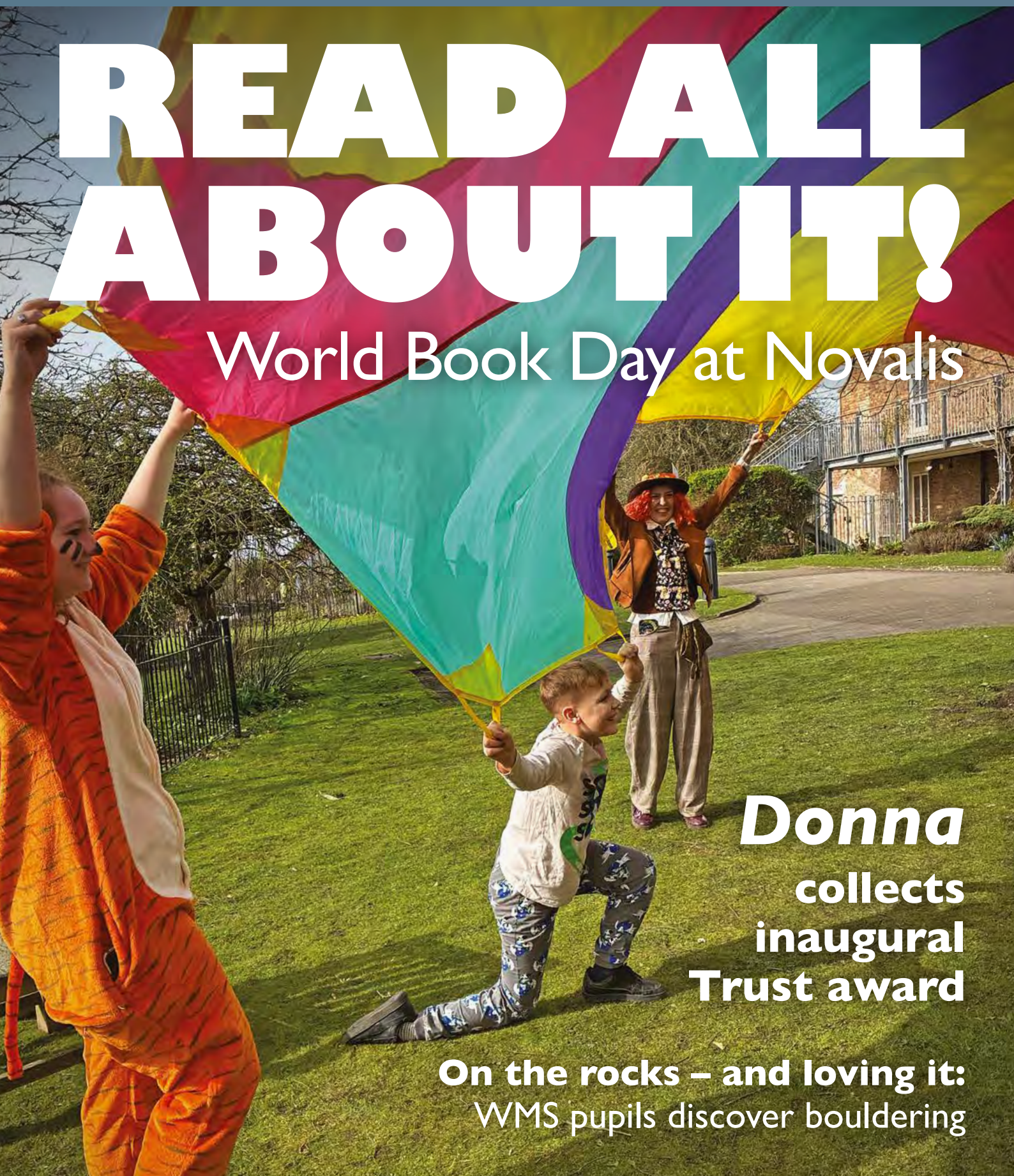




READ ALL ABOUT IT!

World Book Day at Novalis



Donna
collects
inaugural
Trust award

On the rocks – and loving it:
WMS pupils discover bouldering

Welcome

This term has been full of moments that remind us why our work is so important – from the small daily successes in classrooms and corridors to the wider initiatives that connect us as a Trust and as a community.

One of the highlights has been our World Book Day celebrations, which took on added significance during the National Year of Reading. Reading for pleasure is so important for all children, and especially for our pupils, where stories can unlock imagination, language, confidence and connection. Whether it's sharing a favourite book, listening to a story read aloud or discovering a new author, the message this year has been simple and powerful: if you're into it, read into it. There is no right or wrong way to enjoy reading – what matters is finding joy in words.

‘There is no right or wrong way to enjoy reading – what matters is finding joy in words.’

This term also saw us come together to recognise an exceptional member of our wider Novalis family. The Paula Furley Award was presented to Donna Ledbury, whose kindness and commitment are felt across all

three Trust sites. Donna's role as a support cook takes her between settings, where she quietly ensures consistency and care for both colleagues and pupils. The award, established in memory of Paula Furley – a hugely respected former Head of Finance and Company Secretary – celebrates the values Paula embodied and Donna is a truly deserving recipient.

We hope you enjoy reading about what has been happening this term across William Morris and Cotswold Chine Schools. We look forward to sharing more updates with you in the summer term. In the meantime, we wish you and your families a restful and happy Easter.



Hannah Dury

Headteacher
Cotswold Chine School

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MIX & INGE

CCS students explore careers in the creative industries

Cotswold Chine students visited the Sub Rooms in Stroud this term as part of a programme designed to open doors to skills and careers in the creative industries.

The Sub Rooms, a historic music venue at the heart of Stroud, is famous for hosting both local talent and internationally touring acts – including The Beatles, who played there in 1962. The students discovered not only the venue's rich history but also the teamwork and expertise required to keep it running.

During the visit, Summer, Corinna, Ashley, Warren and Xander explored the main concert space, the ballroom, and met the sound and lighting engineers. They got hands-on experience controlling stage lights and mixing sound levels, experimenting with reverb, spotlights, disco lights and even a smoke machine. Summer took to

the microphone to sing her favourite song, "Yellow" by Coldplay, while Corinna created a dazzling light show to accompany the performance.

The students also met staff from across the venue, including kitchen and bar teams, the finance manager, a social media content creator and the community engagement officer. They discovered that a wide range of skills, creativity, and teamwork goes into making a venue like the Sub Rooms a success.

Hilary Ball (CCS Music Teacher) said the highlight of the visit was meeting Managing Director Hugh Phillimore, who shared stories from his career working with famous artists such as

Elton John and Lionel Richie – from helicopter mishaps to limousine colour requests! The students also got a backstage tour of the dressing rooms, complete with Hollywood mirrors, giving them a taste of life in the limelight.

"The group gained a real sense of what it takes to work in creative industries and had so much fun experimenting with the sound and lighting equipment," Hilary said. "Experiences like this really bring learning to life."



IF YOU'RE INTO IT, READ INTO IT!

NOVALIS MARKS WORLD BOOK DAY

Stories took centre stage as Cotswold Chine and William Morris Schools marked World Book Day.



This year's celebrations were held during the National Year of Reading which has been introduced to help more people rediscover the joy of reading. Central to the campaign is the slogan: "If you're into it, read into it." It aims to draw people into reading by following their passions whether it be sport, music, food, gaming, film or fashion.

At WMS, staff embraced World Book Day by dressing as characters from *Alice in Wonderland*, with teachers Kyra Wildy and Becky Hopkins appearing as Tweedledee and Tweedledum. Pupils were invited to attend school in pyjamas or costume, helping to create a relaxed atmosphere centred around books and storytelling.

Throughout the day, the children took part in a range of workshops inspired by well-known stories. There was a session based on the book *The Day the Crayons Quit*, with the WMS Senior Leadership team featuring as the crayons. The Therapy team delivered Winnie-the-Pooh themed activities including Tigger's Big Bounce, Kanga's Kindness Corner and Pooh's Sensory Station. WMS Art, Music, DT and Cooking teachers led on *Wind in the Willows* creating a collaborative riverside-inspired mural for the school.

During the week, local independent bookshop Cotswold Book Room hosted a school book fair, giving both staff and pupils the opportunity to browse and choose titles to take home. The event provided a valuable opportunity to further strengthen the wider reading ethos at WMS where reading is celebrated throughout the year. Pupils also enjoyed reviewing the books they have accessed this year, while the monthly staff-nominated book remains a popular feature of the school's reading culture.

"The day provided pupils with multiple ways to engage with books, whether through listening, discussion, role play or making," said Becky Hopkins. "Activities were designed to be accessible and flexible, allowing pupils to take part in ways that suited their individual interests and needs."

Meanwhile at CCS, World Book Day celebrations extended across the week and were led by the school's Reading Ambassadors. Festivities began with the launch of a Readathon, encouraging pupils to log the minutes they spent reading each day. These were added to class trackers, with a reading totaliser displayed in the School Hall.

The collective challenge aimed to reach an ambitious target of 10,000 reading minutes over two weeks in support of the charity Read for Good. If successful, a donation will be made to the charity, reinforcing the link between reading for pleasure and reading for purpose.

Other highlights included a Storybook Evening for students on the Seedling and Sapling pathways. Held after school, the event invited pupils to come in their pyjamas and enjoy bedtime stories read aloud by familiar staff, creating a calm and inclusive reading experience. Children have also been contributing to a special CCS book, featuring a collection of student-written poems illustrated with their own artwork.

World Book Day itself saw CCS staff and students dressing up as favourite characters, alongside a range of reading-themed challenges. The celebrations also marked the launch of the school's Book Fair, supplied by Scholastic, a children's publisher, distributor and educational resource provider. The fair was organised and run by the Reading Ambassadors, giving pupils a leadership role in promoting reading across the school community.

Clare Bonnici (CCS SENCo) said: "World Book Day is a wonderful opportunity to celebrate reading in ways that are meaningful and accessible for all our pupils. By offering different activities – from listening to stories to writing poetry – we ensure every child can engage with books in a way that suits their needs and builds confidence."

The National Year of Reading is a UK wide initiative launched in response to growing concerns about declining reading enjoyment, widening literacy gaps and reduced access to books following the pandemic.



“...we ensure every child can engage with books in a way that suits their needs and builds confidence.”



WILLIAM MORRIS WELCOMES WINNIE & WILBUR!



William Morris School welcomed two new pupils this term – both with soft fur, school sweatshirts and an important job to do.

Following a school-wide competition, the two new teddy bears – pictured here with WMS's Head of Boarding Jason Towells – were officially named Winnie and Wilbur. Both now wear their own WMS uniform and have taken on a role in helping new pupils settle into school life

Earlier in the term, staff and pupils were invited to submit name choices for the bears with a specially chosen panel of judges reviewing the suggestions and selecting the final names.

Designed to offer reassurance and familiarity, Winnie and Wilbur will help show new pupils around key areas of the school and support them as they get used to daily routines.

According to Headteacher Gareth Parker the pair are quickly becoming familiar and comforting figures around the school.

“Starting a new school can be a big step,” he added. “These bears give us a simple, friendly way to help children feel safe, welcomed and supported from the very beginning.”



CCS DUO ACHIEVE QUALIFIED TEACHER STATUS

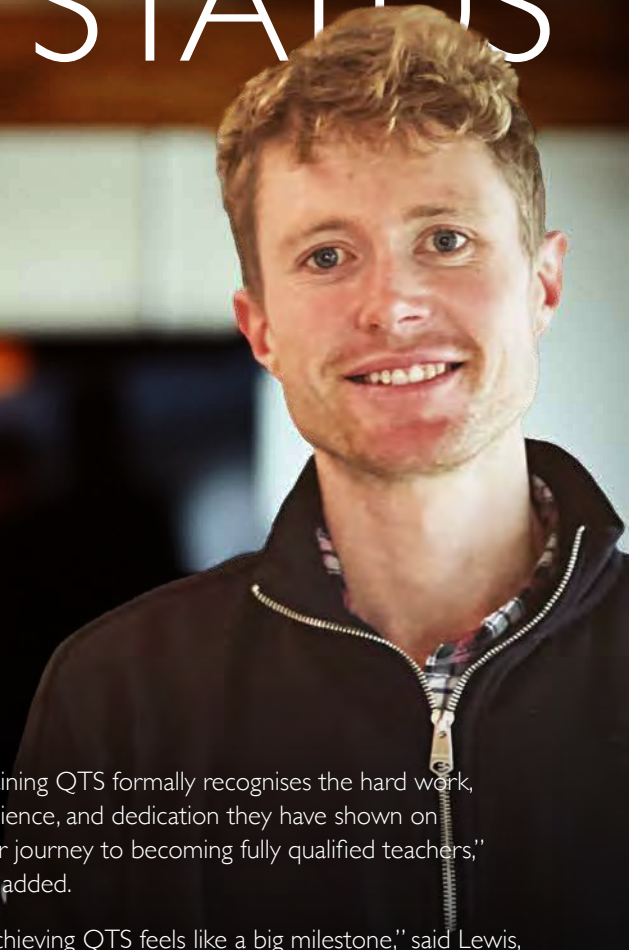


Congratulations to Cotswold Chine School teachers Lewis Newman and Dominic James who have reached an important professional milestone.

Lewis and Dominic have both successfully achieved Qualified Teacher Status (QTS), marking a significant step in their teaching careers and a proud moment for the Trust.

QTS is the nationally recognised status that confirms a teacher has completed their training and met the professional standards required to teach in schools in England. Achieving it involves being assessed in the classroom and demonstrating strong teaching practice, subject knowledge and the ability to support pupils' learning and wellbeing.

CCS headteacher Hannah Dury said the pair had shown real commitment throughout their training, continuing to develop their practice while making a positive impact in their classrooms.



"Gaining QTS formally recognises the hard work, resilience, and dedication they have shown on their journey to becoming fully qualified teachers," she added.

"Achieving QTS feels like a big milestone," said Lewis, who teaches Oak Class (KS3/4). "The support from colleagues and the Trust has made a massive difference and I'm proud to have reached this point. I'm excited to keep building on what I've learned and keep improving for the benefit of our students."

Dominic, who teaches Hazel Class (KS2), added: "It's been a challenging but incredibly rewarding journey. I'm grateful for the guidance and encouragement I've had along the way. I'm looking forward to continuing to grow as a teacher and making a real difference in the classroom."

The Trust congratulates both teachers on this well-deserved achievement and looks forward to seeing them continue to develop and thrive in their roles.



Going above & beyond:

Paula Furley Award
presented to

Donna Ledbury

Some people make a difference simply by how they show up, every single day.

This year's inaugural Paula Furley Award has been presented to Donna Ledbury, a support cook who works across all three Novalis Trust sites and who is widely valued for her kindness, reliability and commitment.

The Award was established in memory of Paula Furley, the Trust's former Head of Finance and Company Secretary, who died in 2024 at the age of 42. Paula gave more than 16 years of service to Novalis and was widely respected for her professionalism, attention to detail and huge commitment to the organisation and its mission.

Donna has been with the Trust for over two years and is known by colleagues as a genuinely lovely person. Her role takes her between settings, supporting teams and helping ensure that everyone receives consistent care.

The award holds particular significance because Donna has been facing her own health challenges, doing so with great strength while continuing to support others through her work. Her determination and compassion closely reflect the values behind the award.

CEO Jake Lukas, who presented the award to Donna this term, spoke about why she was such a fitting recipient. "Donna goes about her work with care, humility and determination," he said. "Even while dealing with significant personal challenges, she continues to support colleagues and the people we care for. That says a great deal about her character."

Jake added that the award was about recognising those whose contributions may not always be visible but are deeply felt. "This award exists to acknowledge people who quietly go above and beyond and Donna does exactly that. Her award is a reminder of the standards Paula set and the values that continue to shape the Novalis community."

Jane White, Head of the Domestic Team, described Donna as someone who is trusted and appreciated across all sites. "Donna is consistent, kind and always willing to help," Jane said. "She supports teams wherever she's needed and does so with warmth and professionalism. She's someone people rely on."



“She supports teams wherever she’s needed and does so with warmth and professionalism. She’s someone people rely on.”



CAREERS IN FOCUS:

WMS pupils go behind the scenes at
FOREST GREEN ROVERS



“Pupils were encouraged to reflect on their own strengths, interests and the school subjects that could support future ambitions in sport, hospitality or facilities management...”



A group of WMS pupils visited Forest Green Rovers' stadium to explore what working life looks like behind the scenes of a professional football club.

The visit to The New Lawn formed part of the school's careers programme which aims to build strong links with local organisations and give pupils meaningful encounters with the world of work.

Year 10 and 11 pupils – alongside a small group of Year 9s with a growing interest in the sporting industry – had the opportunity to meet staff whose work keeps the club running day to day.

Pupils spoke with the grounds team, the club chef and the hospitality director, learning first-hand about the varied routes into their professions, from apprenticeships and college courses to university study and on-the-job experience.

Dan Festa (WMS Enrichment Curriculum Subject Leader) explained that discussions focused not only on qualifications, but also on the personal qualities employers value, including reliability, teamwork, initiative and a strong work ethic.

"Pupils were encouraged to reflect on their own strengths, interests and the school subjects that could support future ambitions in sport, hospitality or facilities management," he said.

Home to Forest Green Rovers, The New Lawn is widely recognised as the world's greenest football club. Owned by green energy entrepreneur Dale Vince, the stadium runs on renewable energy, serves a fully vegan menu and places sustainability at the heart of its operations – from organic pitch care to electric vehicle charging points. For pupils, it offered a clear example of how environmental values and professional sport can work together:

A guided tour of the pitch, stands and working areas gave pupils an insight into the scale of preparation required for matchdays and the teamwork involved behind the scenes.

Year 10 pupil Xander said: "Working here is like a clock – you've got to have all the cogs working together and lubricated to make everything work smoothly."

Dan added that the visit was about making future pathways feel tangible. "Experiences like this help pupils see that careers don't follow a single route. Meeting people who do these jobs every day makes the advice real and shows how passion, attitude and teamwork matter just as much as grades."



SPORTING SUCCESS

FOR CCS ON THE COURT

AND IN THE POOL

CCS students have been celebrating a term of sporting success after impressive performances in both an Endball tournament and an inclusive swimming competition.

Six CCS students travelled to the Oxstalls Campus at the University of Gloucester to compete in an Endball competition organised by YuGo, the Stroud-based charity that provides inclusive sporting opportunities for young people.

Bethany, Violet, Harry, Courtney, Dayton and Lucas proudly represented the school in the adapted invasion game, which is similar to netball and encourages teamwork, strategy and participation for pupils of all abilities.

The team won two games and lost two in the group stages, finishing third overall in the tournament. Teacher Ben Jones said the event gave students the chance to try something new in a supportive and encouraging environment.

"Events like this help our students develop confidence and teamwork, and it's rewarding to see them enjoying being active together," he said. "The

Endball competition was a positive experience for everyone involved and gave pupils a real sense of achievement."

Meanwhile, four CCS swimmers also enjoyed success at an inclusive swimming competition organised by YuGo and held at Tewkesbury Leisure Centre. Aurora (11), Annie (12), Lucas (13) and Sophie (16) competed in the KS4 (15+) category and produced a series of strong performances across the events.

In the front crawl, Annie, Aurora and Sophie all won their heats, with Lucas finishing third. Aurora and Sophie again took first place in their backstroke heats, with Lucas second and Annie third. In the breaststroke, Sophie won her heat while Annie, Aurora and Lucas each placed third. The team secured second place overall in the relay.

The day ended with a fun butterfly race between Sophie and teacher Ben Jones, with Sophie finishing a very close second.

Ben added: "The results are fantastic, but what matters most is seeing the students growing in confidence, supporting each other and enjoying the experience. YuGo gives them a brilliant opportunity to shine and everyone who took part should be very proud of their achievements."

STRENGTHENING SOCIAL WORK PRACTICE AT NOVALIS

EMMA ACHIEVES ASYE

Emma Milner, Executive Team Manager and registered social worker, has successfully completed her Assessed and Supported Year in Employment (ASYE).

The achievement marks an important step in her career and reflects the Trust's continued commitment to developing high-quality social work practice across its schools and services.

The ASYE is a nationally recognised programme that supports newly qualified social workers during their first year in employment. It's designed to strengthen professional confidence, develop knowledge and skills and support practitioners to apply learning effectively in their day-to-day work, particularly within children and family services.

For Emma, the year has combined structured learning, regular feedback and reflective practice alongside her leadership responsibilities within Novalis. Her progress through the programme was supported by Kate Barnett (Professional Development Consultant).

"Completing the ASYE has been a really valuable part of my professional development," said Emma. "It's helped me to reflect more deeply on my practice, build confidence in my decision-making and stay focused on achieving the best possible outcomes for the children and families we support. I've really appreciated the encouragement and support from colleagues throughout the year."

CEO Jake Lukas – also a qualified social worker – welcomed Emma's achievement and highlighted its wider importance for the Trust.

"This is a significant accomplishment, and Emma deserves real recognition for the commitment she has shown," he said. "Supporting our social workers to develop in their early careers is essential to maintaining high standards of practice and strengthening the support we provide to children across Novalis."

KICKING OFF A WINNING PARTNERSHIP





William Morris School is delighted to be strengthening its links with local football club Forest Green Rovers who are working with pupils through regular fortnightly football coaching sessions.

Based right on the school's doorstep, the club are well placed to offer pupils an inspiring connection to professional sport within their own community. The sessions form part of the school's enrichment curriculum and are designed to be engaging and accessible to all pupils.

Each visit from Forest Green Rovers is split into two training sessions. The first focuses on pupils who already have an interest in football and play more regularly, giving them the opportunity to develop their skills further in a supportive environment. This is followed by a second session aimed at beginners – pupils who would like to give football a go, perhaps for the first time, and build confidence through fun, encouraging activities.

The sessions have already proved popular with pupils. On previous visits, Forest Green Rovers have brought some of their players along to join the coaching, offering additional support and inspiration and giving pupils a memorable insight into life at a professional football club.

"Having Forest Green Rovers working with our pupils has been fantastic. The sessions are well structured, inclusive and really motivating," said Dan Festa (Subject leader of the Enrichment Curriculum). "Splitting the sessions means we can support both confident players and complete beginners and the pupils really value learning from a professional club that's part of their local community."

"The sessions are well structured, inclusive and really motivating."



Forest Green Rovers, founded in 1889, are well known not only for their footballing achievements but also for their pioneering approach to sustainability. The club has gained international recognition as the world's first carbon-neutral football club and is widely admired for its strong environmental ethos, including eco-friendly operations and a fully vegan matchday menu.

CCS students were immersed in the world of robotics when Roaming Robots rolled into the Chine for a hands-on engineering workshop designed to inspire the next generation of engineers.

ROAMING ROBOTS ROLL INTO THE CHINE!

Led by experienced roboteer John Findlay from family-run business Roaming Robots, pupils worked in small teams to design, build and test their own mini Robot Wars-style vehicles.

They were challenged to create robots using supplied motors and radio equipment, alongside everyday materials such as cardboard, pens and glue, with each group successfully producing a working robot within the session.

The workshop culminated in a Robot Wars-style arena battle, giving students the opportunity to see their designs tested in a friendly competition.

Dan Woodhead (Subject Leader of the Enrichment Curriculum) said the activity encouraged teamwork, problem-solving and resilience while offering an exciting and practical introduction to engineering concepts.

"The Roaming Robots workshop was highly engaging for our students," Dan added. "The combination of practical building and live testing helped to develop confidence, collaboration and enthusiasm for STEM learning."

'Their school workshops aim to present engineering as a creative and rewarding discipline, helping to inspire the next generation of engineers.'

Roaming Robots are an independent group of experienced roboteers who have spent many years building robots and competing in the popular former TV series Robot Wars. Their school workshops aim to present engineering as a creative and rewarding discipline, helping to inspire the next generation of engineers.





PASSING THE TORCH: BEN BRINGS OLYMPIC INSPIRATION TO CCS

A real Olympic torch lit up Cotswold Chine this term – and not just in spirit.

Teacher Ben Jones brought his Olympic torch into school as part of Seedling class's Let's Get Moving topic which helped set the tone for a half-term focused on fitness, effort and improvement.

The children also watched an Olympic Opening Ceremony, learning about worldwide sports events and what it means when countries come together through sport.

'If they can better their own performance over the half term they'll be rewarded with medals based on their progress.'

Ben used the torch visit as more than just a show-and-tell moment. He set the children a series of physical challenges to take part in over the term, with a simple goal: improve. If they can better their own performance over the half term they'll be rewarded with medals based on their progress.

The torch itself has a special story. Ben was chosen by his swimming club in recognition of his voluntary work and swimming success at the time. After running his leg of the 2012 Olympic Torch Relay, he was able to keep the torch – a memento that has now found a new purpose inspiring the next generation.

"I brought in my Olympic torch as a hook for the Seedling Keep on Moving topic," said Ben. "It's been brilliant to see how excited the children are about setting themselves challenges and trying to improve. Thank you to the class for throwing themselves into it with such enthusiasm – this is exactly what sport is all about."



ROCK SOLID



LEARNING AS WMS PUPILS TAKE ON BOULDERING

Sometimes learning means climbing outside your comfort zone – quite literally!

Pupils from William Morris School are taking part in the NICAS Bouldering scheme, a nationally recognised programme designed to introduce young people to the skills, techniques and problem-solving involved in bouldering.

The sessions are being held at 270 Climbing in Gloucester with a small group of pupils including Kameron, Charlie, Richard and Peter taking part. The scheme offers a structured and supportive way for learners to explore climbing on indoor bouldering walls, helping them to build skills step by step in a safe and engaging environment.

NICAS (the National Indoor Climbing Award Scheme) is open to participants aged 5 and over and is used by around 240 centres across the UK. To date, it has introduced more than 120,000 young people to climbing. Pupils work through progressive levels, completing practical challenges and demonstrating new skills as they go, with logbooks and certificates recognising their achievements.

The bouldering pathway begins with New Boulderer, focusing on basic movement, balance, safety and climbing terminology, before progressing to Foundation Boulderer,

where pupils learn how to read routes, understand grading systems and develop more advanced movement techniques. Higher levels build towards independence, confidence and goal setting, with opportunities to explore the wider culture and ethics of climbing.

For pupils at William Morris School, the benefits go far beyond the wall. Bouldering supports physical development, including strength, coordination, balance and core stability while also encouraging focus, problem-solving and body awareness. Just as importantly, it helps develop personal qualities such as resilience, communication, confidence and responsibility.

Curriculum Enrichment Teacher Dan Festa said the scheme had already made a positive impact. "NICAS bouldering gives our pupils the chance to challenge themselves in a really meaningful way," he said. "Climbing not only encourages problem-solving, concentration and physical coordination but it also builds confidence and resilience. Pupils learn to trust themselves, support one another and take pride in their progress and that carries over into other areas of learning."



‘Climbing is also a highly social activity, and pupils are encouraged to work together...’

Climbing is also a highly social activity, and pupils are encouraged to work together, communicate clearly and celebrate each other's successes as they tackle new challenges. As the programme continues, pupils will keep developing their skills and confidence, one climb at a time!



100 REASONS TO BE PROUD

WMS's
Celebration
of Learning





William Morris School came together this term for its annual 100 Days of Learning event, marking the progress pupils have made since the start of the academic year.



The celebration transformed the whole school into a vibrant hub of creativity, with staff weaving the “100” theme into lessons and activities across the site.

Around the school, themed stations added to the excitement. One of the most popular returning activities was the stall offering 100 tiny snacks, giving pupils the opportunity to sample new flavours and fruits they might not usually try. Elsewhere, pupils and staff contributed to a 100 Acts of Kindness wall chart, filling it with thoughtful ideas and positive actions that reflected the school’s strong sense of community.

Pupils were also encouraged to take part in a 100-Second Challenge, testing their focus and determination, while outdoors, groups rolled up their sleeves to help plant 100 spring bulbs in the school grounds.

Classroom activities embraced the milestone in creative and energetic ways. Some pupils challenged themselves to complete 100 laps of the school grounds, while others compiled 100 words to describe what they have achieved so far this year. Maths lessons brought the theme to life too, with hands-on activities such as building structures using 100 blocks.

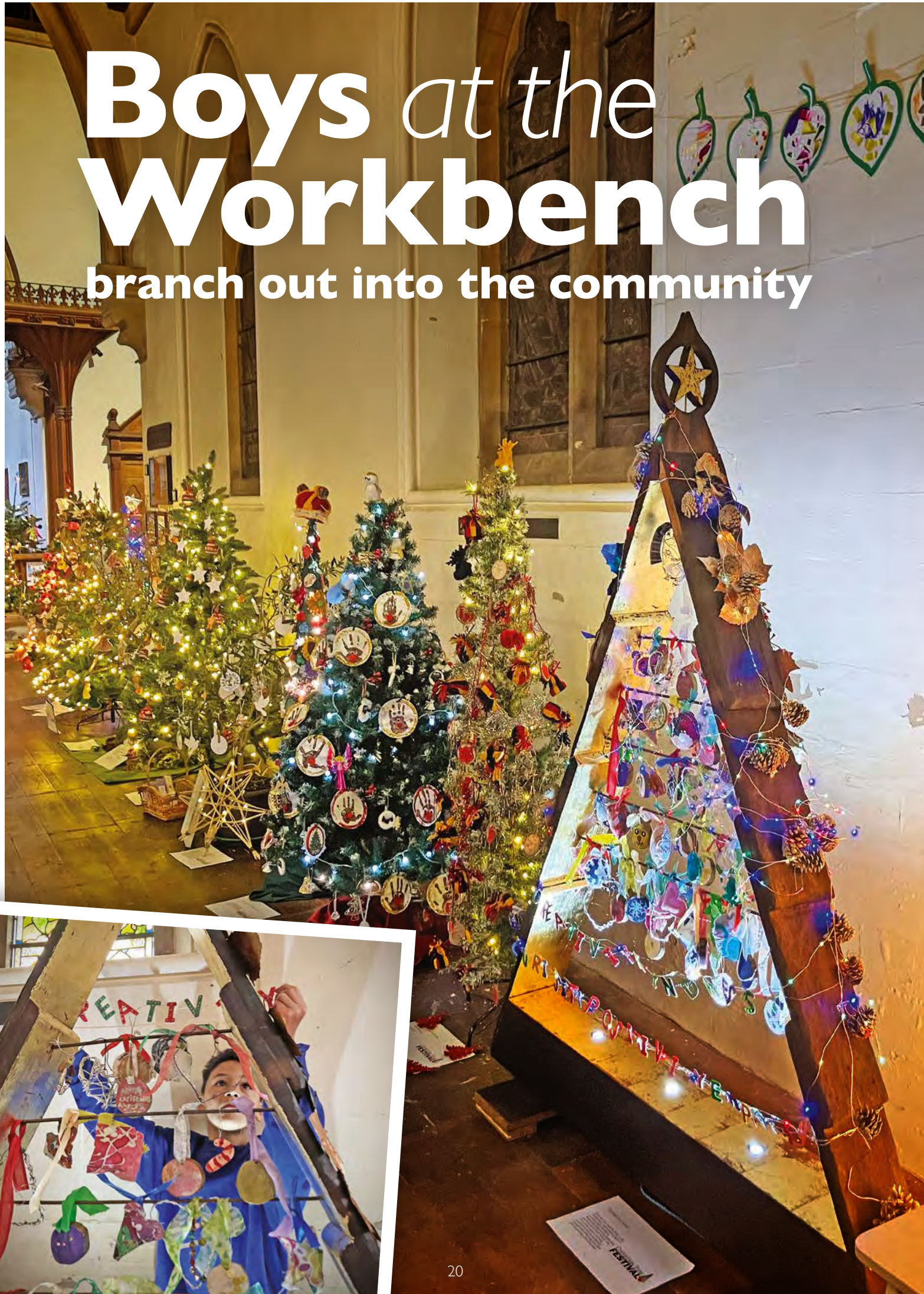
Headteacher Gareth Parker said the event offered a valuable opportunity to pause and reflect on the shared journey of pupils and staff.

“Reaching 100 days of learning is a brilliant moment to reflect on just how much progress our pupils have made,” he said. “We see growth not only in academic skills, but also in confidence, independence and curiosity. There are many reasons for our whole school community to feel proud of what has been achieved so far this year.”



Boys at the Workbench

branch out into the community





“...the Stroud Christmas Tree Festival allowed them to see their work presented beyond the school setting and to feel connected to the wider local community.”

Novalis Trust’s Boys at the Workbench group made a practical contribution to the local community by entering a handcrafted tree to Stroud’s Christmas Tree Festival.

The festival is a well-established local event bringing together more than 100 trees created by charities, organisations and businesses across the Stroud district.

For CCS students Lucas, David and Harry and WMS pupils Jenson and Charlie, contributing a tree offered the opportunity to take part in a shared community event while showcasing the practical skills they have developed through regular hands-on sessions.

Boys at the Workbench is an initiative inspired by the Australian Men’s Shed movement, which aims to provide supportive, neutral spaces where participants can express themselves through practical activity. The focus of the sessions is on making, collaboration and learning through doing.

Weekly sessions take place at the Nailsworth Community Workshop, which was established in 2009 by woodwork tutor Gavin Pond and former charity fundraiser Pam Brown. The sessions are led by Gavin alongside John Smith (Positive Support and Behaviour Analyst) and Joe Bird (CCS teacher) who support pupils to work safely and confidently with tools and materials.

Throughout the project, the boys worked at their own pace, developing confidence, patience and independence as they contributed to the finished tree. The design took the form of a wooden A frame structure topped with a star and with horizontal metal rails from which handmade decorations were suspended. Wooden words spelling out the Trust’s values – positivity, kindness, empathy, creativity and curiosity – were also strung along the rails creating a simple but meaningful statement.

“The workbench sessions give pupils the chance to work with their hands in a calm, purposeful environment,” said John Smith. “Taking part in the Stroud Christmas Tree Festival allowed them to see their work presented beyond the school setting and to feel connected to the wider local community.”



“The museum staff were excellent at breaking down complex ideas and making them accessible for our students...”



ROCKET SCIENCE MADE REAL AT REME MUSEUM

Learning took on a different kind of momentum when a group of CCS students visited The REME Museum in Chippenham.

Pupils from Holly and Cedar classes took part in a workshop exploring Marvellous Machines, with a particular focus on engineering, speed and problem-solving.

The museum tells the story of the Royal Electrical and Mechanical Engineers (REME), whose role since 1942 has been to maintain and repair the Army's complex equipment. Through artefacts, displays and interactive activities, students learned how engineers work behind the scenes to keep vehicles and machinery operating safely and effectively.

A key part of the visit focused on the Bloodhound LSR project, a British-designed vehicle created to attempt a new world land speed record. Students were introduced to the design of the car, its jet and rocket engines and the challenges involved

in travelling at extreme speeds. Using specialist equipment provided by the Bloodhound team, they explored scientific concepts such as forces, propulsion and air resistance in a practical and accessible way.

Dan Woodhead (Subject Leader of the Enrichment Curriculum) said the session supported learning across Science, Maths and DT, helping students make connections between classroom learning and real-world engineering.

“The museum staff were excellent at breaking down complex ideas and making them accessible for our students,” added Dan. “It was great to see pupils so focused and confident as they explored how machines work and asked thoughtful questions throughout the session.”