, AS WELL AS THE TEACHERS WHO HAVE KEPT US SAFE AND HAPPY AT SCHOOL. YOU'VE DONE SO WELL FOR ALL OF US, AND WE COULDN'T HAVE DONE IT WITHOUT YOU!



What a different start to a new term we have all experienced in 2021!

I began the new year like many of you setting out my new year's resolutions. I have been trying to exercise more and eat more healthily. Reminding myself that having a healthy body helps you have a healthy mind.

This term I have been walking everyday with my family on a 5km loop around the streets and fields where I live. At first it was difficult to be motivated to complete the walk everyday, as the weather conditions have been pretty harsh this spring. Mother Nature has given us snow, hail and a great deal of rain. Trudging through the mud and freezing temperatures it sometimes has felt it was not the best New Years resolution I could have chosen. However it is very satisfying being the first to step on fresh snow or feel the ice crack under foot when stepping in a frozen puddle.

Research says that if you do something often enough it becomes a routine. I have found now after I have kept up the walk for a few months that if a day goes by and I cannot go out for a walk I do really miss it.

As the days draw out and winter fades into spring I have stopped trudging and starting noticing the environment around. I have found it very uplifting to see the trees blossoming. I get great pleasure from hearing the birds' songs and seeing the sun setting.

Getting out of the house and breathing in some fresh air is so important for you. Working within a routine or to a timetable gives us a timescale to work and rest, which benefits your well being. It is important to have some time away from your screen. There are lots of things you can do in your garden or in an outdoor space to encourage Mother Nature to thrive. You could make seed bombs and hang them from trees and table feeders in your garden. We recently had to chop down a rotten fruit tree and we are in the process of making a bug hotel from the debris. You can plant flowers and herbs in containers. Last year

we upcycled old wellie boots and used them to plant cottage flowers. Growing plants is great fun and can be very good for your wellbeing. Tollemache tutors have been receiving some amazing news from you guys and of what you have been up to lately. Some of you have been developing your culinary skills learning new dishes to delight and impress your family. James Howard certainly has been working hard producing an impressive menu for his household. Finding a skill you are good at could lead to a career path. Checkout the Careers Hub for advice.

Eleanor Thacker has challenged herself this term to learn sign language. Sharing news of you learning new skills or demonstrating the school values is great evidence for your record of achievement.

Our daily routines have been different this term regarding working online but I have been very impressed with the way you all have risen to the challenge. Reading your reports it is clear you have all performed as if it is business as usual.

Thank you for all your hard work!

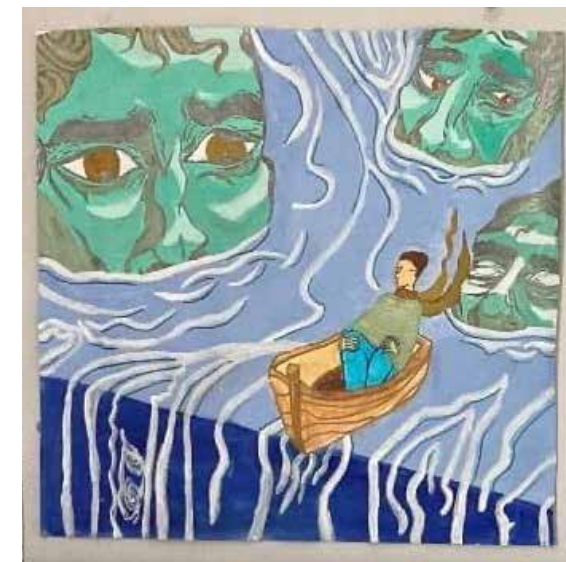
Mrs F Raleigh



Holly Gomersall



Gracie Brown

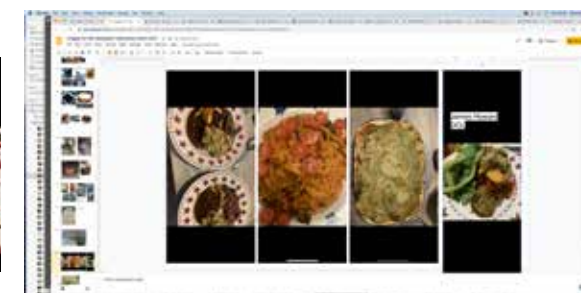


Katy Branch

CREATIVITY SPARKED IN LOCKDOWN!

Art and Crochet, the new Zoom Quiz and Banana Bread? Lockdown 3.0 hasn't stopped these wonderfully creative Tollemache students. They have used their spare time to create some masterpieces, with themes varying from space to mental health.

The creations have acted as distractions, therapy and fun but have definitely helped pass the time of Holly (Year 7), Gracie (Year 9) and Katy (Year 10).





Sophia Twitchen
Enrichment day



Craig Lawrence SCO



Learnt a new recipe – cooked kebabs

JPA Sasha Preece



Harry Pilgrim JPT



Layla May Mackender CHF



Harry Barron CHF

Enrichment Day Activities



Katelyn Greasley CHF



Went on a walk



Baked scones

JPA Carys Preece



Luca Nash DCL



Oliver Sharp JPT



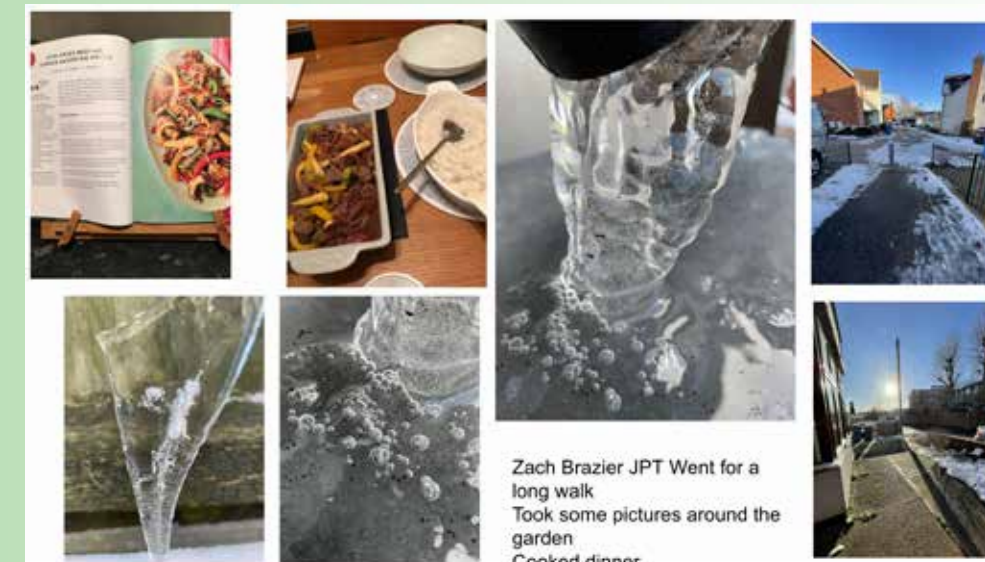
Summer Simpson JPO



Daniel and Ellie Cook CHF



JPT
Dane Gonzales



Zach Brazier JPT Went for a long walk
Took some pictures around the garden
Cooked dinner

REMOTE ENRICHMENT DAY

On 10th February we held our first 'remote' Enrichment Day. On these days there are a vast array of topics we need to teach our students but not all of them are suitable for the 'remote classroom'. We therefore decided, in the current climate, that Mental Health and Wellbeing was at the top of our priority list and wanted to cover this with all students. Year 7, 8 and 9 sessions were created by our school nurses who did a fantastic job of raising students' awareness of things that make them happy and how to keep a positive outlook on life. Year 10 and 11 students looked at reframing negative thinking along with strategies to promote mental health and emotional wellbeing.

Year 7 and 8 students then focussed on internet safety, which is ever more important with students spending an ever increasing amount of time online at the moment. This coincided well with Internet Safety Day (9th February) and we were really pleased to use the resources from Uk Internet Safety Centre and their theme of 'An internet we trust: exploring reliability in the online world'.

Year 9 students were then guided through their Key Stage Four Pathways process in order to help them make well informed decisions for the coming academic year. They were introduced to 'TGS Careers TV', a vast online library created by Katy Osborne our Careers Advisor, which includes interviews with people in numerous careers from Firefighters, Midwives and Military Personnel to Accountants, Solicitors and even an Astrophysicist Researcher. This was to help broaden their horizons and guide them into thinking about life beyond TGS.

Year 10 students started thinking about post 16 Options and were introduced to the array of courses and qualifications available to them at a range of local providers. They also registered for Startprofile, an online website TGS have gradually been introducing all our students to, which helps them to understand where their skills and qualities can take them.

Year 11 students also looked at their 'next steps' having already made their post 16 choices. They were also introduced to Careers TV and Startprofile to help guide them in the direction of their future careers.

All students and staff were then given time during lesson three to focus on their own Mental Health and Wellbeing. Students in school had an array of board games to get stuck into with their friends and those at home participated in all sorts of activities which included baking cakes, cleaning bedrooms, fixing bikes, building snowmen, playing with siblings and taking a walk in the fresh crisp air. Mr Gibson even managed to get a personal best for his 10k in the awfully icy conditions!

Mrs A Butcher



Homemade Birdfeed, Tilda Albery

Saved a lot of drain blockage! Today mum was making shepherds pie and she had a lot of fat left over. She put it in a bowl to set and I noticed it. I said we should use it for the birds and she said that was a good idea! So when the fat set, I mixed it with nuts and seeds! Then I made them circular using spoons. Using leftover fat we made our very own fat balls! The birds will need the fat in these times because it keeps them warm so maybe next time you have some leftover from cooking then use it! (It will also harden outside because it's cold!)



Wellbeing Drop in Friday Lunchtime Student Services

12 March	Mrs C Jackson
19 March	Mrs T Martin
26 March	Miss E Davies
16 April	Miss T O'Beirne
23 April	Mrs C Jackson
30 April	Miss T Martin
07 May	Miss E Davies
14 May	Miss T O'Beirne
21 May	Mrs C Jackson
28 May	Miss T Martin
11 June	Miss E Davies
18 June	Miss T O'Beirne
25 June	Mrs C Jackson
02 July	Miss T Martin
09 July	Miss E Davies
16 July	Miss T O'Beirne

Need someone to talk to?
Come and talk to a trained
Mental health first aider

The newly formatted PSHE registration activity Theme of the Fortnight continued during the forced school closure. Along with the other components constituting our tutor time plan, assemblies, Cultural Capital and the weekly quiz, Theme of the Fortnight moved online. The principle remained the same. Every two weeks, a two slide PowerPoint was uploaded to the students Google Classroom with an extract of information accompanied by a choice of tasks to work through, mirroring time spent in school.

Traditionally as with all returns from holidays, the first Theme of the Fortnight encompassed The TGS Way, focusing on the values of honesty and respect, which was apt with the transition to remote learning newly underway. Students were encouraged to think about their engagement in the upcoming weeks of remaining at home and how they were to ensure respecting their families, with whom they would now be spending considerably more time with. The students pledged numerous ways in which they would demonstrate honesty and respect their family, so I cannot wait to see whether they have been successful upon their return to school.

From 18th January, E-Safety was the Theme of the Fortnight remotely delivered, again another timely topic considering the rapid increase in computer time our students were now receiving. This adhered to the UK's E-Safety day, with highly effective resources and assemblies distributed Nationally by WebWise.

Following on from National E-Safety Day, we moved the focus onto politics, and looked at how Brexit had and will continue to affect our lives. Hopefully, students could bring some background knowledge to this Theme of the Fortnight, as the prevalence of Brexit on the news has continued to steal the headlines. Once more, snippets of information were supplied, along with news cuttings and the social media portrayal of leaving the European Union, and a choice of tasks were keenly completed as this is a topic valued by students.

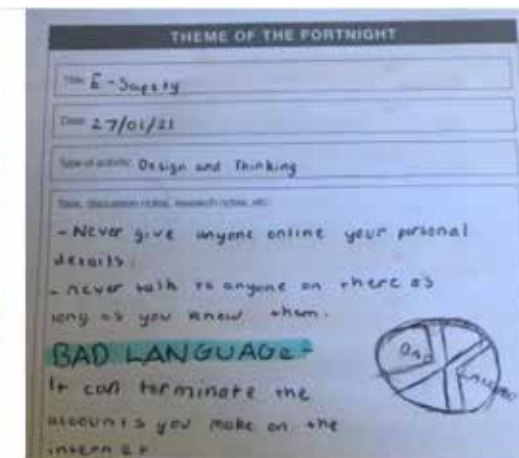
The last Theme of the Fortnight to be studied virtually was Escape Through the Pages, the TGS acknowledgement to World Book Day. During this, we delivered online reading to share creative writing pieces written by our students. We have been following this pro-forma for World Book Day over the past few years, and it is hugely successful, and it was pleasing to seem it remains successful even when being delivered remotely. This Theme of the Fortnight also links in to a TGS Competition "Get Caught Reading", so please get involved if you have enjoyed this piece of work.

The transition for students from classroom learning to online learning should not be overlooked. I have been overwhelmed at the uptake of the remote tutor package, and a sincere thanks from all Heads of Houses and our tutors. I have attached some photos of exemplary work submitted by our students; I hope you all enjoy looking at them as much as we have.

Miss A Alston



Megan Turner, Year 11, C-EHa



Holly Manning, Yea 7, C-KRi



22nd February 2021

Theme of the fortnight: Happiness

I am at my happiest when I am with the people I love. My friends and family make me very happy and getting to spend time with both brings a lot of happiness into my life. I also enjoy taking part in my hobbies, as they are a good way to relax and take a break from school work. I enjoy cooking, cycling and playing video games, as these are a good way to clear my mind and focus on positive things and because of this all of them make me very happy. Cooking is especially important to me as it has been making me happy from a very young age, and I have lots of special memories of cooking with all of my family members at various times throughout my life.

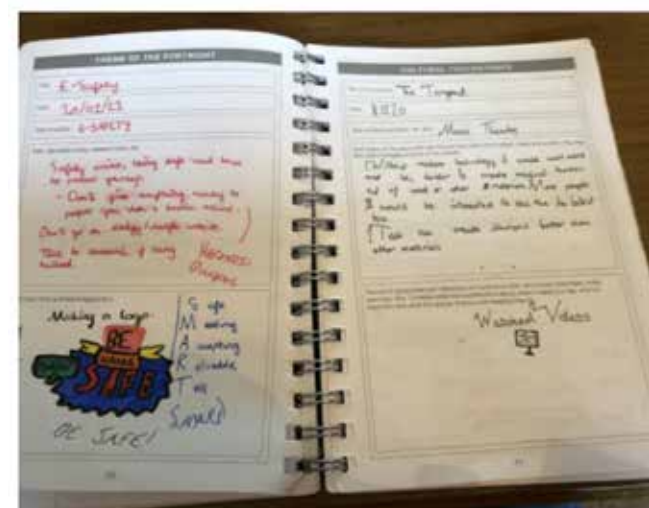
In my future I hope I can continue doing these hobbies and maybe even working in a job that allows me to incorporate them into my work. I also will ensure that whatever I do and wherever I am, I will still make time to spend with my family and friends as they are very important to me and spending time with them is my favourite thing to do.

Matthew Dix, Yea 7, C-EJu

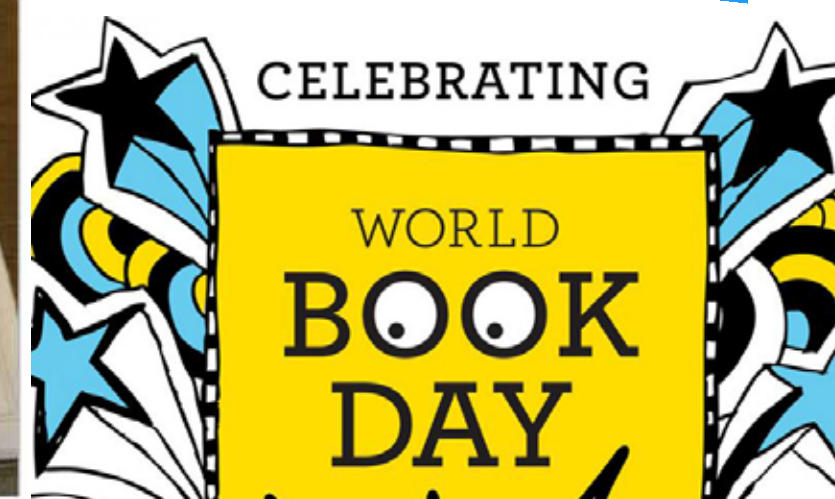
Positive mental health tool kit:



Matilda Wood, Year 8, H-BFa



Oliver Sharp, Year 7, T-JPt



During this lockdown we again took part in a TTRockstars Competition across the trust.

The Year 7 tournament results are:

- 1st place Sybil Andrews Academy
- 2nd place Thomas Gainsborough School
- 3rd place Samuel Ward Academy

The Year 8 tournament results are:

- 1st place Newmarket Academy
- 2nd place Thomas Gainsborough School
- 3rd place Samuel Ward Academy

The Year 9 tournament results are:

- 1st place Thomas Gainsborough School
- 2nd place Castle Manor Academy
- 3rd place Sybil Andrews Academy

The primary school results are:

- 1st place Abbots Green Primary School
- 2nd place Keddington Primary Academy
- 3rd place Wickhambrook Community Primary School

Well done to everyone who took part!



GRADUATES 2021

Class of 2021
YEARBOOK



Thomas Gainsborough School

Order your copy of the
2021 Yearbook for £10

*Full of memories for you to
look back on!*

2021

2021

Graduates 2021 *Hoodie*

£21.80

ORDER DEADLINE FRIDAY 14TH MAY 2021

SNOW + UNION

Order direct from:

www.snowunion.co.uk/product/thomas-gainsborough-school-graduates-2021-hoodie/



WE ARE TWINNING OUR TOILETS

1 in 3 people worldwide don't
have somewhere safe, private
or hygienic to go to the toilet.

Please help us to raise money so that
we can twin our toilets and help people
have access to safe sanitation, clean
water and hygiene education.

www.toilettwinning.org



Staff at TGS have been fundraising with www.toilettwinning.org to provide sanitation for those who do not have access to toilets. Our target was to provide 6: one per floor of the main school building, G Block and the Sports Centre.

We have had a fabulous response and have already smashed this target by raising £775 - enough for a whole toilet block for a school in Rumphu District, Malawi and single latrines in DRC, Ivory Coast, Honduras, Indonesia, Mozambique, Nigeria, Afghanistan and South Sudan.

If you would like to support this worthwhile cause, please visit <https://www.justgiving.com/fundraising/tgsstaff> to find out more and make a donation.

Thank you very much!

Mr M Watkins



1). NEW - RPE Competition

Write a 500 word blog, explaining why the study of Religion, Philosophy & Ethics is important in the 21st century.

Entries to Mrs Wood by Wednesday 24th March

2). NEW - Get Caught Reading

Take a photo of yourself 'caught reading' - Be inventive!

Entries to Miss Mayes of Dr Clarke by Friday 26th March

3). NHS Jobs

Create a job description and fun advert for one of the many careers with the NHS

Entries to Miss Hilson by Tuesday 30th March

4). British Values Poster

Create a poster displaying the fundamental British Values to go in classrooms around school

Entries to Miss Hilson by Friday 2nd April

5). Smart Cellular Mascot

Design a mascot to be a friend to Smart Cellular's Lion Smartz

Entries to Miss Hilson by Monday 4th April

6). Mural Design for 6th form Garden

Design a mural which can be created for the 6th form garden

Entries to Miss Hilson by Monday 4th April - new extended deadline!

7). NEW Cycles Science Model

Create a model which represents one of the cycles studied in Science Eg Water cycle, life cycle, ...

Entries to Mrs Peacock by Monday 22nd April

8). NEW Express Yourself MFL Competition

Record your performance (poem, story, presentation) about any choice of topic in your chosen language.

Entries to mfl@tgschool.net by Friday 23rd April

9). NEW EDIT Challenge

Create a short news report raising awareness of Climate Change

Entries to Miss Vince by Friday 23rd April

Remember every entry will earn you merits and evidence towards your ribbons in your ROAs!



Calling all artists and photographers!

Do you want your work to be remembered for years to come? Well, this is your chance, the Community Garden needs a mural and we want **YOU** to design it!

Your art could be a part of school history! Every entry will receive a merit!

Please submit entries to:
18hmcgrath-wells@tgschool.net or
18ryoung@tgschool.net
 by the 4th of April 2021!

The only restrictions are that its colourful and in some way incorporates the school logo!

For paper drawings please submit a photo or scan of them.

Entries can be photos, drawings, paintings or collages



British Values Competition

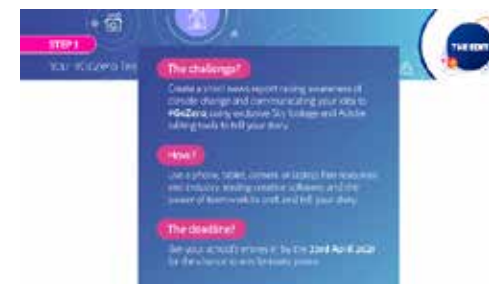
Our Fundamental British Values are:

- Democracy
- The Rule of Law
- Individual Liberty
- Tolerance and Respect

Can you create a poster displaying and explaining these values which can then be displayed in all of the classrooms at TGS?

Our current poster was created by a student who has now left TGS – could you do better?

Please hand in your entries to Miss Hilson by Friday 2nd April 2021



STEP 1

The challenge!

Create a short news report raising awareness of climate change and communicating your idea to #GZem using the 5W's (Who, What, Where, When, Why) and 1H (How) taking into account the 5W's and 1H.

How to:

Use a phone, tablet, camera, or laptop. Post your video and evidence using creative skills and the power of teamwork to work and tell your story.

The deadline!

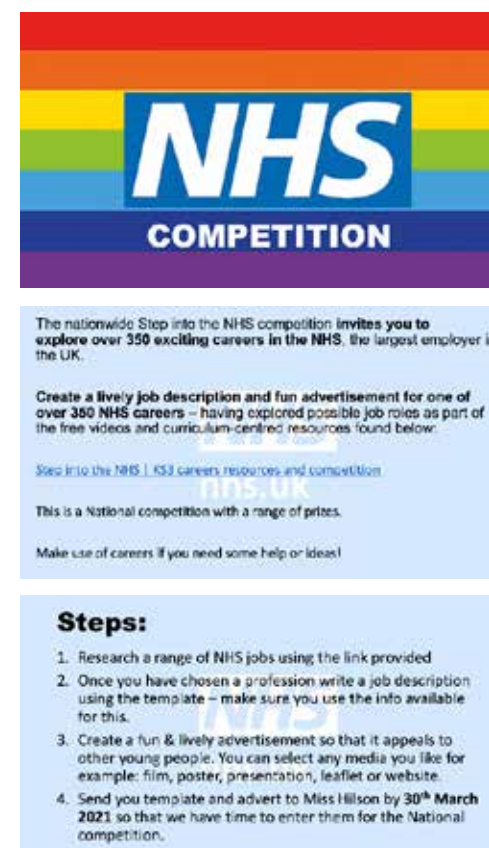
See your school's entry in by the 22nd April 2021 for the school's open house event.



STEP 1

Give your entry to Miss Vince who will enter it for you. You can do this by sharing with me in Google Drive. svince@tgschool.net

DEADLINE: 23rd APRIL



NHS COMPETITION

The nationwide Step into the NHS competition invites you to explore over 350 exciting careers in the NHS, the largest employer in the UK.

Create a lively job description and fun advertisement for one of over 350 NHS careers – having explored possible job roles as part of the free videos and curriculum-centred resources found below.

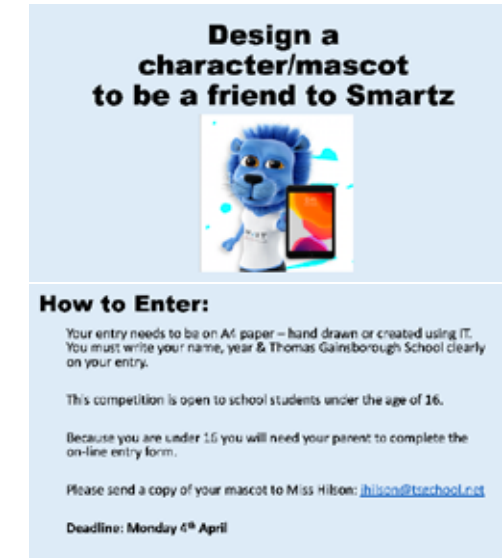
Step into the NHS | KS3 careers resources and competition

This is a National competition with a range of prizes.

Make use of careers if you need some help or ideas!

Steps:

1. Research a range of NHS jobs using the link provided
2. Once you have chosen a profession write a job description using the template – make sure you use the info available for this.
3. Create a fun & lively advertisement so that it appeals to other young people. You can select any media you like for example: film, poster, presentation, leaflet or website.
4. Send your template and advert to Miss Hilson by 30th March 2021 so that we have time to enter them for the National competition.



Design a character/mascot to be a friend to Smartz

How to Enter:


Your entry needs to be on A4 paper – hand drawn or created using IT. You must write your name, year & Thomas Gainsborough School clearly on your entry.

This competition is open to school students under the age of 16.

Because you are under 16 you will need your parent to complete the on-line entry form.

Please send a copy of your mascot to Miss Hilson: hilson@tgschool.net

Deadline: Monday 4th April



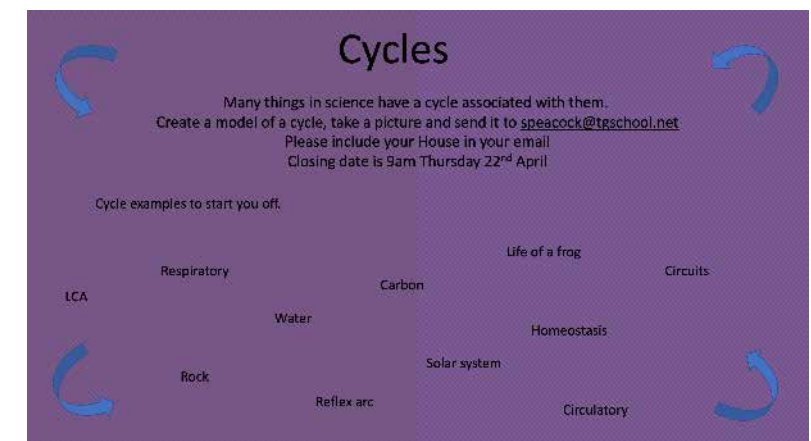
Express Yourself in Lockdown

Spring 2021

Submit your entries

- Email your entry to wood@tgschool.net
- Include:
 - Your name
 - Year Group
 - Tutor Group
 - House
 - Language of your entry

L: Sam Smith, Y12, 6-LHJ, Poughon House, Spanish




#GetCaughtReading

Reading is more important than ever. Not only does it provide an exciting way to escape to a different world, but it also gives us a much needed break from the screen.

Celebrate reading by taking part in the **#GetCaughtReading** competition!

Take a picture of yourself 'caught reading' and send the entries to Dr Clarke or Miss Mayes. Be inventive!

You will receive a bronze merit for entering. This is a house competition so the more entries, the better!

Deadline is 26th March

Why does an education in RPE matter?

RE:ONLINE are running a blog competition for students in all key stages.

What do I need to do?

Write a 500 word blog, explaining why the study of Religion, Philosophy and Ethics is important in the 21st Century.

Why does this subject matter?
Why is it important?
Why is it relevant?
Why is it engaging?



Judges will be looking for:

- An original point of view
- A good argument with supporting detail
- A good explanation of the impact of studying RPE beyond the classroom
- The ability to keep the reader engaged.

Winners in each key stage will receive a book token worth £20!

Please submit all entries to Mrs Wood by 24th March

wood@tgschool.net

The top 5 selected will be sent into RE:Online to represent TGS!



These entries were submitted to a creative writing competition that the English department ran last month. Entries were judged by Mr Edwards and the theme was that of escape. A few students volunteered to allow their stories to be read out to mark **World Book Day**.

Henry Maylin (Y7)
Russell Gozales (Y9)
Charlie Fairbanks (Y9)
Ruby Marsh (Y10)

THE MAZE

The room was dark, but not dark enough to stop him seeing the door. Joe was puzzled, where was he? All he could remember was the day before when his roommate was convincing him to go to the annual clinical trial and earn some easy money as they were behind on the rent. “Come on Joe just enter!” encouraged John. He had been Joe’s best friend for years and they both wanted to travel the world and do it all in style; no economy class for them! “Ok, ok, I’ll do it but you do my washing for a month!” laughed Joe. Joe tried to focus; his head was thick with fog. He remembered the clinic. He remembered how nice the receptionist was to him and how well they treated him - like royalty - there was no one else around so he figured they were just happy to have someone to experiment on...the

thought made him feel queasy. The last thing he actually remembered was the Dr. passing him a glass of champagne like they do in first class and saying “Congratulations Joe, you’re in the program.” Now he was in a chair not knowing where to go. He got up, it seemed he was ok to move so he slowly walked to the door and opened it. Infront of him was lush green bushes zigzagging away from him and beyond. Joe almost broke into a smile: a maze. He could figure out a maze, didn’t you always go left? Feeling confident he walked through the gap ahead of him into the maze and turned left and walked. With every left he relaxed and became more amused how John had been right, this was the easiest money he’d ever earnt. Even easier than dressing up as a giant taco once, that suit was so hot! As he was thinking all of this, he realized he had lost track of his turns. He stopped, he felt nervous and his heart began to race. Joe stumbled in a panic towards the next left turn, but as he reached the corner, he felt a fear and confusion sweep over him; what was left? What was right? Joe stood still, trying to calm himself down and not hyperventilate but then he heard something close by which was not his own heavy breathing. He looked up just in time to see something move across the bushes directly before him. It appeared

as though it was a see-through shadow, nothing solid but something definitely there. “Leave me alone! Get away from me!” shrieked Joe. That was all it took. Joe began to run, and he ran fast. He could hear the creature breathing behind him. He felt like he was suffocating and then he saw it - the exit!

Finally, another door, he grabbed the handle but his hands were sweating so much it was slipping as he tried to turn it and he was sure he was being asphyxiated by whatever hunted him. Just then the door gave way to his pressure and he fell through it and slammed it shut with his foot, panting and relieved he looked up: he saw a chair and a wide-open door to the beginning of the maze.

THE DOOR

I lay there, on the bed, staring up at the ceiling tracing one of the ridges of paint. I didn’t have anything better to do. Suddenly, like a teacher trying to snap me out of my daze, my alarm clock went off. Ugh. I thought. I swung my legs off the bed and got up in a vain effort to prepare myself for the day that lay ahead of me. I slowly walked towards my wardrobe to get some clothes. I chose pants, some denim jeans, a red t-shirt and some blue socks and hurriedly put them on. “I’d better go have breakfast,” I said to myself. I lumbered down the stairs and into the kitchen. I grabbed a piece of bread and popped it into the toaster. I shuffled along to the sofa and plonked myself down onto it. I snatched up the remote and turned on the TV. “Breaking news!” exclaimed the

news reporter “Boris Johnson is retiring.” DING. “My toast is ready,” I said to myself. Just as I stepped out into the kitchen, the whole world shifted around me. I fell to the floor and all the colour started draining from my vision. Then everything faded to black. My vision flickered as my eyes slowly opened and I found myself in a world of white marble and gold. Where is this? I wondered. As if to answer me, an angel floated by and said “Welcome to heaven!” “What? No! This can’t be heaven! What happened?” “You had a heart attack,” the angel explained calmly. “Why!” “I do not know the reasons for human body failure” The angel said fiercely as if I should know better than to ask her why. “I have to get out of here! I don’t want to be dead!” “You must find the door. You have 24 hours to get back.” With that she floated away into the clouds that were the oblivion of heaven. Find the door. I wondered. What door? I set off at a sprint in a bid to catch the angel but she was far too quick and had already disappeared out of my sight. “Ugh! I’ve been walking for ages!” I moaned “I’ll never find the door at this rate!” As if by magic, which quite honestly at this time and place was the most reasonable explanation, a flying chariot appeared out of nowhere. The chariot was laden with gold and diamonds and the rider was clothed in a pure white cloak with a golden halo above his head. “Does someone need a lift?” he

asked as if he’d read my mind, again that was probably the most reasonable explanation. “Yes!” I answered I hopped onto the chariot and we zoomed off into the seemingly endless sea of white which was heaven. “So what brings you to these parts?” he said “What do you think? I died. Duh!” “No. I mean the ghostlands.” he said as if I was the stupidest person alive. Well, dead but that sounds strange. “The ghostlands?” I asked confused “Oh so you’re new.” He said “The ghostlands is what we call the unused part of, what you call heaven.” “Why, because everyone’s dead?” “No, no. Because it just goes on and on and on and on and-” “So you mean to tell me there’s no hope of escaping.” I said cutting him off. “More or less” With that I asked him to stop and decided to give up searching for the ‘door’. He let me get off and then disappeared back to wherever he’d come from.

After a while I started to question the existence of the ‘door’. What if the door isn’t even here? I thought. But I immediately discounted the idea as I didn’t think an angel would lie. Maybe the door is a gap in the clouds. I thought to myself. Or maybe it’s a portal. Or maybe it’s literally just a door in the middle of nowhere. I decided anything could potentially be a door so I decided to just keep walking. Walking. Walking.

IT’S BEEN 10 YEARS

It’s been 10 years. We’ve been living with this deadly virus for what seems like forever. I haven’t been able to smell the fresh air outside, restrictions have been that strict. I’ve done everything possible to keep me out of boredom but it keeps running back to me. I’ve just been swimming in a sea of boredom and sadness. All I want is to be outside again. I just want to escape this house.

Day 3789. My family are sleeping. Maybe I can take a small glance at the outside. Just once. My parents have hidden the door key so we won’t even think about being out there. But I know where it is, hidden in an old shoebox. It feels weird to feel it again. The key clicks into place and I turn it. I step forward and I’m taken aback at what I see around me. There’s nothing left. Barely any grass. Barely any flowers. All that’s left are trees, houses and factories to find a vaccine for the virus.

It’s been so long to smell the fresh air once again. I take it all in. I smell the scent of a rose, the only flower here. I’m the only one out here, no one else. What’s happened? In the distance, I see an abandoned ice cream truck. There’s just enough for 1 scoop. It’s been so long since I’ve had something sweet. The vanilla taste fills my mouth, I long for more but there’s none left. I hide behind the truck. A young woman’s ear-piercing screams fill my ears. From the corner of my eyes, I see her being dragged into a black truck by 2 men. Is she dead? What are they doing? What’s this virus done to this world?! Her eyes flicker. She’s only unconscious. We make eye contact and she

screams, 'HELP ME!'. The 2 men lock her up in the truck before running after me. I drop my last piece of ice cream and run as if it's my last.

I run and run but they are catching up. I don't know if I will survive. I run as fast as my legs can take me until I reach a tree. I slowly turn around. They're finally gone. I hide and rest. Little did I know that stopping to rest would be the worst decision I would make...

Both my arms get pulled quite viciously and I am dragged into the black truck. I see the light disappear out of my eyes and suddenly I feel so dizzy. My eyes flicker just before I fall unconscious.

I regain consciousness and I'm tied up to a chair. 'Now, why did you disobey the rules?! Rulebreakers get punished!' calls out a man with brown hair, glasses and brown eyes. A syringe with purple liquid is inserted into my neck. It stings. The next thing I know, all my eyes see is black and black. Nowhere to run. Nowhere to escape. WHERE AM I?!

It wasn't a nightmare. I wish it could've been but it simply wasn't. It was all too real for it to be a dream. My skin was soaked and bleeding in places where I had no choice but to stumble onwards through undergrowth. Coughing out terrified, tearless sighs I had all but lost the will to live and feeling the fight drain out of me. In those desperate, blurry moments, I begged for the forest to take me if that's what she wanted. She could have my blood, my skin and my bones for all I cared, just as long as it would end my torture.

I must have slipped into the realm of the unconscious for a short while after, for I don't recall the exact details of the next few minutes. I can't have been there for very long at all, as when I awoke the moon still hung in the sky like an ancient coin. The storm still raged on, unrelenting, and the night felt so black that the darkness hummed. I might have stayed there, curled up in a foetal ball amongst the leaves, had I not heard it.

It echoed through the trees, shrill and pained, causing crows to call to one another and ruffle their feathers. It was long and gasping almost, resonating within my very soul. Then it dawned on me. The sound was a scream. A human scream perhaps? Unlikely though it may seem for another person to be out here, alone in this labyrinth of trees, I could find no other explanation for what I had heard. Sensing light at the end of this horrific tunnel, I raised myself onto legs that trembled uncontrollably and clawed my way back into the unknown inkiness of the bushes.

Convinced the scream was a

woman's or maybe even a child's, I forced my legs to go faster. A cold sweat trickled down my forehead and I could barely move a few paces without tripping, but I dragged my weakened body further and further in the direction of the noise. Pain shot through the pads of my feet as I trekked through brambles and Holly, but I barely noticed. All that mattered to me now was the possibility of another poor person out here, and I wasn't alone.

But it was nothing more than a fox, I discovered as I reached a small clearing. No woman. No child. Nobody at all. Yelling incoherently at the animal, I had never felt more isolated. I would die here, I realised, betrayed by a fox where no-one would find what was left of my corpse after whatever creatures lurked here had known the taste of my flesh and the grass and moss had been well fed. The fox stood there, indifferent to the barrage of abuse I was hurling at it, staring at my snot-smear, tear-stained face. It eventually turned to go, trotting silently back to wherever it had come, leaving me in my deranged state.

Had I been in a better frame of mind and more aware of my unfortunate surroundings, I might have taken the time to realise that it wasn't me the fox was running from. On the contrary it had sat and watched me in apparent amusement. No, the fox had better reasons to be off. It was only once he was long gone that I saw new eyes were fixed on me. They glowed like fiery orbs, round and unblinking. My instinct to survive suddenly returned as I whipped back around and took off into the forest once again. For the first time in my life I properly

felt what it was like to be the deer, stalked with no way of knowing if the direction you were running in was going to lead to your demise.

I do not know how long I ran for, although it felt as if I had travelled twice the width of the earth. At some point whatever was chasing me must've stopped or been called away by some higher power because I ceased to feel it's hot, moist breath on the back of my neck and I could not hear it's footsteps falling heavy behind me. I collapsed at the edge of the forest, unable to appreciate that I had finally found the escape I had been searching for, and clutched my hands to my beating heart. It was over.

I know I'll bear the knowledge that I found something, that day, in the woods somewhere for many more years to come. Of course nobody will believe me when I tell them of what I witnessed. I mean, would you?



This story was written by a student in Year 7, Grace Secker, while she was in hospital in Manchester just before Christmas. She has received a Blue Peter badge for it! We are proud of Grace and her continued resilience and positive attitude to her schoolwork.

Grace Secker
Sunday 3rd January 2021
11 years old

THE HUMAN AND THE BIRD

One beautiful, bright sunny morning, there was a bird. This bird was a parrot of different, vibrant colours. He was migrating to a hotter country. He was starting to get really confident and then decided to fly higher than he had ever been before. Then suddenly, faster and faster, he fell ! As he fell the, the wind rushing between his feathers and the sun beaming over him, he landed with a bump in the bushes.

Earlier that sunny morning, in a house amongst many others, there was a young man named Lucas aged 24. He had sparkling blue eyes, short blonde hair and freckles dotted all over his cheeks. He was just eating his breakfast while looking at some of the pictures he'd taken, when he decided to get ready for the day. As he slips on his nature reserve uniform, his safari hat and his satchel bag with his binoculars in, he stepped outside and started to explore.

Lucas decided to go somewhere a little different. He went to a small woods outside of the town. He had just got to the border of the woods. This woods had tall, thin trees and bushes with all sorts of different coloured flowers on them, when all of a sudden he heard a rustling coming from one of the bushes. He looked around trying to figure out which bush it was coming from, looking into each one even more carefully than the last. After a while Lucas found the bush and carefully had a peek inside. All he could see were the branches, but after looking more closely he had found something very, very special.

What Lucas had found a stunning, exotic parrot lying there as still as a rock. Gently scooping up the colourful bird and slipping it into his hat, as soon as Lucas was home he quickly grabbed the phone and rang the vet's. They said that he could bring the parrot in first thing in the morning. So he laid the bird in a soft, flattened out pillow with some food in the spare-room in his house. Lucas went about his normal routine when he heard a very strange fluttering noise. He slowly walked down the corridor towards the spare room and cautiously opened the door just so he could take a peek inside. When he looked in, all Lucas could see was the pillow where he had placed the bird; although this time there was no bird. The parrot was flying frantically all over the room trying to escape.

The bird was not going to calm down any time soon, so deciding to take action, Lucas closed the door and went to grab some tools to calm the bird. After a minute or so he came back with some food and interesting toys for the bird to play with. As soon as Lucas went in, the parrot took a sudden interest in the food and toys. Lucas felt very alarmed, as at this point the bird was looking straight at him. Then the bird darted past Lucas, swooped down to grab the food, and landed gently on the windowsill. The fact that the parrot had nearly destroyed the spare room, Lucas then made sure that he brought food very often so it didn't happen again.

Early the next morning, Lucas jumped in the car and drove the bird to the vets. Once they had arrived, Lucas carried the bird carefully inside and registered at the desk. Lucas was told to sit in the waiting room. After about 10 minutes they were called in and the vet, examining the



bird, said that his wing had been strained and it needed a bandage. The vet also said that the parrot needed a lot of rest, but he could be released after a week. Lucas was relieved to hear that the bird wasn't seriously injured, but wasn't too happy about keeping the bird in his house for a week.

The next few days were hard for Lucas, but he tried his best to keep the bird fit and healthy. A week soon went past and Lucas got in his car and took the bird to the vets, just to check he was still ok to be released. They saw the vets and the parrot got the all clear. Lucas drove back home and immediately took the bird down to the woods outside of the town; exactly where he had found the bird. As soon as he got there he kneeled down and sat the bird down on the ground. The parrot spread out its wings and flew out into the distance. Once Lucas couldn't see the parrot any more he headed inside and carried on with his normal, adventurous life. Lucas felt really good that he had looked after the parrot and been able to do his nature reserve team proud.

The End



BRITISH SIGN LANGUAGE COURSE

Since I signed up to BSL it has been great fun and I have learnt a lot.

I wanted to do British Sign language because that way if there ever a deaf, or partially deaf, person joined my class then I would be able to communicate with them and check that they were ok. Also, when I am looking for a job I will have a qualification that not many people will have, making future employers want to have me onboard. Plus I want to be a paramedic when I am older so knowing basic sign language will really help me in that instance as well.

I started learning British Sign language at school, as an extracurricular activity, on a Tuesday after school. As we went into lockdown I was able to continue learning it online via the website that the course was on. I wanted to carry on learning it because it gives you a break from school work.

During the course I learnt numbers and finger spelling. There were many other topics such as animals, work, food and drink, etc. My favourite topic was animals. You have to remember to watch facial expressions, and the mouthing of the words, as this really helps, because many signs are similar.

The later assessments on the course were a lot harder than the earlier ones but you could watch the videos as many times as you needed and the pass mark was 85% so it didn't matter if you didn't get 100%. However I often wanted to take the test again so that I did. The hardest assessment on course in my opinion was 7 because you really had to watch his face as well as his hands so I had to watch the assessment videos a few times before writing my answer.

I am really proud and pleased that I have managed to achieve the first qualification, and I am hoping to continue with BSL further.

Eleanor Thacker



I would also like to congratulate Dylan Tapsell, Callum Hines and Jorja Preston in Year 9 who have also completed their Introduction to British Sign Language Certificates.

As well as,
Jack Fraser
James West
Ayush Nair
Tyler Hales
Vinny Leat

Well done!

Mrs L Hempel

MAGICAL MANDALA'S

Over the last four years we have collaborated with Suffolk County Council's recycling department. The projects all share the same aim of looking after our environment by reducing, reusing and recycling. Student are asked to work towards a theme and create their work out of recycled materials. In this time over one thousand students have had the privilege of having their work on public display at prestigious places like The APEX in Bury St Edmunds, Endeavour House and The Town Hall in Ipswich. On one particular year the work was loaned to the AONB (The National Association Areas Of Outstanding Natural Beauty).

This year's project was called 'Magical Mandalas'. Mandalas are circular patterns that represent the circle of life and show that we are all connected. This sense of community and well-being is so important to us all right now.

Students were encouraged to be imaginative as possible and to work with their families in creating an outcome. Amazingly 200 pieces were submitted ranging from mixed media, collage, knitting to textiles. Well done to the winners who are listed below for each of the houses.

Due to the lockdown the exhibition is virtual and can still be seen using the link below. <https://suffolkrecycling.org.uk/learning-zone/get-involved/magical-mandalas-gallery>



1st Chamberlain
Max Freeman Year 7



2nd Houghton
Oscar Woodward Year 7



3rd Tollemache
Oliver Sharp Year 7



4th Abbas
Oliver Mayes Year 7



5th Peyton
Jacob Bird Year 7

FOOD TECHNOLOGY

Year 10 groups have been making pasta and pasta dishes at home. Here are a few examples of the fantastic work they have done. They have made the pasta, white sauce and the ragu sauce.



The Year 11 Food students completed a three hour practical mock exam on the topic of Italian cuisine. They have to plan, prepare and cook two to three dishes in three hours.

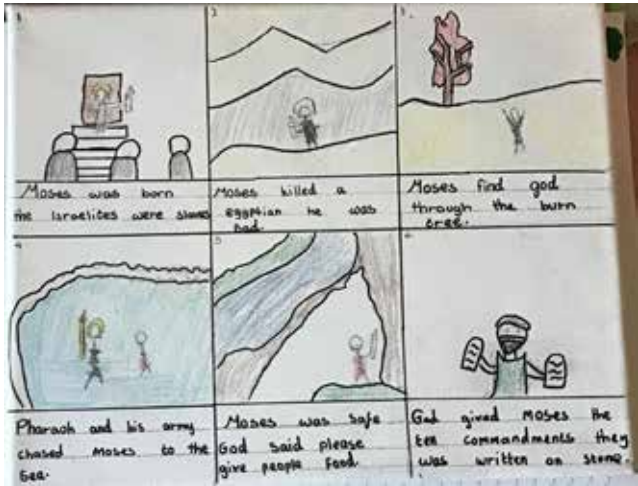
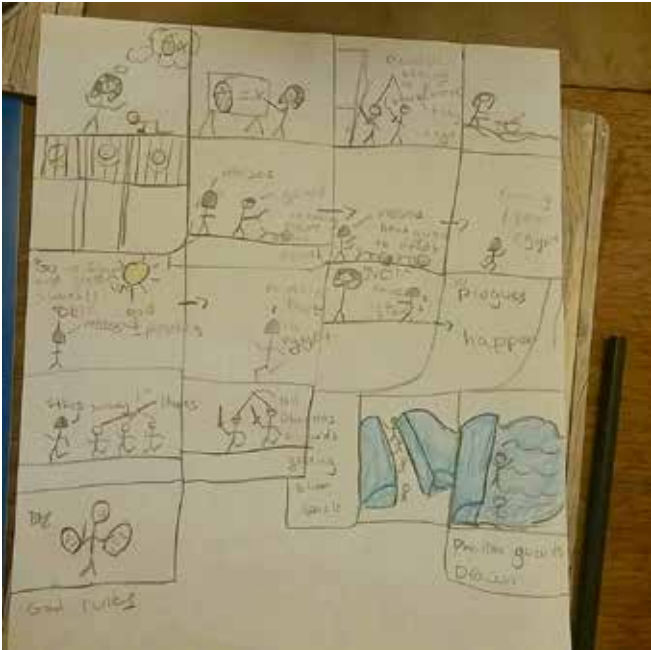
They all worked very hard and produced some amazing dishes, everyone enjoyed the opportunity of being able to cook.



REMOTE LEARNING IN *Humanities*

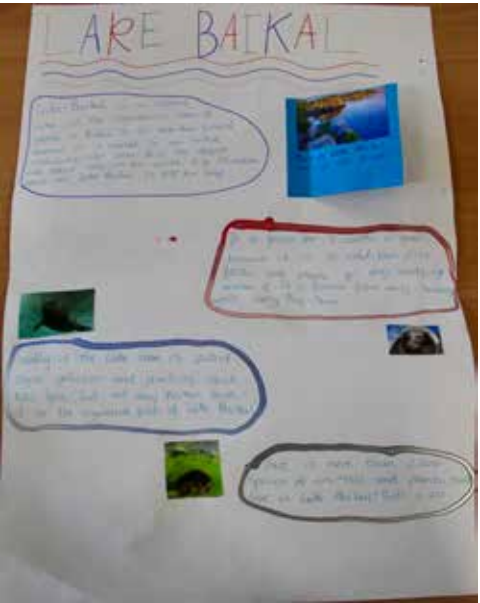
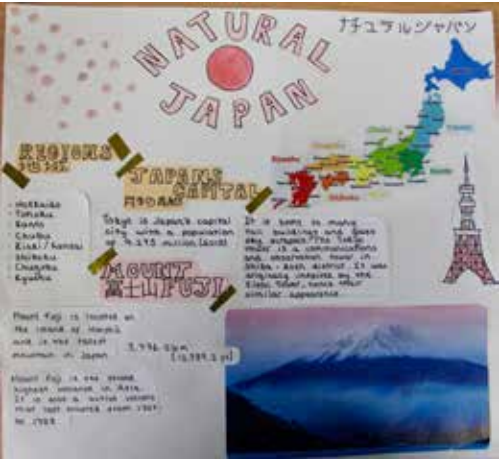
RELIGION, PHILOSOPHY & ETHICS

In RPE, Year 7 students have been learning about the historical and cultural foundations of the Abrahamic religions. They have been studying the links between Judaism, Christianity and Islam to deepen their knowledge of the individual religions. The unit covers the Patriarchs and their descendents, including the life of Moses. The story of Moses is an integral aspect of the RPE curriculum and is referred to from Year 7 to Year 13, from leadership, pilgrimage to religious experience. Students have been working really hard online, so as an alternative, they were asked to tell the story of Moses in any way they wanted. We were so impressed with the creativity shown by students.



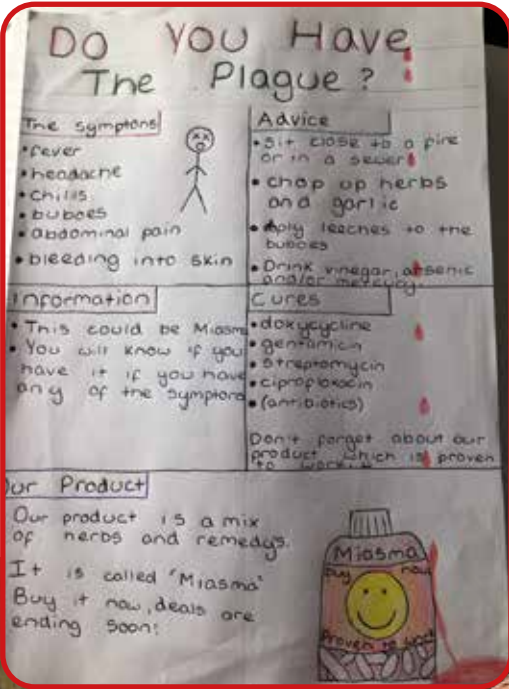
I was really inspired by the World Beyond My Window task that you set for us to do so I decided to do one on Las Vegas. I asked my family to research some places so that I could learn about some more different cultures and facts. We facetimed my Grandparents and they had researched Wales and Canada. My mum researched Corfu and my dad did Brazil. I have included my project in this email. We did this as an activity at the weekend and I loved doing it! Thank you for putting the idea in my head!

Jessica Vernon



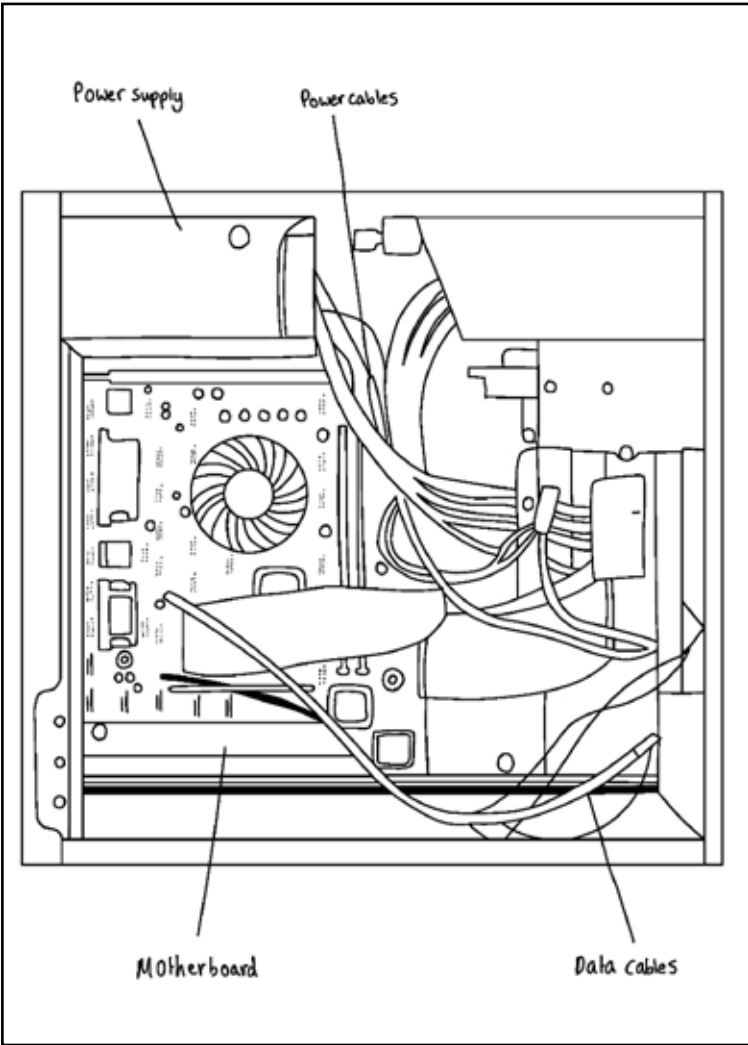
HISTORY

As Year 7 STEM pathway students approached the end of their History course they were asked to summarise their learning on the Black Death in the form of a poster, informing the public about symptoms and possible cures - a highly topical theme as it turned out...

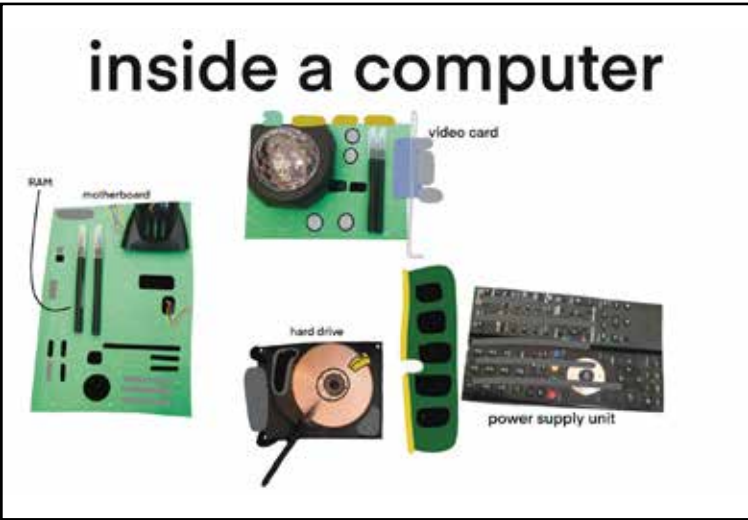


WHAT IS INSIDE A COMPUTER?

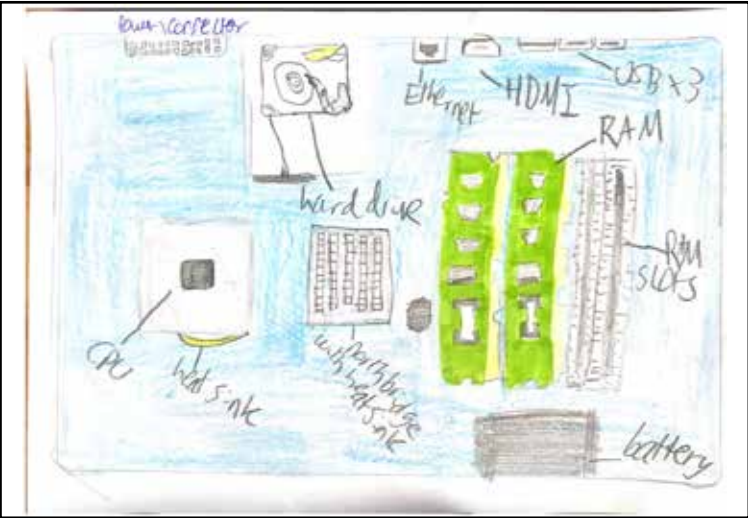
Year 9



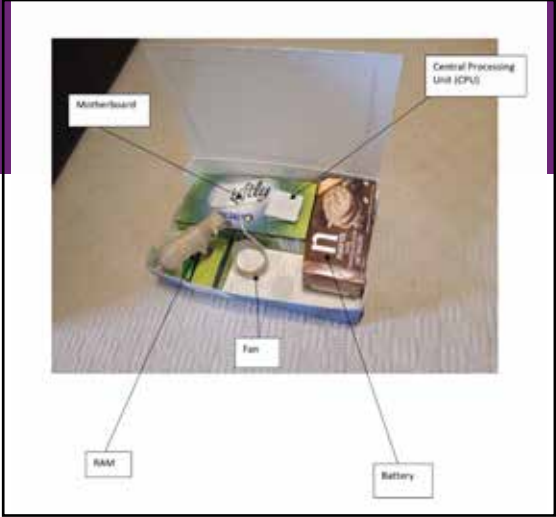
Zara Waheed-Baja



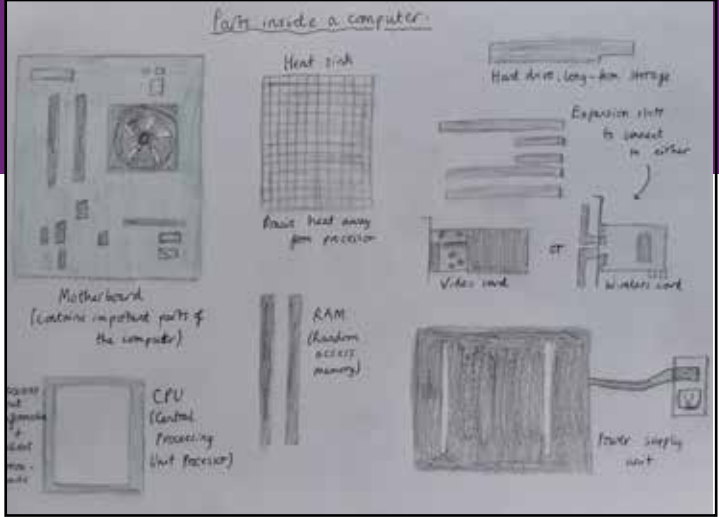
Olive Naylor



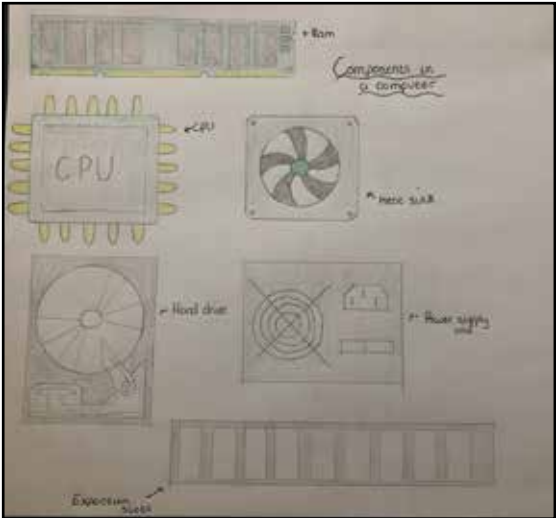
Alex Walder



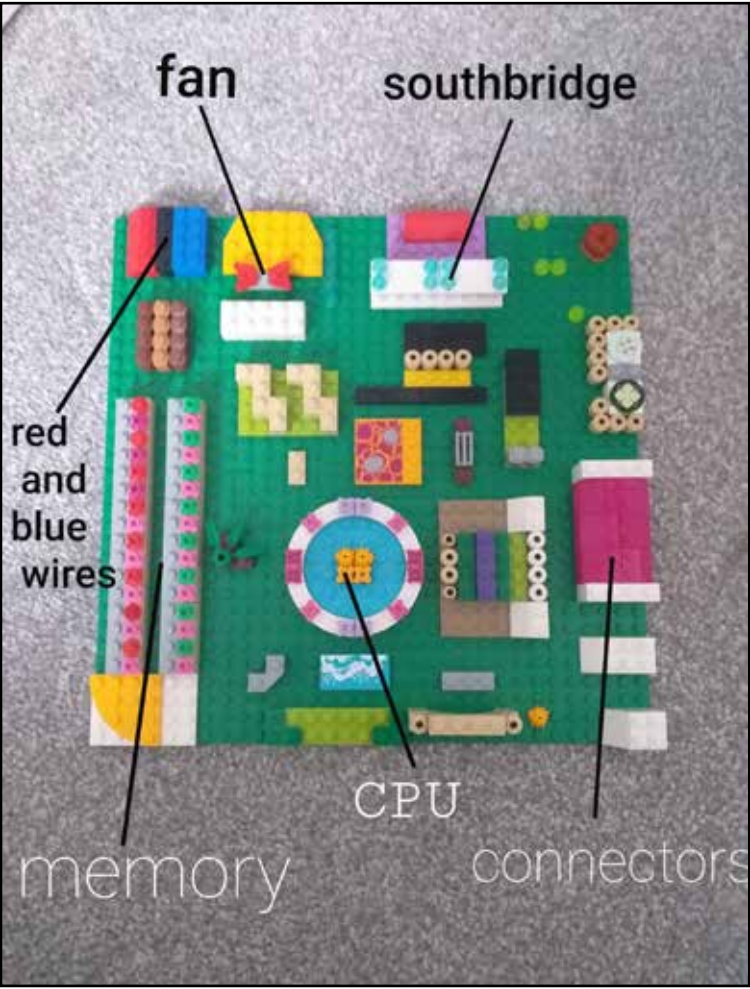
Josh Allard



Russell Gonzales



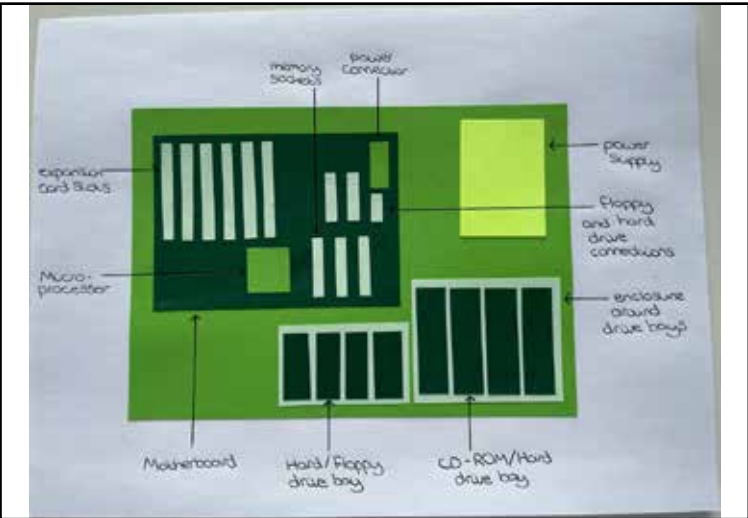
Jasmine Howard



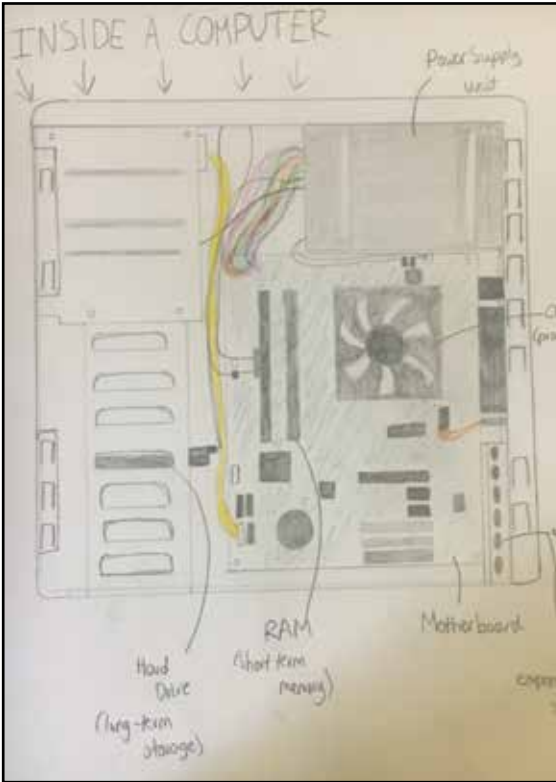
Jasmine Brown



Thea Reeve

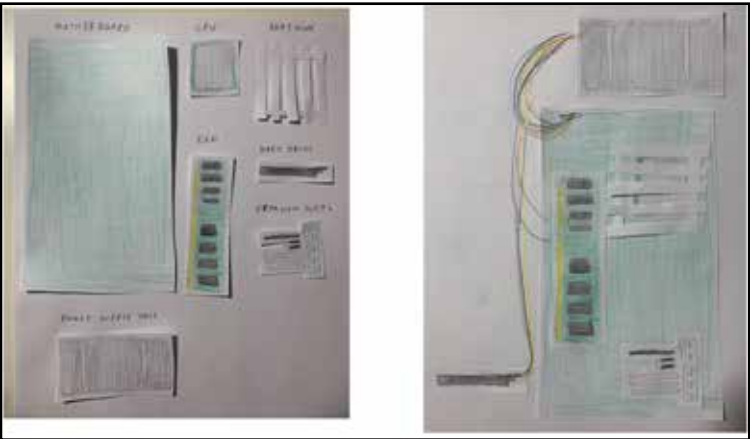


Daisy Driscoll



April Gray

Amy Peplow









Please
wear your
FACE MASK



Life in school during
LOCKDOWN



When the government announced that schools would not fully reopen after the Christmas break, that presented fresh challenges in a year already full of challenges! The school decided to continue with timetabled lessons streamed live from TGS, to maintain as far as possible the consistency of education, and just as importantly to carry on providing students with a routine, the opportunity to continue interacting with their friends, and to try and offer a semblance of normality in strange times. Once we'd got started with the teaching, we reached out to our community to get a sense of how it was all going, and we were encouraged and humbled by what you told us:

“Overall the live lessons are fantastic, generally include excellent content and are well thought through and delivered. They provide an excellent daily structure. Some of the new on-line teaching methods are wonderful and help keep our son engaged and learning throughout the 100 minutes. There is lots of encouragement too and reward for hard work.”

“Having listened to some of the online lessons I think the teachers are doing an amazing job at keeping the students engaged and involved during the online lessons. Each pupil has the opportunity to speak and there have even been some laughs along the way.”

“Google Classroom is laid out well and my children are able to access work for their lessons well. Having the live lessons has been a massive help. The welfare calls/emails from the Head of House, teachers and student services has been lovely.”

“You are giving useful feedback in lessons and rewarding effort. We like that there's not homework as well outside of lessons to give a good break after school has finished for the day. You are patient with any online issues.”

“I'm so impressed by the rapid way in which online learning was put into place. The teaching is excellent, engaging and staff are very careful to ensure the students understand the content. Very responsive.”

“Setting work for each lesson. My son seems to be getting a much better home school learning experience this time around, and I am not concerned about him falling behind this time. The level of work, and expectations from teachers is great. They are supportive and set a good standard of work. The

support available seems great too, regular live lessons and email communications.”

“Keeping the school day structure the same as it would be at school has worked really well for us. Having to be online at the same time as lessons would be in school has kept my daughter to a routine, which she really needed to stay focused.”

Our students were equally as positive:

“Teachers are still setting the usual (and sometimes maybe a little more, though I don't mind this) work, meaning I still feel busy and like I am achieving things. All of my teachers have tried and tested different things in lessons and have managed to keep them still feeling relatively normal and productive despite the situation.”

“All teachers have been inspiring and really understanding. I have got to grips with lots of online software which I wasn't too confident about at first.”

“Generally most teachers are making lesson content fun, engaging and enjoyable. There's lots of encouragement from teachers and for the most part, the student-teacher communication is exceptional and all the teachers are very supportive and understanding.”

“Provision of lessons and work in general is very good, particularly after hearing from some friends elsewhere across the UK, and I feel that I still have enough work to do and hopefully ample opportunity to prove that I can get the grades that I want.”

“The school has a fantastic system with setting work and are brilliant at explaining the tasks that we have to complete. I love that I still get feedback from my work even though the teachers are so busy at this time.”

We are of course delighted to have received these words of encouragement and support from both students and parents, but are happier still that our students are now back in school. Let's wish for a nice summer and a quick return to normality!

Life in school during LOCKDOWN





Wear it Red for Red Nose Day
over £1000 raised across
all year groups
including 6th form!

**RED
NOSE
DAY**

ALUMNI

Class of

GCUS & TGS

DAN NEWMAN

TV and Events Floor Manager

Great Cornard Upper School Class of 2009

Dan was a student at Great Cornard Upper School between 2006-2009 when studying for his GCSEs. Before GCUS he attended Wells Hall Primary School and Great Cornard Middle School having lived in Great Cornard.

Dan used his Year 10 work experience to gain insight into the media industry with Offshoot Films, a local video production company, and this ultimately set the path into his current career.

After GCUS Dan attended West Suffolk College before graduating with a degree in Broadcasting from Ravensbourne University London. A specialist university offering practice-based digital media and design courses located on the Greenwich Peninsula.

Dan has gone on to work as a Freelance Television Floor Manager working on large scale events as well as shows for broadcasters such as BBC, ITV, Channel 4, DAVE, BT Sport and Sky.

Credits include Robot Wars (BBC), Little Mix: The Search (BBC), Harry's Heroes (ITV), Celebrity Hunted (C4), Celebs Go Dating (E4), Sunday Brunch (C4) as well as sporting events such as Premiership Football, The FA Cup, Boxing, World Para Athletics and Eliud Kipchoge's INEOS 1:59 Marathon Challenge in 2019.



IAN WALKER

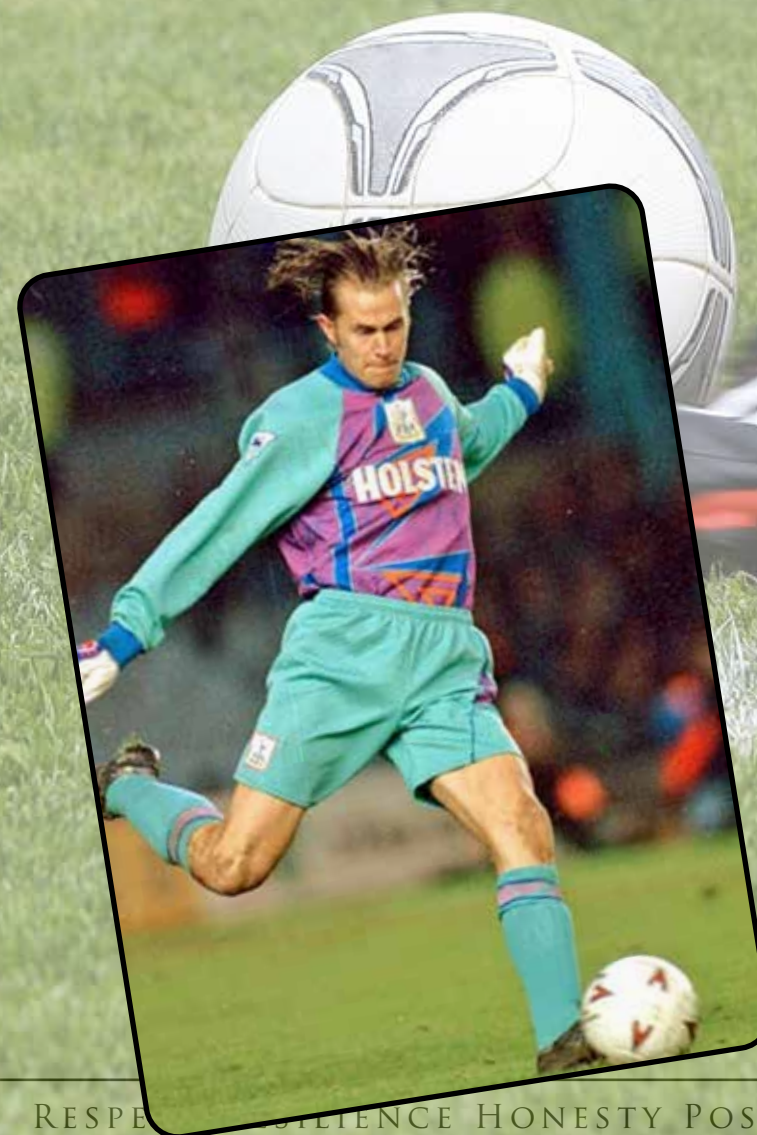
Professional Footballer

Great Cornard Upper School 1985-88

For many years he was the number one goalkeeper for Tottenham Hotspur, starting out with them as a trainee and having two loan spells, for Ipswich Town and Oxford United. Walker made 312 appearances for Tottenham Hotspur and won the 1999 League Cup after beating Leicester City 1-0 at the old Wembley Stadium. He played his final game for Spurs against West Ham United on 31 January 2001.

Capped by the England national team four times, making his debut in 1996 against Hungary. His most infamous game was against Italy in a qualification match for

the 1998 World Cup where he is widely believed to have been at fault to a Gianfranco Zola strike. England lost this game to Italy 1-0 at Wembley Stadium. He backed up David James at Euro 2004 but was overtaken by others in the pecking order. Despite Walker's club Leicester suffering relegation from the Premier League, he played his first England match in seven years as a 61st-minute substitute for Paul Robinson in a 6-1 win over Iceland on 5 June 2004, which was also his last international.



OUR ALUMNI

Class of

Great Cornard Upper School
Thomas Gainsborough School

We want to inspire our students to strive to be the best they can be.

Did you, or someone you know, attend GCUS/TGS and have gone on to a successful and fulfilling career?

Email a description of your journey from GCUS/TGS to where you are now to mclaxton@tgschool.net

CAREERS *Careers*

Although this has been a quiet term without students visiting the Careers Hub it has nevertheless been a productive one. The enrichment day in February focused on helping Year 9 students choose their GCSE options and Year 10 and 11 students being introduced to online resources such as startprofile.com to help them explore future careers. Labour Market Information was also explained to them and the importance of using it to help them make better informed decisions.

To help parents know what choices their children have ahead of them we have added some useful resources to the Careers page of the school website. One of these is a couple of widgets that allow you to compare the Labour Market Information of two career choices side by side so you can see if it is moving in a positive or negative direction.

We have also added information about the new T-Levels qualifications introduced this year at some local colleges as well as links to useful information on apprenticeships. There is now a link to the excellent "Work & Skills" magazine produced by Suffolk County Council. This magazine is packed full of information about local job opportunities and growing sectors worth considering. If you would like a hard copy please ask your child to come to the Careers Hub for a hard copy.

If any student would like to arrange an online 1:1 Careers Guidance meeting please contact kosborne@tgschool.net. We are currently prioritising Years 10-13.

Thanks to the vision of Mrs Osborne and the amazing talent of Miss Claxton, who put it all together, we have a great new Careers noticeboard. It is situated near the central staircase and designed to help students know what careers activities are ahead and the choices they need to make. We would encourage all students to take a look at the board and contact the Careers Hub with any questions.

Students in our 6th form have been signing up to several virtual work experience opportunities with Speakers For Schools, InvestIN Education and Medic Mentor.

Bradley Kirby-Taylor had the following to say of his experience on the Young Doctor's Programme with InvestIN Education -

"I would highly recommend this programme to anyone considering becoming a Doctor.

I believe this was helpful because; they covered details about Med school, informed you on how to write a good personal statement, Showed you good interview techniques, explained what a doctor actually does and had access to a lot of resources- PowerPoint, Doctors you can ask etc.

What I found most useful was the interaction between doctors/med students and you: you could answer polls and have your questions answered- this helps to give you the best idea of what you will do for your job choice.

If you want something more hands on and enjoy a fast pace- you could be a surgeon or a doctor in the ICU, A&E etc.

Through the discussions, there are some key skills that are important to have, if you are wanting to become a Doctor. You need: great communication, organisation, patience, passion and be able to work under pressure.

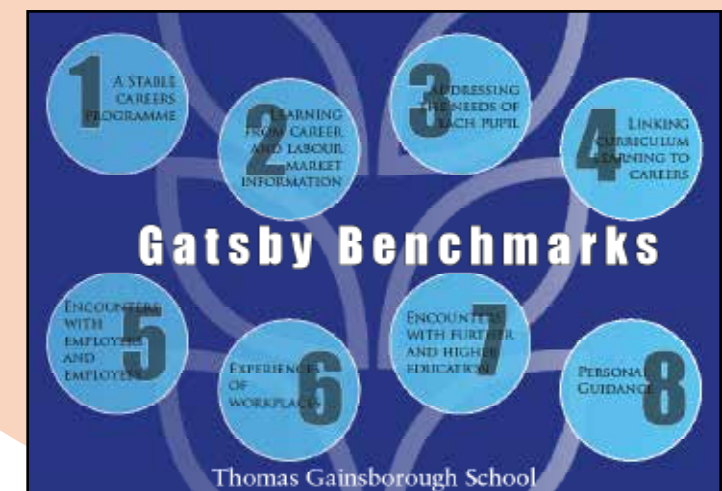
One such example where great communication is absolutely key, is when you hand over. You hand over responsibility to the night staff, but you need to tell them who's at high risk- who to watch and what you have done for the patient."

Unfortunately due to increased pressure on NHS resources the 6 week medicine programme we had planned with West Suffolk Hospital had to be postponed, but we will try and rearrange for later in the academic year.

I am continuing to work on our Careers TV interview library with several new interviews completed recently. I have spoken with a Geography graduate working at Amazon as a "Transport Planning Manager," an ex-student who has successfully completed an apprenticeship at Transport for London and VP of Finance at Parity Technologies. To access all interviews students can go to the Careers folder of the shared google drive.



If you or someone you know has an interesting job and would be prepared to be interviewed online for 20min by Mrs Osborne, please send your/their email address and details to kosborne@tgschool.net. Many thanks.



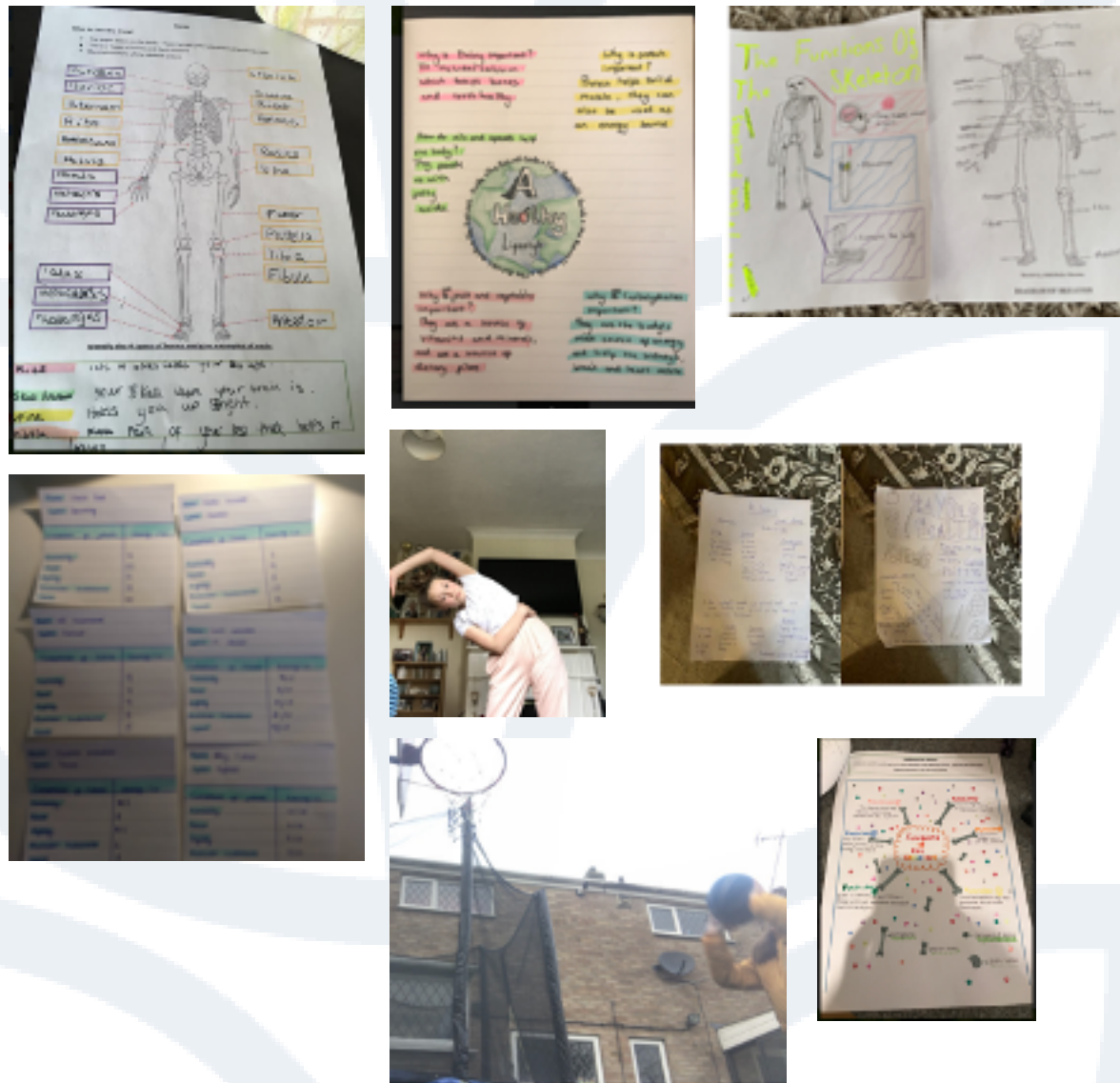
CAREERS *Careers*

Student of the month - January

Emily Bellward (A-RMY) - confidence, resilience and commitment to in school involvement in core PE lessons, dancing to a high standard despite having no previous experience.

KS3 & 4 PE Distance Challenge & Physical Activity

We have been emailed high quality fitness posters on New Years resolutions, health and fitness information, distance challenges and physical activity challenges



Using a distance mapping website, such as mapometer.com

Each week you need to try to get a further distance than the previous week!

Aim to increase your distance by around 10-20%, remembering that you will need to keep increasing it over the following weeks!

NHS: Children and young people need to do aerobic exercise.

The weekly distance will be calculated automatically.

The increase will be calculated and turn green if you achieved a greater distance than the previous week!

ALB: Make sure you stick to the same units (miles or kilometres) throughout the entire challenge.

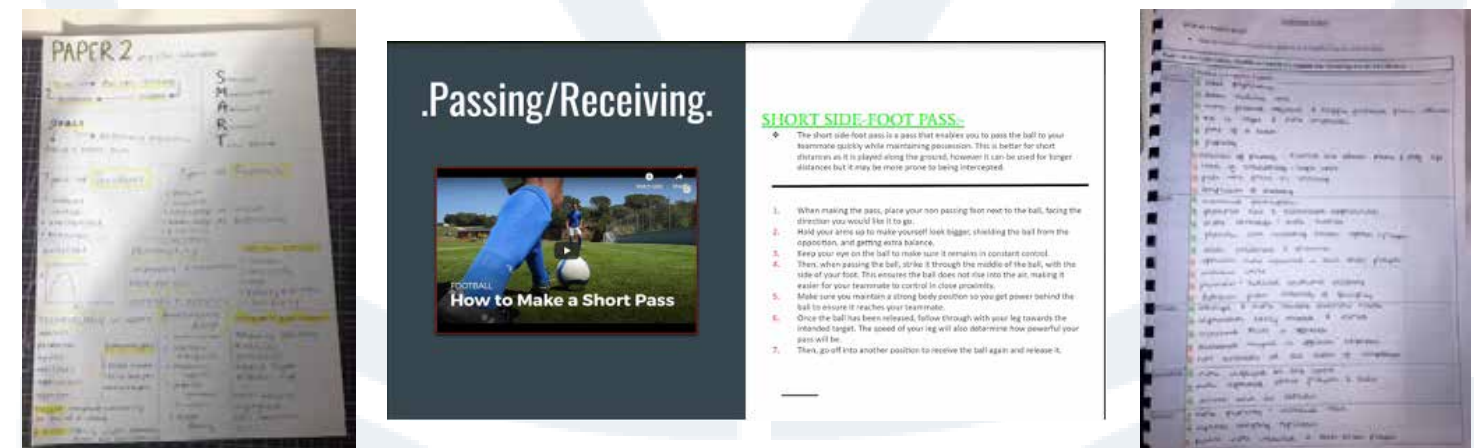
WEEK	DAILY DISTANCE							WEEKLY DISTANCE	WEEKLY INCREASE
	Mon	Tue	Wed	Thu	Fri	Sat	Sun		
1								0	
2	2	2	4	6				12	100%
3								0	0%
4								0	0%

"Today do what others won't so tomorrow you can accomplish what others can't"

Simone Biles

GCSE PE / BTEC Sport

GCSE PE and BTEC we have been continuing with the course content and unit work. Students in Year 10 & 11 have been planning and carrying out a 6 week fitness programme for Unit 3 BTCE SPORT. In GCSE PE Year 10 have started their Analysis and evaluation NEA, part of their practical mark. Year 11 GCSE PE students have been completing topic areas for paper 2 via online learning, completing knowledge organisers of learnt work, as well as filling in their workbooks and sitting end of unit tests.



House Competition

Extra Curricular Fitness sessions

School Virtual 3km Running Championship 2021

Do you want to see how your 3km time matches up against others in your year and every student in the school? You can compete against students from all year groups in a virtual 3km race! There will be certificates for each year group and an overall school winner.

How to Enter: You can submit a screenshot from apps such as strava, garmin connect, nike running, runkeeper. Once you have recorded your time, you can either tag us on our social media platforms, or email your entries to cbryan@tgschool.net.

Instagram: [tgs_pe](https://www.instagram.com/tgs_pe) Twitter: [TGS_PE](https://twitter.com/TGS_PE)



Connie Clasby-Myers

She competed hard and achieved a personal best in both the Snatch (28kg) and the Clean & Jerk (40kg).

After weeks of patiently waiting and some frustrating delays due to technical issues with the British Weightlifting Competition Website we finally received the result yesterday evening.

I can proudly inform you that Connie is now a National medalist, after being awarded a silver medal in the Women's Under 15s <55kg Category of the English Championship. (Her first weightlifting competition!)

She is ecstatic with the result and spent a good hour dancing around.

We are extremely impressed and proud with her hard work, dedication and drive to win.



Keavy Power

Congratulations to Keavy Power who delivered her first live TikTok stream as part of the fundraising group Disco Kitchen.

She was so good she's been given a weekly slot.

Congratulations Keavy!



Mr Myhill has spent lockdown running the equivalent of a marathon to raise money for Prostate Cancer.

He took on the challenge during January and raised £500 for the national charity.

Thanking everyone who supported his charity challenge, Mr Myhill said it also helped with his mental health as the country entered the latest lockdown.

He said: "I have always enjoyed running and I have always wanted to run a marathon at some stage.

"I thought this was a really good challenge and also a great way to raise awareness of such an important charity.

"It also gave me a really good focus at the start of lockdown as running really can help with improved health and wellbeing."

The challenge saw him run a total of 26.2 miles – a distance he completed by 12th January.

He then continued running, spurred on by generous friends and family donating to Prostate Cancer.

By the end of January, he had run a total of 52.4 miles! That's 2 marathons!

"I am so grateful to everyone who supported the challenge for such a worthwhile cause. Every donation gave me confidence and inspiration to keep running."



SIXTH FORM COMMUNAL GARDEN UPDATE

We have begun to receive donations, in the last few weeks, and we now have nearly all the necessary tools, pots, trays, and seeds, to begin, preparing the area. There are a few things we are missing, however. We have received £40 in cash donations and so we can buy most of the remaining items. On top of this there is still lots of time for us to receive more donations. Of course, the covid situation is a little frustrating as it could foil our planned timeline. However Rosie and I will work to formulate another plan.

We are planning to create some kits for the students who are interested to collect from school to begin growing the seedlings at home where they can be tended to regularly. In the kits there will be seeds, compost, pots and it will all be contained in a tray. We have had a selection donated by a local primary school.

We have had agreement that the Mural proposal can go ahead. We are hoping to get ideas through a design competition, which will be open to all years, to help us come up with the final design, be this through a combination of the entries or with the Winners design being used. The main parameters will be that it's colourful and that it involves the school logo in some way.

Hannah and Rosie (Year 13)

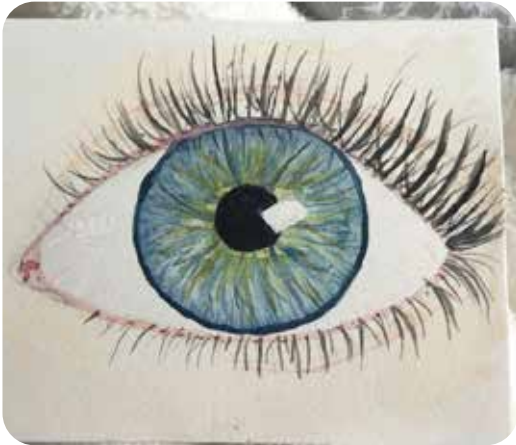


NON-SCREEN DAY *Enrichment*



I did some baking and cooking, I added a snowkitten to my giant snowcat, I also tried to play some piano but it was terrible and I also did some paintings.

Boudica George





These are the pictures of that did today on the non screen day. I went on a 10 mile walk, set up my sea monkey tank, had a violin lesson and made a new recipe with Boudica.

Alice Wilby-Ward



A sunny snowy walk taking photographs of my surroundings.

Aimee Sharp





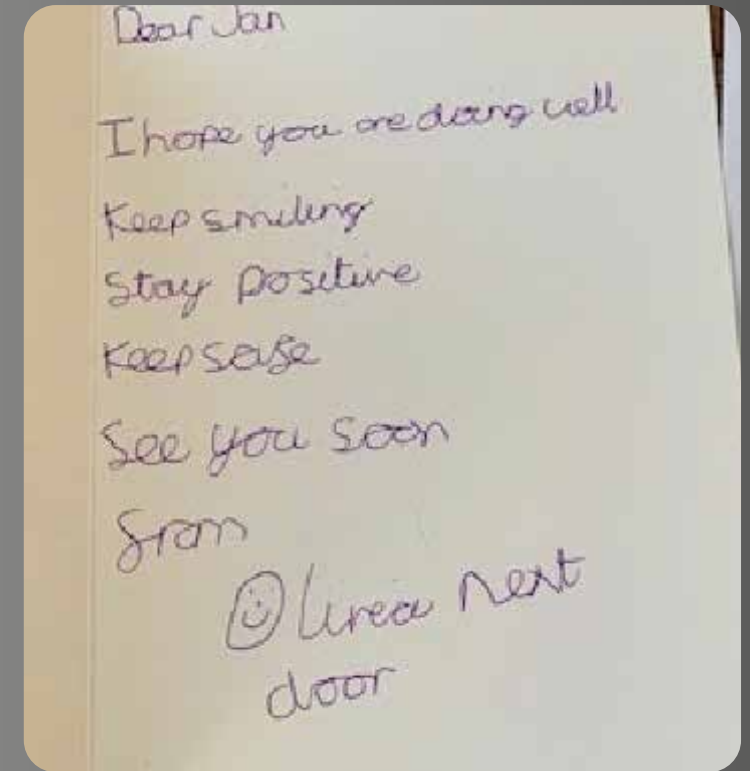
Matthew King



Izzy Mustoe -I did a bit of painting and drawing.



Olivia Pomphrett - I wrote a card to my neighbour to make her happy and to keep safe.



I just wanted to say what a lovely day I have had and have managed to make biscuits for my family, been on a nice walk, been sledging and have done some exercise! It was very nice to have a rest away from the screens. It was much needed and appreciated.

Very many thanks,
Evie Prager

Caitlin Meuser and Carlie Priest's bake day.



Amber Mabbutt - Wrapped up for a doggie walk.



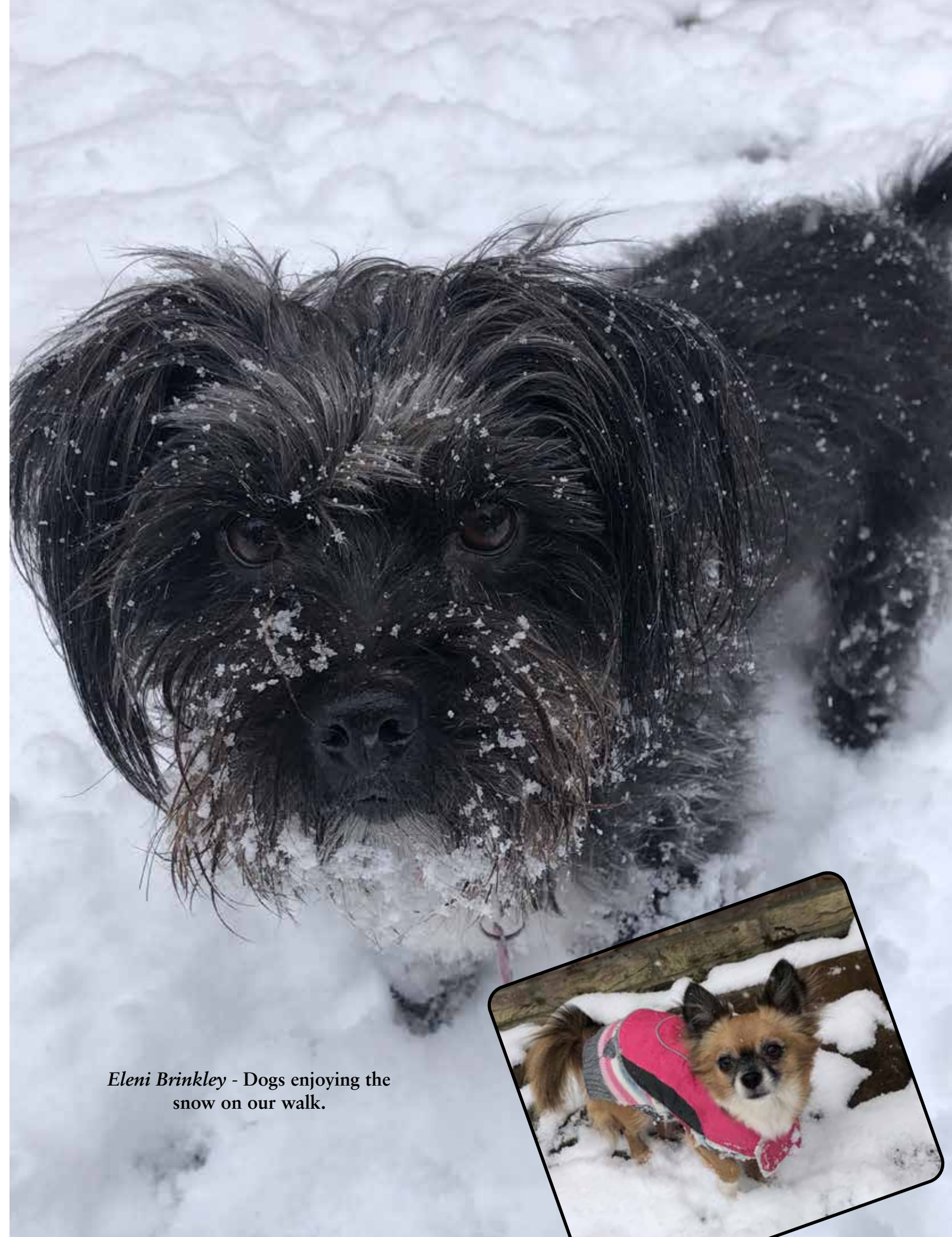
Emily Hunt - Building a snow chair.



Bradley Kirby-Taylor Building a snowman.



Mrs Buller - Arsenal fan waiting for lockdown to end.



Eleni Brinkley - Dogs enjoying the snow on our walk.



Ethan Richardson - Dogs having fun in the snow.



Eleanor Turner made a Victoria Sponge for her Grandad.



Shannon Lock - 'No more walking please'



Ben Lowe - At 5am yesterday morning Ben helped deliver the first foal of the year, 3 weeks early as well as his usual work on the farm.

Josh comes down to the stables every night to help put the ponies to bed. Today was great because he came down this morning to exercise one for me and help do the mucking out etc.

Josh Twitchen





Added some more pictures to my memory scrapbook, made brioche bites and went for a walk.



Ed Shennan - a snowy walk with the dog.



Hollie Warner - I made a snow cat.

I am currently in the midst of Year 12 studying A level Dance, Drama and Biology. I have had Mrs Arrow as a teacher for Drama for pretty much my whole TGS experience and that is why Drama is what I want to pursue as a future career! I think it's very fair to say that during this third lockdown a lot of us have struggled immensely, in comparison to normal circumstances. After having been depressed for several months after the Christmas holidays I found myself sick of the way I was living and just knowing that I needed to change the way that I was trying to help myself. I asked Mrs Arrow if she would restart her yoga club, which she had previously run, back when life was 'normal'. As these weekly lessons began I noticed myself having a reason to get dressed and out of bed every other day to practise this new yoga I had discovered! Being a dance student this was also awesome as it's important that I stay strong and flexible. These Yoga lessons were only an hour on a Thursday evening and are really cleverly tailored for all abilities, however I found that's all that was needed, an hour to just relax and not focus on everything going on in the world. I don't want to say that yoga has changed my life, however it has been an absolute massive push in the right direction for me in healing and regaining good mental health.

If anyone reading this is struggling, know that you are not alone, and you're doing an amazing job by even waking up everyday.

Do something that you will thank yourself for later.

Eleanor Turner

Our students have had a challenging time learning languages independently during lockdown as a great element of the course is the interaction in the target language. We even had to cancel a trip to Andalusia and Granada we had planned for last October!

This is a short video to show you the great places we would have visited back then. Hopefully, we'll get to go soon!

<https://www.youtube.com/watch?v=5kFdwIPAKew>

They have been working relentlessly and have improved their independence and quality of work despite the difficulties. We are proud to say that we have seen their progress and are confident that they will have all the skills they need to use their knowledge of Spanish and the Hispanic culture in any context in the future, either at university or work or while travelling around the world.

Below you can read some of their reflections on their experience during lockdown and how it has enhanced their language skills.

Mrs Hurtado

Pheroza: For me, I haven't had the same motivation to learn as usual; even though the online lessons are less engaging, there have been aspects of lockdown that have personally enabled me to grow more confident when writing and reading in Spanish. I think that the literature analysis has been much more interesting, (I've definitely enjoyed it much more) as, for example, we had the opportunity to attend an online conference which I wouldn't have enjoyed half as much, let alone have it available to me! As well as this, I find that I am able to work more effectively independently as there are less distractions and I have the chance to learn without feeling overwhelmed or out of my depth as I can take my time with assessments. However, there are aspects of online learning that cannot replace the importance of engagement in school: in order to understand a language they are quintessential. The conversations we have and the speaking exams are not the same, more awkward and less engaging, perhaps it was the same before but it didn't feel so contrived as it does now which is unfortunate. Netflix has a good range of documentaries which are in Spanish, as well as less heavy-going films and series. I recently watched a documentary about the establishment of Cuba, absolutely breath-taking but boring in parts as I did feel as if I was in a history

lesson...articles as well are great, even if they are in English, they really help with understanding the wider context of modules. My favourite learning tool would be listening to a Spanish podcast: they are easy to access and they really help, even if the presenter is talking at 100 miles per hour!

Yola - Learning Spanish during lockdown has been quite different! We have had more opportunities to do independent work and that has really allowed me to explore different sources of information. For example, I really enjoy watching videos when I am researching something because I find it particularly helpful to listen to the pronunciation of Spanish speakers. A trick I learnt from Mrs Hurtado when watching videos is to turn on the subtitles and decrease the playback speed, sometimes people speak so fast!

Lockdown has allowed me to have more time to read more and before we left Sixth Form, I brought "Así es la Vida, Carlota!" by Gemma Lienas with me and after finishing reading it, Mrs Keys challenged me to read work by Isabel Allende. Therefore, my next Spanish read will be Allende's "La Casa de los Espíritus".

Another resource I came across was a youtube channel called 'Superholly' which I found very useful because the creator speaks both English and Spanish and her videos are a mixture of both languages. I particularly enjoy watching her videos because they are energetic and contemporary. For instance she has analysed Anya Taylor-Joy's English and Spanish, which I found really interesting because I have watched series where she has been included. Superholly's channel: <https://www.youtube.com/c/superholly/videos>

Overall, my advice is to expose yourself as much as you can to the Spanish World through the Internet, whether it be watching videos, reading articles or listening to podcasts. What you do independently is what is really going to drive you to keep improving and staying motivated to learn Spanish.

Hannah: whilst it has of course, been difficult to motivate myself to work in Spanish just the same as it has been for all subjects, I found it far easier to motivate myself to practise my Spanish than other subjects, the reason for this is simpler than you might think. I knew that my Spanish and knowing a second language was going to be

extremely helpful for my future. As soon as the exam stress was mostly alleviated I was able to get back to strengthening my fluency and knowledge of the language, a language which I am actually extremely fond of. My love for it had been weighed down by all of the pressure. Whilst I know that this is unlikely to be the same for any years after us, I would still like to remind anyone taking a modern foreign language why they took it. If you took a language for A-Level then you must love it because believe me it's not easy. For me I am constantly reminded that I didn't take A-Level Spanish because I thought a modern foreign language would look good or because I thought it would be easy because believe me I've wanted to quit several times. Thankfully the support I've received from staff and my peers meant I didn't and for that I am eternally grateful. I took A-Level Spanish because I loved the language, it was as simple as that.

In order to maintain a reasonable level of listening and reading skills throughout this lockdown, I have watched and read several things. I began with a series on Netflix called 'Madre solo hay dos' (Daughter from another mother), I have often struggled to watch whole series' in Spanish but this one I loved and I cannot wait for season 2. (I particularly enjoyed it when I recognised words) I have also been reading a book of Spanish short stories to keep my reading ticking over until we get back to school. The best things I can suggest to ensure your Spanish is constantly improving, which require minimal effort and are often relatively accessible are: listening to English songs, you know well sang in the language you are learning, listening to spanish music with english subtitles, watching your favourite series in spanish with english subtitles or even just popping on the spanish subtitles whilst you watch your favourite show. You'll really enjoy understanding words and the more you watch the more you understand.

Emily: Learning through video calls has been a lot harder than in lessons, particularly staying focused and then being motivated to complete work outside of them. However I've enjoyed the independent work and have learnt how to organise and structure everything online, which was something I struggled with previously. At the start of this lockdown I was worried that the online experience would deter my enjoyment of learning a language, but have found that I instead have access to new means of practising: for example by reading articles or

watching films and videos, which have helped to improve my knowledge of Spanish culture and language. Now that we're returning to school, hopefully long term, my advice would be to utilize the internet. Regularly implement this newly discovered media to understand more and keep learning about the culture.

NUNO: Personally, learning a language through video calls might not be as exciting as learning face to face and expressing your ideas, however, for those more shy and less confident it might be the best option.

During this lockdown I struggled to commit as well as I used to, but watching TV programs, watching films/ series or even watching some youtube videos really helped me refresh my ideas.

The good thing about using these as a "learning" method is that the subject of the video or film does not have to be entirely related to a subject topic; it could even be the Spanish version of Teletubbies. Now, since we go back to school I suggest every A-level Language student to switch-on their buttons; make sure you are ready, capable and aware that we must keep working with the same commitment as we started the year.

<https://canalhistoria.es/>

<http://www.crtvg.es/tvg/tvg-en-directo>



PLAN THE WORLD We Need 2020

Two of our Year 13 students, Jemma Sargeant and Katherine Chapman have won a national competition organised by the Royal Town Planning Institute. 'Plan the World we Need 2020' invited students to formulate a 5 - step plan to transform a local area in need of some 'tlc', incorporating concepts such as sustainability and citizenship, using their local knowledge.

Jemma and Katherine impressed the judges with their plans for the former Delphi site in Sudbury and have won £100 each for themselves and the school, as well as a skills workshop with a Chartered town planner. We plan to spend the school's £100 on subscriptions to A Level Geography online resources.

Congratulations to you both - we are very proud of you and thank you for entering!

Mr M Watkins



Plan The World We Need

HIRAETH

Jemma Sargeant & Katherine Chapman
Thomas Cainsborough Sixth Form
17 - Year 13

LOCATION

This brownfield site is located in Sudbury, Suffolk adjacent to Newton Road. This road is a busy road and is just past a roundabout that leads to the town centre, Great Cornard, Melford, Foxearth, Newton, Lavenham and other areas. Two of the junctions off of this roundabout provide a fairly direct route to Bury St Edmunds and Ipswich. This location is just a short walking distance to the historic town centre and is conveniently located close to a restaurant, The Maldon Grey and a retail park with a variety of services such as: KFC, Carpetright, Halfords, Farmfoods, Topps Tiles and Poundland.

Delphi was a large manufacturing company for diesel engines that relocated presumably due to exogenous factors such as government policy aiming to ban the sale of new diesel and petrol cars by 2035, and cheaper labour costs elsewhere - primarily in low income countries. Delphi operated on a 22 acre site with 348,000 sq ft of industrial accommodation in which we plan to repurpose and redesign to develop a sustainable shopping centre.

LOCATION

98% of people living in the area in which the site is located are all white, British.
78.2% of people living in this area are of a Christian religion.
15.2% of people in this area are of no religion.

This shows that the area is in need of some cultural development in order to encourage diversity and attract new services and a new demographic to Sudbury. This will produce revenue to further rebrand Sudbury whilst supporting its history in the textile industry and through Thomas Cainsborough.

We aim to achieve these different cultures through small design features in our proposal such as bamboo which is a symbol of strength, flexibility, and health. Its strength teaches us to stand upright and its flexibility teaches us to adapt to the harshest circumstances. The combination of these virtues teaches us how to find balance and inner peace in our lives, in turn improving our health. This will be used to help consumers relax in a busy environment as well as representing a small part of Japanese culture.

PROPOSAL

1 Our intention for this site is to create a sustainable shopping centre that embraces the town's history in its design. We want to build from the ground up which would mean knocking down the existing building. Many of the raw materials used to manufacture this site will be reused in the construction of the new shopping centre. The build will incorporate the community centre and Cainsborough Silk Weaving in order to bring both the community and the history of the town together.

2 The shops that we intend to have in the centre will be primarily local independent stores: Duck in Boots, Cox's Boxes, Cainsborough Silk Weaving as well as food and produce stores which will be situated in the market area on the ground floor. We plan to have a small pharmacy in the centre to take pressure off of businesses such as Boots, especially during times such as Covid-19. This pharmacy will sell other products such as sanitary products, shower products, cosmetic products and cleaning products. This will help to boost the revenue of the shopping centre.

3 Initially we plan to refurbish the community centre and rent this out in the summer months in order to gain some revenue to pay for planning and the launch of the project. Ideally this would be used for weddings and events which can be carried on in the future. The existing interior will be updated through upcycling existing products and through purchasing items from charity shops which is one of our ways of paying forward to the community.

STAGE 4 - THE BUILD

Once planning has been approved and we have achieved the funding that we need, footings will start to be dug out and drainage will be installed.

The foundations can then be poured using a non permeable material that has less of an impact on the environment than concrete. Soakaways will be filled with bricks and rocks that have been revealed during the disassembly of the existing building.

Local trades can begin to build the shopping centre, this will be out of steel to provide structural stability of the building and extend its life cycle to be able to withstand more extreme weather as climate change continues to evolve.

Electricians and plumbers will do their fixes to the building.

Decoration begins.

Once all heavy machinery has been finished with, renovation of the outdoor areas can start.

PROPOSAL

4 We plan for the centre to be self sustainable by producing our own renewable energy by installing 30 solar panels onto the roof of the building whilst using this as a design feature. There will also be one small panel on each of the sheds in the allotment. We also intend to design and create two water features at the front of the building that will provide us with hydroelectric power as an alternative energy source on overcast days and in the winter months.

5 We would like to support the local community in this centre, not only through the community centre but through the creative residents of Sudbury. The ground floor of the shopping centre will have a corner stage that can be used for musical performances and is welcome to buskers that want to express their passion for music. The entire ground floor will be entertained by screens and stud walls whilst feeling open plan. These spaces would be open for any artwork from the community to be displayed free of charge and an opportunity for schools to exhibit their student's work.

6 The Cainsborough Silk factory will remain a detached building but customers will have access through the shopping centre to their showroom and can sign up to workshops via the welcome hut. These workshops are designed to give an experience to the community to get them interested and therefore give them a chance to get involved in keeping the textile industry prosperous in Sudbury. We would like to keep the antique textile machinery whilst remodeling and refurbishing the building to make it more aesthetically pleasing.

STAGE 5 - THE FUTURE

We hope that this shopping centre can continue to thrive whilst small adaptations can be made to the building and outside spaces in order to meet the needs of the users at that time.

The revenue that the centre makes will go straight back into the community to encourage further sustainable development such as this.

We hope that the ideas behind this project will inspire other designers to use similar methods in the future in order to bring new investment into the town whilst preserving its history.

SUMMER TERM 2021

Monday 12 April - Tuesday 20 July

Half term:

Monday 31 May - Friday 4 June

Non Pupil Days:

Monday 19 July and Tuesday 20 July



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Thomas Gainsborough School
Trinity Champion Centre,
Arts Award, 2019-2020

Lead Contact: Lucy Nichol
Centre Number: 57793

Stuart Pearce,
Director of UK & Ireland Markets,
Trinity College London

Trinity College London Patron H&M The Duke of Kent

Certificate issued: May 2019

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If you would like to visit us it would be our pleasure to show you around. Please contact us on 01787 375232